

Restart and Recovery Plan to Reopen Schools Lebanon Borough School District



1st Trimester 2020-2021

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RESTART & RECOVERY PLAN

The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn (NJDOE, 2020).

Lebanon Borough School District Recovery and Reopening Committee has worked in collaboration with local agencies, the community, and administration to develop this plan. Multiple sources of data and information were reviewed in consideration of the decisions made including staff and parent surveys.

Based on our county's current designation and local community needs, the Lebanon Borough School District has determined that the following plan will be implemented.

Full traditional programming

Traditional programming w/ social distancing measures

Blended reopening that balances in-person learning and remote learning options for all students daily and the Governor's mandated all virtual option.

Cohort A: In-person/Virtual Option

- **Monday-Friday (8:40 AM – 12:45 PM) with some virtual components from 1:40 PM – 3:00 PM**

Cohort B: Full Virtual Option

- **Virtual viewing (and participation as possible) from 8:40 AM – 12:45 PM with targeted teacher interaction between 1:40 PM – 3:00 PM**

Virtual Distance Learning: Total remote learning for all students. (Plan should reflect future action steps to be implemented and conditions that would prompt the decision as to when schools will re-open for in-person learning).

As we plan for a safe and successful 2020-2021 school year in these unprecedented times, we have approached this work thoughtfully, collaboratively and with the focus on the health and well-being of our students, families and staff. As CDC and NJDOE provide updated information and guidelines, this plan will be adapted and changed to reflect changing recommendations and guidelines. Therefore, we will remain flexible in our ability to plan for and adapt to changing circumstances based on the pandemic and as needed to provide a continuity of learning for our LBS students.

Learning Model Continuum

The uncertainty around COVID-19 will require all of us to quickly and safely shift across the three different learning models - digital learning, hybrid learning, and face-to-face learning. Training, tools and other supports will be provided by the District to ensure these shifts are successful and that uninterrupted teaching and learning is maintained across the learning model continuum.

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Reopening Planning Committees

Our planning efforts were led by five committees which explored the latest guidelines, recommendations, and research considered essential for a safe and successful school year during these unprecedented times. These committees are as follows:

Committee	Committee Members
Wellness	Social Emotional – Joyce Petty and Kelly Heller Physical – Lila Kosciulek and Renee Muia
Technology	Tricia Duell, Bruce Arcurio, Christopher Torres, and Diane Dulovich
Facilities	Jerry Haag, Tricia Duell, and Bruce Arcurio
Operations and Governance	Elizabeth Farrell, Patricia Laughery, Amanda Hanft, Karen Allen, Mayan Barkel, and Lauren Baldoni
Instruction	Suzanne Lawn, Tammi Sarnoski, Jennifer Walsh, Lyndsey Schaefer, Donna Gamberzky

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Reopening Planning Team

Individual	Group Represented
Mr. Bruce Arcurio	Administration
Ms. Patricia Duell	Administration
Mr. Jerry Haag	Maintenance
Mrs. Lila Kosciolek	School Nurse
Mrs. Kelly Heller	School Social Worker
Ms. Diane Dulovich	Teacher/ESL/SpEd
Mr. Chris Torres	Teacher/PE/Health
Ms. Renee Muia	Administrative Assistant (ESC)
Mrs. Joyce Petty	Teacher/6 th Grade/LBTA leadership
Mrs. Elizabeth Farrell	Teacher/Preschool
Mrs. Patricia Laughery	Paraprofessional
Mrs. Amanda Hanft	Paraprofessional/Parent
Mrs. Karen Allen	Paraprofessional (ESC)
Ms. Mayan Barkel	Teacher/2 nd Grade (LR)
Mrs. Lauren Baldoni	Teacher/Kindergarten/LBTA leadership
Mrs. Suzanne Lawn	Teacher/BSI/Technology/ G&T
Mrs. Tammi Sarnoski	Teacher/SpEd
Mrs. Jennifer Walsh	Teacher/1 st Grade
Mrs. Lyndsey Schaefer	Teacher/Music
Mrs. Donna Gamberzky	Teacher/5 th Grade
Ms. Wendy Crocetti	YMCA Care
Mr. Daniel Elwell, Mrs. Jackie Carruthers, Mr. Dave Abeles, Ms. Danielle Nugent, Mrs. Christine Burton	Board of Education

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Introduction

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

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

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

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

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

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

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique

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needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

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

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

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

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

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

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

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

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Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

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

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(iv) Severe obesity (body mass index, or BMI, of 40 or higher);

(v) Diabetes;

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- (vi) Chronic kidney disease undergoing dialysis;
- (vii) Liver disease;
- (viii) Medically fragile students with Individualized Education Programs (IEPs);
- (ix) Students with complex disabilities with IEPs; or
- (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan
 - (1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
 - (2) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
 - (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (3) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.
 - (4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
 - (5) Use of shared objects should be limited when possible or cleaned between use.

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- (6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- (7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
 - (a) In each classroom (for staff and older children who can safely use hand sanitizer).
 - (b) At entrances and exits of buildings.
 - (c) Near lunchrooms and toilets.
 - (d) Children ages five and younger should be supervised when using hand sanitizer.
 - (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
 - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

c. **Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan**

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

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

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

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

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

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

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

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
 - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
 - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
 - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
 - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
 - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
 - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
 - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - (ii) Following current Communicable Disease Service guidance for illness reporting.
 - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
 - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
 - (v) Continuous monitoring of symptoms.
 - (vi) Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of

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Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

- (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
- (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
 - (a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- (6) Exceptions to requirements for face coverings shall be as follows:
 - (a) Doing so would inhibit the individual's health.
 - (b) The individual is in extreme heat outdoors.
 - (c) The individual is in water.
 - (d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
 - (e) The student is under the age of two and could risk suffocation.
- (7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.

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

- f. Critical Area of Operation #6 – Contact Tracing

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

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

g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

- (1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
 - (a) A schedule for increased routine cleaning and disinfection.
 - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
 - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
 - (d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:
 - (i) Classroom desks and chairs;
 - (ii) Lunchroom tables and chairs;

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- (iii) Door handles and push plates;
 - (iv) Handrails;
 - (v) Kitchens and bathrooms;
 - (vi) Light switches;
 - (vii) Handles on equipment (e.g. athletic equipment);
 - (viii) Buttons on vending machines and elevators;
 - (ix) Shared telephones;
 - (x) Shared desktops;
 - (xi) Shared computer keyboards and mice;
 - (xii) Drinking fountains; and
 - (xiii) School bus seats and windows.
- (e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
 - (b) Discontinue family style, self-service, and buffet.
 - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
 - (d) Space students at least six feet apart.
 - (e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

- i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan
 - (1) The Board’s Plan regarding recess and physical education should include protocols to address the following:
 - (a) Stagger recess, if necessary.
 - (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.
 - (c) The use of cones, flags, tape, or other signs to create boundaries between groups.
 - (d) A requirement that all individuals always wash hands immediately after outdoor playtime.
 - (e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.
 - (f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).
 - (g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
 - (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.
 - (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
 - (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

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

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a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

We will utilize our current PBSIS system and included additional supports that are In development. See Appendix K

b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

I&RS Process – See Appendix K

c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

These will be utilized on a case by case basis. A list of providers is located in Appendix K

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to

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ensure the seamless and continuous feeding of students during all phases of school reopening.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

N/A

e. Quality Child Care

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

The YMCA will provided care for a fee as they have done previously, both before and after in-person school hours. See Appendix K.

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

B. Leadership and Planning

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

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

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

1. Establishing a Restart Committee

a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.

b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School

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Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

- c. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.
- d. The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
- e. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2. Pandemic Response Teams

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

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- (4) School Counselor or mental health expert;
 - (5) Subject Area Chairperson/Director;
 - (6) School Nurse;
 - (7) Teachers representing each grade band served by the school district and school;
 - (8) School safety personnel;
 - (9) Members of the School Safety Team;
 - (10) Custodian; and
 - (11) Parents.
- g. The Pandemic Response Team is responsible for:
- (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
 - (2) Adjusting or amending school health and safety protocols as needed.
 - (3) Providing staff with needed support and training.
 - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
 - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
 - (6) Providing necessary communications to the school community and to the school district.
 - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

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

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

[See Appendix N – Scheduling of Students]

4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.
- c. The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of

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learning and leverage existing resources and personnel to maximize student success.

- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
 - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
 - (2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
 - (3) Certification
 - (a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.
 - (b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
 - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain

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safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

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

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

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- (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.

- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

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- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
 - (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.
- e. Educational services staff members should:
- (1) Lead small group instruction in a virtual environment.
 - (2) Facilitate the virtual component of synchronous online interactions.
 - (3) Manage online platform for small groups of in-person students while teacher is remote.
 - (4) Assist with the development and implementation of adjusted schedules.
 - (5) Plan for the completion of course requests and scheduling (secondary school).
 - (6) Assist teachers with providing updates to students and families.
 - (7) Support embedding of SEL into lessons.
 - (8) Lead small group instruction to ensure social distancing.
 - (9) Consider student grouping to maintain single classroom cohorts.
 - (10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- f. Support staff/paraprofessionals may:
- (1) Lead small group instruction to ensure social distancing.
 - (2) Consider student grouping to maintain single classroom cohorts.
 - (3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
 - (4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.
 - (5) Provide real-time support during virtual sessions.

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- (6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- (7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- (8) Lead small group instruction in a virtual environment.
- (9) Facilitate the virtual component of synchronous online interactions.
- (10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

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

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

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

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

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

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

C. Policy and Funding

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

1. School Funding

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

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

- b. School District Budgets

Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

- c. School Funding

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

- (1) Purchasing

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

- (2) Use of Reserve Accounts, Transfers, and Cashflow

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

- (3) Costs and Contracting

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

D. Continuity of Learning

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

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

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

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

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
 - a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.
 - b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.
 - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

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- (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
- (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- (5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.
- (6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

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

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- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
 - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
 - (ii) Design for student engagement and foster student ownership of learning.
 - (iii) Develop students' meta-cognition.
 - (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
 - (v) Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
 - (vi) Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
 - (a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
 - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
 - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

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- (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
- (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.
 - (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

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

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- (2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
- (3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- (4) Mentoring must be provided in both a hybrid and fully remote learning environment.
- (5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

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

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles
 - (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

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- (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
 - (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
 - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.
- f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- g. CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.
- h. Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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Appendices

Restart and Recovery Plan to Reopen Schools

Lebanon Borough School District
Board of Education

1st Trimester 2020

Bruce Arcurio, Chief School Administrator

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Appendix A

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

The Lebanon Borough School District will adhere to the Department of Health guidance regarding signs and symptoms of COVID-19. Families will be educated on the signs and symptoms of COVID-19 in order to monitor students prior to sending them to school. Employees and students that become symptomatic in school will be quarantined in the health office or isolation room, assessed immediately, and will be sent home from school for further evaluation. In the event of a COVID-19 positive case, the district will work with the Department of Health regarding exclusion and return to school timelines.

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.a.

The Lebanon Borough School District will establish and maintain communication with local and state authorities to determine mitigation levels in our community through the county and local departments of health as well as briefings from the State Police when applicable.

1. Administration and the school nurse will be in communication with the Hunterdon County Department of Health (DOH), the NJDOH and the Hunterdon County Department of Education to receive information regarding any rise in transmission of cases of COVID-19 in the community. The contact persons in the District will be the Superintendent, School Business Administrator, School Nurse and other appointed officials.

The Lebanon Borough School District will protect and support students and staff who are at higher risk for severe illness by implementing the following:

For Staff:

1. The CDC has delineated health conditions that may put a person at higher risk for complications related to COVID-19. Employees returning to work should consult with their doctor if they feel that they are part of a high-risk population. In addition to taking any and all precautions necessary to protect themselves while they are in the workplace, if someone’s health is considered high risk, please engage in individual discussion with administration or school nurse.
 - a. To protect the privacy of LBS staff and prevent unintended discrimination. No employee will be considered “high risk” except at the request of the staff member.
 - b. Should the employee feel they are high risk, they should contact the Superintendent or the School Nurse.
 - c. Each response and request will be handled individually and in accordance with laws, regulations, and applicable contract language.
 - d. A medical recommendation for special accommodations will be required for this process.
 - i. Reasonable accommodations should be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19 individuals with disabilities or serious underlying medical conditions which may include:
 1. Cancer

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2. Chronic Kidney Disease
 3. COPD (Chronic Obstructive Pulmonary Disease)
 4. Immunocompromised state (weakened immune system) from solid organ transplant
 5. Obesity (Body mass index of 30 or higher)
 6. Serious heart conditions, such as heart failure, coronary heart disease, or cardiomyopathies
 7. Sickle cell disease
 8. Type 2 diabetes mellitus.
- e. Require staff who are at high risk to wear a clear face shield or goggles and a mask when meeting face-to-face, teaching, or interacting with others in classroom or congregate settings.
 - f. Each employee will receive the following PPE at their request to use at his/her discretion when social distancing cannot be maintained or at all times based on personal choice or under doctor's orders: Masks, face shields, goggles, disposable masks, other determined necessary PPE
 - g. High-risk staff can use a fully remote model in an environment that further restricts contact with others and further limits the risk of exposure to COVID-19, - this may include teaching students (who are in the classroom, being supervised by a substitute) via Google Meet from home or an empty classroom elsewhere in the building. This is contingent on availability of staffing and may affect the models that can be offered by the district.
 - h. Medical documentation must be submitted to the school nurse in order to receive the accommodations.**

The Lebanon Borough School District will protect and support students and staff who are at higher risk for severe illness by implementing the following:

- For Students:
1. The CDC has delineated health conditions that may put a person at higher risk for complications related to COVID-19. Parents of students returning to school should consult with their doctor if they feel that they are part of a high-risk population. In addition to taking any and all precautions necessary to protect themselves while they are in the school if someone's health is considered high risk, please engage in individual discussion with administration or school nurse. Fully remote option is available to mitigate risks and exposure.
 - a. Develop for students at higher risk, a student-specific plan that facilitates his/her safe return to school using increased social distancing strategies, where feasible for the student and staff member.
 - b. Review medical information on file regarding previous medical conditions placing students or staff at higher risk for severe illness.
 - c. If there is no history of a previous condition on file in the nurse's office, request a written note from their health care provider stating the medical condition that places them at risk for severe illness.
 - d. Work with the parents/guardians to provide reasonable accommodations.
 - e. For students with IEPs or 504 Plans, interventions including special education services and related services will be developed based on individual needs.
 - f. Reasonable accommodations will be provided for all high risk and medically fragile students and staff. Reasonable accommodations include:
 - i. Options:

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1. high-risk students can use a full remote learning model with a possible in-person component which may include classes from home via streaming video conferencing (Google Meet/Zoom)
- 2.

***Medical documentation must be submitted to the school nurse in order to receive the in-school accommodations.**

****All students can select a full remote option; no medical reason is needed.**

The Lebanon Borough School District will enact a Health Appeal Process:

1. For face coverings which will be managed and implemented by our school nurse and school administration under the guidance of our school doctor and the Hunterdon County Health Department.
 - a. This process exists as an allowance for students or staff with medical reasons to prohibit wearing of a cloth face covering.
 - b. Alternative PPE (personal protective equipment) measures will be considered for those with medical exemptions granted after going through the appeal process.

The Lebanon Borough School District will follow CDC guidelines.

1. Remain abreast of and make changes in accordance with CDC guidelines.
2. Comply with CDC decision making tree for schools during COVID-19 Pandemic regarding school reopening
3. Follow CDC health and safety regulations
4. Comply with CDC guidelines for ongoing monitoring

The Lebanon Borough School District will promote behaviors that reduce spread.

1. Encourage staff and students to stay home if they are feeling sick or have any symptom associated with COVID-19.
2. Engage in frequent hand washing
 - a. Including upon arrival to school, before and after meals, after bathroom use, after coughing or sneezing, before dismissal and frequently during the school day.
3. Wear a face mask, with exceptions only for those students or staff for whom it is not safe to do so due to age, medical conditions or other considerations.
4. In cases in which face coverings or masks are not possible, social distancing of 6 feet is required, unless not feasible due to the personal situation.
5. Provide staff, parents/guardians and students education on signs and symptoms of COVID-19 infection, hand hygiene, respiratory etiquette, use and care of face masks via email messages, videos, and signs posted throughout the school building.
6. Display signage throughout the building and in key areas to promote proper hygiene and social distancing.
7. Districts will ensure social distancing within the classroom to the maximum extent practical. This can be achieved by ensuring students are seated at least 6 feet apart. All desks face in the same direction.
 - a. Storage needs will be assessed and secured to remove school owned furniture from classrooms and common spaces.
 - b. Remove rugs from all classrooms and other surfaces that cannot be cleaned based

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- on guidelines.
8. Use of shared objects should be limited when possible or cleaned between use.
 - a. Students will have their own supplies with them.
 - b. When supplies must be shared they will be cleaned and sanitized between use.

The Lebanon Borough School will address non-compliance with wearing masks and other safety measures

- Students
 - Teachers will use age appropriate teaching techniques to enforce compliance with safety procedures, including social distancing, wearing masks, and handwashing
 - School counselor may be involved in discussions with the student to help with an understanding of the need for compliance
 - Contact with parents by staff, counselor, or the administration to partner with the school in the event of non-compliance
 - After appropriate attempts to address non-compliance issues, students may be subject to the disciplinary process in order to maximize the safety of all students.
 - This may include appropriate consequences ranging from warnings to exclusion.
 - Note: This does not apply to students with a medical excuse, but rather non-compliance
- Staff
 - Staff will be subject to all safety measures adopted by the district based on guidance from the NJDOH, HCDOC, NJDOE, and local decision-making
 - Non-compliance will be addressed as per Board Policy and negotiated agreements.

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Appendix B

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

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff. To that end, student desks and seating in classrooms, cafeterias, multi-purpose rooms, and other spaces should be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging seating such that all individuals face the same direction can help reduce transmission (NJDOE, 2020).

The Lebanon Borough School District has developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b.

General Guidelines and protocols for social distancing within the school

- All staff and students must maintain at least a social distance of 6 feet while both inside and outside of the school building.
- The placement of signs and stickers designed to provide physical guides will be placed throughout the building.
- Tape on floors, walls, and/or sidewalks, to ensure that staff and students remain at least six feet apart
 - (all entrances and exits, the main office, the guidance office, the nurse's office, all bathrooms, and halls)
- The outside of each classroom should be marked with maximum occupancy signs. (the number should be based on each occupant requiring a minimum 6.0-foot radius = 36 net square footage NSF)
- Posting maximum occupancy for each space throughout the building- AP room, gym, media center, main office, CST office, outside courtyards, student bathrooms etc.
- Staff/teachers on duty and in the classroom will proactively remind students of maximum occupancy regulations in our bathrooms, and social distancing practices in the hallway;
- Classrooms will be set up with all desks facing the same direction and students with desks spaced a minimum of 6 feet apart.
- Extra desks, tables, rugs, and shelving will be removed from classrooms as needed to provide 6ft personal distancing
- Layouts for desks, tables, chairs, and other items will be implemented to promote social distancing in classrooms and commons areas to maintain six feet of social distancing
- To limit the number of staff and students in the halls, students will stay in classrooms and teachers will move to classrooms to the extent possible.
- Additionally limiting the number of staff and students in the hallway at the same time by staggering times classes or staff move from class to class.

- To minimize the interaction of students between drop-off and entrance to school facilities we will stagger arrival and drop-off locations and/or put in place protocols to limit contact between individuals as much as possible.

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- During inclement weather, we will prepare to extend arrival times creating an inclement weather protocol.
- We will use separate entrances and exits for students to intentionally balance social distancing and security protocols by assigning staff and students to them.
- We will eliminate all large group gatherings indoors.
- If feasible, we will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks), and in spaces where any student or staff member resides who is unable to wear a face-covering due to a medical condition and/or IEP/504 constraints, speech and language rooms.
- We will employ the use of virtual meetings for all staff, team, IEP, and parent meetings in order to conform to social distancing guidelines.

The Lebanon Borough School District will allow for social distancing within the classroom to the maximum extent possible.

- This will be achieved by ensuring students are seated at least six feet personal distance
- Additional barriers between or on desks or in areas of the classroom will be used as needed.
- Desks will face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
- All staff and students must maintain at least a social distance of 6 feet while both inside and outside of the school building.
- Students and staff will wear masks at all times, except when eating or based on medical needs.
- **During school safety drills all participants will wear masks and maintain social distance as appropriate and possible**

The Lebanon Borough School District will coordinate the Recovery and Reopening Plan with the Pandemic Response Team to ensure placement of signs and stickers designed to provide physical guides that are placed throughout the building.

- Tape or decals on floors, walls, and/or sidewalks, to ensure that staff and students remain at least six feet apart
- These will be strategically placed in all areas of the school where students and staff typically gather.
 - (all entrances and exits, the main office, the guidance office, the nurse's office, all bathrooms, and halls)
- The outside of each classroom should be marked with maximum occupancy signs. (the number should be based on each occupant requiring a minimum 6.0-foot radius = 36 net square footage NSF)
- Posting maximum occupancy for each space throughout the building- AP room, gym, media center, main office, CST office, outside courtyards, student bathrooms etc.
 - Staff/teachers on duty and in the classroom will proactively remind students of maximum occupancy regulations in our bathrooms, and social distancing practices in the hallway;

The Lebanon Borough School District will eliminate the use of shared objects when possible or clean/disinfect between use

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- Students will have their own supplies with them.
- When supplies must be shared they will be cleaned and sanitized between use.
- Teachers will provide supply lists to families and request that each student bring their own supplies to class which will be used throughout the day
- The school will have additional supplies on hand to minimize sharing of materials
- Limit use of supplies and equipment to one group of children at a time and clean and sanitize between use
- Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and sanitize between use

The Lebanon Borough School District will ensure that all indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate.

- Recirculated air must have a fresh air component, windows will be opened, if practical, and if air conditioning is not provided, filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
 - LBS unit ventilators recirculate air at 4 exchanges per hour. This is increased if the classroom door is closed.
 - LBS unit ventilators take MERV 5 or MERV 8 filters. The district uses MERV 8 filters which will be changed 6 times per year as opposed to the 4 times per year recommended by the manufacturer. Filters with higher numbers MERV 13, MERV 15, etc. will not work in the LBS unit ventilators
 - Windows may be opened to assist with fresh air exchange where needed.

The Lebanon Borough School District will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol).

- Lebanon Borough School will adopt a “Sanitize In and Sanitize Out” practice, which is similar to medical facilities.
 - **“Sanitize In and Sanitize Out” Protocols**
 - When entering school building, sanitize hands
 - When exiting school building, sanitize hands
 - When entering any room in the building, sanitize hands
 - When exiting any room in the building, sanitize hands
 - Before taking off or putting on mask, sanitize hands
- The Lebanon Borough School will provide alcohol-based hand sanitizer (>60% alcohol) will be available in each of the following locations:
 - At each classroom entrance (using “sanitize in and sanitize out” practice)
 - At entrances and exits of buildings
 - Sanitizing stations throughout the building
 - Near restrooms
 - All classrooms and instructional areas
 - Faculty bathrooms
- The Lebanon Borough School will educate students on standardized procedures that will be utilized for using hand sanitizer including:
 - Apply gel to the palm of one hand
 - Rub your hands together

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- Rub the gel over all the surfaces of your hands and fingers until your hands are dry- around 20 seconds
- In all stages and phases of pandemic response and recovery, we will comply with the Center for Disease Control (CDC), state, and local guidelines.

The Lebanon Borough School District developed a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

- If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.
- In addition to hand sanitizing, hand washing is highly recommended throughout the day. When a classroom sink is not available scheduled hand washing times should be practiced.
 - Wash hands before and after snack
 - Wash hands before and after lunch (if schedule changes to allow lunch)
 - Wash hands before and after recess (if classroom cohort recess is conducted)
 - Wash hands after using a tissue to blow nose or sneeze
 - Wash hands after covering a cough or sneeze
- Students will be encouraged and educated on proper handwashing, which include the following steps.
 - Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
 - Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
 - Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice. (post song lyrics over sinks)
 - Rinse your hands well under clean, running water. Turn off the faucet with a hand towel.
 - Dry your hands using a clean towel or air dry them.
- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Signage will be displayed throughout the building and in classrooms by the Pandemic Response Team
- Educational videos will be created/curated and distributed by staff to increase student, staff, and family awareness about handwashing and hand sanitizing procedures and expectations.
- **The Lebanon Borough School District will allow for social distancing within the health office to the maximum extent possible.**

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- General office flow will be determined using a sign in procedure and a designated waiting area
- Everyone visiting the health office must wear a face mask.
- A designated area for assessments, isolation for both students and staff, overflow areas designated for exposure groups will be identified.
- Students and Staff with suspected illness or requiring medication/treatment will only be allowed in the health office. Visitors and travel buddies will not be permitted.
- Bathroom facilities in the health offices may only be utilized by those individuals being assessed or treated by the school nurse
- Health office staff including school will wear designated PPE as outlined by the Department of Health and in collaboration with the school doctor, NJDOE, and CDC. The suggested personal protective equipment is to protect both the staff and students and to mitigate any contact with anyone who is ill.
- N95 masks are being reviewed as a PPE measure where fittings and replacement are required in line with DOH guidelines
- An isolation room will be designated and utilized as part of the District's Response Protocol
- Any fabric curtains will be removed and replaced with plastic curtains hung from the ceiling over 6 feet high or by plexiglass partitions
- An isolation room has been designated/dedicated for students/staff presenting with symptoms of COVID-19. Personal dividers/plastic curtains and masks can be used in the event of multiple individuals with symptoms in the same isolation room
- The Health Office can be used as an additional isolation room in the event of multiple individuals presenting with symptoms

Therapy Rooms

- Counseling and support staff locations will be evaluated and then relocated if additional space is needed to maintain social distancing for the maximum number of students requiring support at one time.
- Multiple areas will be designated to support individual and group needs based on the service and in collaboration with service providers.
- Occupancy limits will be determined for each designated space to support the service provider and ensure social distancing
- Freestanding, moveable, tabletop partitions will be located in each space to act as a separation and protective measure allowing for possible service delivery while not wearing a cloth face-covering based on the individual needs of each student.
- Rooms and offices will be designated based on service type
- Regular sanitizing procedures will be implemented between sessions as possible
- Equipment and materials used in these settings will require individualization as best possible OR sanitizing between use

Hallways

- Flow of traffic will be restricted in all hallways
 - If needed, one-way traffic will be designated as determined by the school based response team

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- Travel outside the classroom throughout the day is prohibited unless scheduled by teacher/provider or when an individual student is moving to a therapy location, health office, or other location as part of the individualized schedule or designated by the teacher or school administrator
- Face coverings must be worn by all staff and students when moving or traveling in the hallways for any reason

Bathrooms

- Occupancy is restricted to two students per bathroom
- Hand sanitizer is available throughout the building
- Signage will be posted to remind students and staff about hand washing and to maintain social distancing in the facility
- Staff bathrooms are single occupant only; Staff will only use staff designated bathrooms
- Masks must be worn in all bathrooms

Mixed spaces

- The following areas are designated as “face covering required” areas:
 - Hallways
 - Entrances
 - Bathrooms
 - Designated entrances for arrival and dismissal
 - Cafeteria space when being used for any student activity as directed by the school administrator
 - Gymnasium space when being used for any student activity as directed by the school administrator
 - Libraries when being used for any student activity as directed by the school administrator
- Occupancy restrictions for faculty room will be posted to ensure social distancing
- Wellness rooms/areas will be identified in each building for decompression, stress relief, quiet spaces for all staff in a socially distant manner

Shared Offices

- Currently the school only has one shared office. One of the occupants is a full time employee and the other is a support services contractor who is in the school 1.5 days per week. They will not use the office simultaneously. If this is necessary, masks will be worn and individual dividers will be used.

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Appendix C

Critical Area of Operation #3 – Transportation

This section is not applicable to Lebanon Borough School as all students are transported by parents.

For those students receiving transportation to another public school or a private school, the district will consult with the transportation provider to ensure that safety protocols are followed and to request a copy of the protocols to distribute to the parents of the students utilizing the transportation.

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Appendix D

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

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d.

The Lebanon Borough School District will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines.

- Based on a review of the building and anticipation of reduced hallway traffic due to cohort based instruction mainly in the homeroom classroom, hallways and different areas of the building will be marked with 6ft distancing markers/signs.
- To the extent possible, students will remain on the floor where their classroom is located for the majority of the day, unless travel to a small instruction space is necessary within the school building.
- Travel to outdoor PE will occur through entrance/exit doors nearest the classroom.

The Lebanon Borough School District will establish the process and location for student and staff health screenings.

- The Lebanon Borough School District will establish procedures and guidance for families to complete daily checks for symptoms of COVID 19.
- Building access will be limited to only staff and students. No visitors will be allowed in the building unless it is a contracted service provider or is providing maintenance or services. **Visitor Protocol** to be followed.
- Students in before care will follow the same visual screening procedures and/or any procedures required by the YMCA upon entering the building.
- Students arrival time will be 8:20-8:40 a.m and after screening procedures are completed, they will report directly to homerooms.
- Students with classrooms on the 1st floor will enter through the gym doors at the bottom of the concrete steps. Students on the 2nd floor will enter through the main entrance.
- Student safety patrol will be suspended and staff members will monitor entrance and exits.
- If there are any concerns during *visual health* screening, the student will be immediately escorted to the isolation room. With an adult, the sick student should not walk through the building. Exiting via the door closest to the isolation room decreases the chance of spread of the virus to others in the building.
- The isolation room is an enclosed room inside the library that offers privacy and ventilation (AC and window).
- Parents/guardians of a sick child will be called to pick up their child within the hour of being called.

The Lebanon Borough School District will require that all students and staff wear face coverings while waiting in line to enter or exit the building.

- All staff and students able to wear face covering should do so while exiting and entering the building.
- Additional face coverings will be available for staff and students who may need one.
- Staff/students unable to wear a face covering must provide a medical note.

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- The needs of students with significant disabilities will be discussed on an individual basis as needed and will be determined on a case by case basis.
- Parents/Guardians may not exit their cars at drop off or pick up
 - If parents/guardians walk children to school they must maintain 6ft social distancing guidelines when on any area of the LBS property

The Lebanon Borough School District will develop a protocol for student movement within the building to limit the movement of students throughout the building and to minimize unsupervised times.

- Students in grade prek-6 will remain in one classroom to the maximum extent possible.
- Students will not be sent to the school nurse's office without direct contact with the nurse.
- Students who are not feeling well or presenting with symptoms of COVID 19, should be escorted through the building.
- One student should be sent to the bathroom at a time from the classroom.
- Students should not wait in the main office for pick up. If they are ill, they wait in the nurse's office or isolation room and are escorted. All other students remain in the classroom until called for dismissal.
- Students who are not picked up on time by parents at dismissal will remain in the classroom. Administration will be notified and will provide coverage, if needed, until the parent picks up the child.

The Lebanon Borough School District will limit the exposure by restricting unnecessary visitors in the building.

- The number of visitors to the School/Building, including the front office, will be limited to those individuals who must be on-site to provide services/products. Appointments will be required and individuals without an appointment will not be permitted in the school except in cases of emergency.
- All visitors must be screened before entering the building as set forth below. If the visitor answers "yes" to any of the following questions or refuses to answer the questions, he/she will not be permitted to access the school/building:
 - **Are you currently experiencing, or recently experienced, any acute respiratory illness symptoms such as fever, cough, or shortness of breath?**
 - **Have you been in close contact with any persons who have been confirmed positive for COVID-19 in the past two weeks?**
 - **Have you been in close contact with any persons who have traveled outside of the State and who are exhibiting acute respiratory illness symptoms in the past two weeks?**
 - **Have you traveled outside of the State for the past two weeks?**
- Deliveries will be permitted. However, deliveries shall be coordinated by the maintenance department or office staff and shall support the district's minimal personal contact model. Deliveries will be left outside when possible and retrieved by the maintenance or office staff. Any company/individual delivering supplies to district buildings shall provide assurances that their cleaning protocols comply with best-known State/federal directives.

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Appendix E

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

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e.

Our District Response Team considered guidance from all of our collaborative partners and our school doctor aligned with **District Policy 1648** to develop a procedure for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. The key to preventing illness at school is to work in partnership with our families as our first line of defense. The best way to prevent illness is to stay home when ill. To mitigate the spread of illness and create a healthy school community, our District will implement a Pledge to Prevent the Spread initiative for families and staff to commit to stay home when ill, monitor for symptoms, plan for emergency pick-ups, establish a family contingency plan, and continually communicate with the school community. This initiative developed in collaboration with our school doctor asks all families and staff to pledge their partnership with Lebanon Borough School District to prevent illness, proactively create a healthy school environment, and plan for responses to situations during the 20-21 school year. The pledge will be shared electronically prior to the reopening of school and we invite all families to join us in preventing the spread.

General accepted practice for prevention: Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school. Students and staff will be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- A fever of 100° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

The Lebanon Borough School District adopted procedures for screening students and employees upon arrival for symptoms and history of exposure.

- Staff will visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.
- Temperature checks **may** be used.
- Health checks will be conducted safely and respectfully, and in accordance with any

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- applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- The screening policy made consideration to students with disabilities and accommodations that may be needed in the screening process for those students.
- Students, staff, parents and guardians will be educated on the signs and symptoms of COVID-19 at home before sending children to school/reporting to work.
- Students with an elevated temperature of 100.4 degrees Fahrenheit or more will be brought to the isolation room for additional screenings.

The Lebanon Borough School District adopted procedures for symptomatic staff and students. Procedures include the following:

- The staff member will call the School Nurse's office to report a sick staff member or student. The Student will be escorted to the nurse's office. The sick student should not walk through the building unescorted. When practical exiting/entering via the door closest to the student and the isolation room decreases chance of spread of the virus to others in the building.
- Sick staff members or students will wear a mask and meet the nurse in the health office or the isolation room as instructed by the nurse.
- School Nurse will wear PPE to examine the sick staff member/student.
- If signs and symptoms of COVID-19 related illness are evident the staff member will be sent home immediately and referred to their physician for follow-up care.
- The parent/guardian of a student exhibiting signs or symptoms of COVID-19 related illness will be contacted and asked to pick up the sick student as soon as possible.
- The student will be referred to their doctor for follow-up care.
- The sick individual will remain isolated and be observed by the school nurse until leaving school.
- The sick individual may not return to the classroom. His/her belongings will be sent to the isolation room or the health office.
- The sick student will be escorted to the door closest to the isolation room by the nurse.
- Parents will not enter the building.
- School Nurse will recommend follow-up care with their private physician, COVID-19 testing, or home isolation based on DOH guidelines.
- **Those sent home from school due to signs and symptoms of COVID-19 illness may return to school: (subject to change based on Department of Health guidelines)**
 - With a written note, previously sent into school prior to their return, from their medical provider stating that they tested negative for COVID-19 and are cleared to return to school.
 - Notes from physicians must be presented to school prior to the student's return.
 - It has been 10 days since the start of symptoms of COVID-19 and it has been 24 hours since their last fever of 100 degrees or greater without the use of fever reducing medication, they are feeling better and their symptoms are improving.
 - It has been 10 days since they tested positive for COVID-19 and they were asymptomatic (did not have any symptoms associated with the virus)

The Lebanon Borough School District will adopt the following procedures when someone tests positive for COVID 19. These procedures will be consistent with the district's contact tracing procedures.

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- Establishment of an isolation room for students and staff to report to if they display symptoms of COVID 19. Students with a temperature of 100 degrees or higher will be escorted to the isolation room and have additional screening.
- Students and staff will wear necessary PPE.
- The reporting procedures are as follows:
 - Follow the CDC guidelines
 - School Nurse will maintain a log of all incidences
- The district will develop internal contact tracing procedures including records of groups/cohorts, assigned staff, before and aftercare, and daily attendance.
- The students will be divided into cohorts and be in attendance in the building with their cohort.
- The district will utilize re-admittance procedures consistent with CDC guidelines.
- The district will maintain an adequate amount of PPE which shall be available, accessible, and provided for use.
- The district will continuously monitor symptoms.

The essential practice for the prevention of illness is based on consistent self-monitoring of staff, monitoring by families, and staying home when ill. The District Response Team views this as a key strategy to mitigating all illnesses, including COVID-19. We will work to raise awareness around staying home when ill and keeping a child home when ill to improve the health and wellness of our school community.

Staff members who become ill at work will be assessed by the school nurse. Students and their personal belongings will immediately be moved to a new location in. If the staff member has symptoms related to COVID-19, the room they occupied will be deemed closed until confirmed for cleaning. Actions following this will be guided by the response protocol and in consultation with the school nurse and building administration.

Students who become ill OR have suspected symptoms that present during the day OR who were exposed to someone with symptoms that present during the day OR who were exposed to an individual that the district learns is positive will need to be picked up by a parent or guardian or other designated individual on their emergency card. Removing the child from the setting is key to preventing further spread of illness in the immediate and larger school community. The District Response Team recognizes that picking up a child in the middle of the day may be a hardship and respectfully asks families to have at least two other individuals who may be part of their contingency plan for pick up.

Parent resources:

<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/parents-caregivers.html>

The Lebanon Borough School District will adopt the following protocols for face coverings.

The protocols for all personal protective equipment are intended to actively promote behaviors that reduce the spread of germs.

(As per CDC guidance and NJEA Education Recovery Plan face masks should be worn by **both** staff and students at all times except when eating and or outside when a 6ft social distance is kept. This is a common practice in many school plans)

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Cloth Face Coverings

- Teach and reinforce use of cloth face coverings. Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
 - Note: [Cloth face coverings](#) should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.
- All staff will receive professional development/training on protocols to ensure everyone is well equipped to carry them out.
- Face coverings will be worn at all times by all staff, students, and visitors, unless doing so would inhibit an individual's health.
- Masks will be worn outside when social distancing of at least 6ft cannot be maintained.
 - Opportunities for teachers to have breaks so they can go outside or to their cars in order to remove face masks will be considered.
 - Mask free zones for staff and *students* will be established (outside courtyard, larger room, personal space, etc.) social distancing rules must strictly be enforced and designated areas well marked for maximum occupancy. (this includes outside)
- Students are requested to bring in TWO masks each day.
- All masks should be labeled with the student's first name and last initial with grade and homeroom. (ie. John D. 2G)
- Parents are asked to send in two masks a day: one placed in a properly labeled Ziploc bag and the other worn to school.
- An additional, properly labeled, Ziploc bag for mask storage when not in use. (lunch or snack time)
- The extra mask should remain in the Ziploc bag and placed in the student's backpack remaining there as a backup mask if needed.
- Masks should be brought home and washed daily.
 - Students must wear face masks when entering and exiting the building, in classrooms, and when walking in halls or around buildings.
- Replacement masks will be available for anyone who arrives without a mask or is unable to continue wearing the mask they arrived wearing.
- Reasonable accommodations will be made for any individual whose health would be at risk if wearing a mask. Said individuals must provide documentation of his or her medical condition, or disability, as reflected in an Individualized Education Program
- In any case, where face coverings are not possible due to IEP/504 or medical conditions, barriers such as partitions will be utilized.

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- Access to our building will be denied to any visitor refusing to wear a face-covering for non-medical reasons. (limit all visitors to buildings)
- School nurse, all staff members participating in the screening process, one to one paraprofessionals (depending on job assignment), staff working in specialized self-contained classrooms, and any staff member involved in the monitoring of the nurse's office and isolation rooms will be provided with enhanced PPE. (ie: disposable masks, gloves, face shields, gowns, and hand sanitizer, all but the face shield will be disposed of daily). This will be determined on a case by case basis.
- N95 masks need to be available at all times for "as needed" use of staff as indicated.
- Face shields should be issued to all staff
- Gloves
 - When items are passed from one person to another
 - During collection of items
 - When sorting mail
 - Gloves should be properly disposed of immediately after use and hands washed immediately

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Appendix F

Critical Area of Operation #6 - Contact Tracing

The Lebanon Borough School District developed Contact Tracing Protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.f.

Requirement	Summary
Contact Tracing Training	Completed by CSA, School Nurse, School Social Worker, additional office staff

Contract Tracing – This section contains possible scenarios and may change based on current guidance

Students/Staff: Confirmed Case

- Contact Tracing Liaison (School Nurse) informs DOH about a confirmed case (or a possible case to give notice to the DOH).
- Contact tracing should be initiated as soon as possible after a confirmed case is identified by a parent/guardian, Department of Health or physician.
- INTERNAL CONTACT TRACING at school begins with locating and notifying close contacts at school of the person found to be positive for COVID-19.
- Close contacts need to be informed of their status as a close contact, assessed for the presence of symptoms if they are in school, provided with guidelines on how to quarantine to prevent potential spread of infection and referred to their health care provider for testing.
- For COVID-19 a close contact is defined as
 - any individual who was within 6 feet of an infected person for at least 10-15 minutes or more starting from 2 days before illness onset (or for asymptomatic patients, 2 days prior to the positive specimen collection) until the time the patient is isolated.
 - Any individual who shared the environment with that person for an extended period of time is considered a close contact.
 - Any individual who was sneezed on, coughed on by the infected person is considered a close contact.
- A close contact to a patient with confirmed or probable COVID-19 should be notified as soon as possible.
- Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
- Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
- Asymptomatic contacts testing negative should self-quarantine for 14 days from their last exposure (close encounter with confirmed or positive COVID-19 case.)
- If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.

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- If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.
- All close contacts who meet the guidelines of a close contact for an infected individual, student cohorts in the classroom, and staff members will be notified to quarantine for 14 days and get tested for COVID-19.
- Parents/guardians will be called and notified to pick up students immediately.
- Complete confidentiality will be maintained to not release information about individual medical information (names).
- The decision to recommend additional quarantine will be made in collaboration with DOH to quarantine the entire building for 14 days.
- The School Nurse will remain in contact with all who are quarantined.
- Someone who is a close contact of a close contact to a person with COVID-19 does not have to quarantine. (Example: The parent of a student who is quarantined because of exposure to a fellow student who tested positive to COVID-19 is not a close contact and does not have to quarantine.)
- A close contact may return to school after they have been quarantined for 14 days. They can return if they have no symptoms on Day 16 following their contact with the sick individual.
 - Day 1- exposed (e.g. April 1)
 - Day 2-15 - quarantined for 14 days (e.g. April 2-15)
 - Day 16- return (e.g. April 16)
- The parent/guardian, staff member, or Health Department (HD) will contact the school nurse and inform her that there is a positive COVID-19 test.
- When the school is aware of a student or staff member who is ill and had a COVID-19 test performed the contact tracing can start at the school level before the results are in. Information regarding close contacts to the individual can be gathered.
- Teachers should keep a log of when students leave and return to the classroom and where they go. Staff members and parents/guardians should keep a diary of their close contacts. (It may take up to 4-5 days to get test results. Keeping a log/diary will help identify close contacts.)

Staff members or students who have household members with confirmed case of COVID19

- Staff members or students may be out of school because a family member tests positive for COVID-19 and is on self-isolation in the home.
- Quarantined staff members and students will do virtual learning until they are off quarantine.
- Once a person in a household's isolation ends, the other members of the household's quarantine begins for 14 days. (This will restart if another member becomes ill in the household).
- Example 1:
 - A family member develops signs and symptoms of COVID-19 illness on May 3rd and self-isolates himself in the home. All family members remain at home and self-quarantine.
 - The person is tested for COVID-19 on May 5th and continues self-isolation in the home and the family members continue self-quarantine.
 - The test is positive for COVID-19 and the person is told of the positive test on May 9th. This person needs to self-isolate in the home for 10 days

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from the start of their symptoms. They isolate from May 3rd (the first day they felt ill) until May 12th (10 days later). On May 12th:

1. They have not had a fever of 100.4 degrees or higher for 24 hours without the use of fever reducing medication such as Tylenol (acetaminophen) or ibuprofen (Motrin, Advil or Naprosyn), their symptoms are better and they feel better. They may stop isolation.
 2. If it is 10 days after they started with their illness and it has not yet been 24 hours since their last fever of 100.4, their symptoms are not that much improved and they still feel sick they continue on isolation until they meet the criteria mentioned in #1.
- Once a family member is no longer in isolation the quarantine period of family members begins the next day.
 1. The family member who tested positive for COVID-19 and self-isolated since May 3rd has not had a fever of 100.4 or higher for 24 hours, his symptoms are better and they feel better - they can end their isolation on May 12th. That is their last day of isolation. The rest of the family begins their quarantine for 14 days beginning May 13th. The person who was ill is no longer isolated and does not have to quarantine.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

The Lebanon Borough School District will specify procedures to mitigate the spread of COVID-19. These protocols will be added to the existing cleaning procedures. The following will be completed on a nightly basis as per CDC guidelines.

1. The facilities management and staff will follow procedures daily.
2. Additional steps and procedures have been added to help mitigate the spread of COVID-19.
3. Additional cleaning measures will be added daily, as needed
4. Additional custodial staff may be added as needed/available to follow daily cleaning throughout the school day
5. Revised custodial staff schedule to allow for frequent cleaning during the school day
6. Cleaning routines will be established to frequently include surfaces and areas that are frequented often.
 - a. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops)
7. Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

The Lebanon Borough School District will sanitize and clean bathrooms daily and in between use as much as possible.

The Lebanon Borough School District will clean shared spaces and surfaces and reduce the amount of staff shared spaces.

1. Distribution of mail to classrooms rather than using main office mailboxes
2. Provide disinfecting supplies and hand sanitizer near all copy machines/copying rooms with signage about cleaning equipment in between uses
3. Provide hand sanitizer near these areas

Our District adopted cleaning/disinfecting procedures (Strauss Esmay/NJPSA/CDC) as a foundation for:

- developing a procedure to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used
- adhering to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise
- developing a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible

The Lebanon Borough Board of Education will continue current practices for cleaning and will add any local health department recommendations including guidelines developed by CDC to our practices developing new minimum standards. Our practices will increase the number of times

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frequently touched surfaces and objects are cleaned and disinfected including sanitizing between usage and touching bathrooms (sinks, faucets, toilets), desks, chairs, switches, doorknobs, etc.

Custodial staff will focus on cleaning and disinfecting throughout the day and immediately after student dismissal, custodians will repeat a thorough cleaning, sanitizing disinfecting of all areas throughout the building. The school has a disinfectant sprayer machine, which kills viruses and decontaminates facilities. Each classroom will be sanitized daily with a focus on disinfection of touchable surfaces. Disinfecting wipes and/or spray will be provided in each classroom along with hand sanitizer.

Hand sanitizing stations with alcohol-based hand sanitizers will be located in each classroom, at entrances and exits of the buildings, near lunchrooms and toilets. Students five years and younger will be supervised when using hand sanitizers. Students would be required to wash hands for at least 20 seconds at regular intervals. This will include before and after eating, the use of the bathroom, sneezing, coughing and blowing of the nose.

All sanitizing products will be used in accordance to the directions on the label. A list of products that are EPA approved for use against the virus that causes Covid 19 is available on the EPA's website at <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>. Cleaning, disinfecting and sanitizing frequently touched areas include but are not limited to classroom desks and chairs, lunchroom tables and chairs, door handles and push plates, handrails, bathrooms, light switches, handles on equipment, shared telephones, shared desktops, shared computer keyboards and mice, drinking fountains, playground equipment used during recess, etc.

Preparations for facility use and increased sanitizing as schools reopen:

- **Bathrooms**
 - Doors will be propped open to avoid touching handles, and
 - Close middle sink or other barrier set up to maintain social distancing.
 - Hand crank paper towel dispensers will be replaced with touchless paper towel dispensers where individuals pull down on a paper towel to extract it from the dispenser
 - Touchless flushers will replace the traditional flush handles on all toilets
- **Water**
 - Water fountains will all be shut off
 - Drinking water may only be obtained by using bottle fillers, water brought from home, or other designated area.
 - Encourage staff and students to bring their own water to minimize use and touching of bottle filler options
 - Other water supplies may be needed -- bottled water, water filling stations
- **Classroom Considerations and Required Supplies**
 - Provide cleaning solution and paper towels to staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use
 - Outline cleaning procedures for all dividers and other barriers that are being installed and/or made available for use
 - Plan for garbage removal as needed
- **Outdoor Areas**
 - Playground equipment will be sanitized after each use and throughout the day

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The following are the general cleaning/disinfecting protocols for Lebanon Borough School District:

- Regular LBS cleaning protocols will be followed at the end of each day
- In addition:
 - all frequently touched surfaces will be wiped down with a disinfectant
 - Each morning before staff and students arrive, all rooms will be sprayed with a disinfectant sprayer.
- An Odorox disinfecting machine will be in constant use in the Health office. In the event of higher-level health concern in a particular room, the machine will be moved to that room during the evening hours.
- A log sheet will be posted in each room for the custodial staff to initial after cleaning
- Air Filter Changes regularly (more than factory recommended)
- Air conditioning filter washing regularly
- During the day cleaning procedures
 - Wipe down surfaces throughout the day
 - Disinfectant spray will be used in classrooms during times when students and staff leave the room as feasible
 - Any equipment that is used for PE or recess, including playground equipment will be disinfected between uses.

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Appendix H

Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.h.

The Lebanon Borough School plan options do not involve lunch in school. All in-person students will be dismissed at 12:45 pm and eat lunch at home. The cafeteria will not be used for meals.

The Lebanon Borough School District developed protocol for students who may eat a snack/breakfast in the classroom.

1. Students will eat this at their desk
2. After eating, desks will be wiped down with disinfecting wipes which will be kept in the classroom.
3. Students will not share food
4. Students will adhere to appropriate masking guidelines when discarding any waste after snack.

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Appendix I

Critical Area of Operation #9 – Recess/Physical Education

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.i.

The Lebanon Borough School District will follow these guidelines regarding recess.

1. The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
2. Students will be encouraged to wear comfortable clothing and safe footwear to school
3. A requirement that all individuals always wash hands immediately after outdoor playtime.
4. Cones, flags, tape, or other signs will be used to create boundaries between groups.
5. Enforce social distancing at all times
6. Masks worn at all times indoors
7. Only one grade level/cohort group will be allowed outside
8. Limit the number of students at recess to 20 or less with designated areas

The Lebanon Borough School District will follow these guidelines regarding physical education

1. The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
2. Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
3. A requirement that all individuals always wash hands immediately after outdoor playtime.
4. Cones, flags, tape, or other signs will be used to create boundaries between groups.
5. Hold Physical Education classes outdoors, as much as possible.
6. Enforce social distancing at all times
7. Masks worn at all times indoors
8. Students may remove/lower masks when outside if social distancing is maintained consistently and directed and monitored by staff.

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Appendix J

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

- The number of visitors to the School/Building, including the front office, will be limited to those individuals who **must be on-site to provide services/products**. Appointments will be required and individuals without an appointment will not be permitted in the school except in cases of emergency.
- BCBA, OT, Speech, and Related Service Providers will be allowed to provide services in the school building and will be required to complete self-screening prior to arrival.
- All visitors must be screened before entering the building as set forth below. If the visitor answers “yes” to any of the following questions or refuses to answer the questions, he/she will not be permitted to access the school/building:
 - **Are you currently experiencing, or recently experienced, any acute respiratory illness symptoms such as fever, cough, or shortness of breath?**
 - **Have you been in close contact with any persons who have been confirmed positive for COVID-19 in the past two weeks?**
 - **Have you been in close contact with any persons who have traveled outside of the State and who are exhibiting acute respiratory illness symptoms in the past two weeks?**
 - **Have you traveled outside of the State for the past two weeks?**
- Deliveries will be permitted. However, deliveries shall be coordinated by the maintenance department or office staff and shall support the district’s minimal personal contact model. Deliveries will be left outside when possible and retrieved by the maintenance or office staff. Any company/individual delivering supplies to district buildings shall provide assurances that their cleaning protocols comply with best-known State/federal directives.

Parent Visitors

- There will be no parent visitors to classrooms, volunteers, or for meetings during this time.
- All parent meetings, including but not limited to IEP meetings, parent teacher conferences, and otherwise, will be held virtually. Staff members will log in to meetings in different rooms.
- Parents can drop items off outside main entrance and will pick up children without entering beyond the main lobby.
- Signage will be posted near the main office

The Lebanon Borough School District developed field trip protocol and procedures.

- There will be no field trips permitted at this time.
- Staff are encouraged to provide virtual field trip opportunities for students that connect with learning standards.

The Lebanon Borough School District developed extracurricular activities protocol and procedures.

- Extracurricular activities will be limited at this time. Each activity will be decided upon on a case by case basis. For those activities taking place:
 - a. Students/Staff will follow social distancing protocols.
 - b. Students/Staff will follow mask wearing protocols.

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- a. Extracurricular activities will be organized by cohorts consistent with school day schedule and groupings as best as possible.
- b. Students/Staff will be asked health screening questions
- c. Attempt to offer virtual clubs and activities after school
- d. Limit club participation to 10
- e. No sharing of equipment or supplies
- f. Disinfect surfaces and materials used during extracurricular activities

The Lebanon Borough School District developed procedures for after school events in the school facility

- Events which typically draw large crowds such as Back to School Night and parent teacher conferences will be held virtually
- Student performances may be live streamed
- Outdoor performances/events will be determined on a case by case basis to determine if all guidelines and procedures within this document can be implemented.

The Lebanon Borough School District developed guidelines for use of facilities outside of school hours

- There will be no use of indoor facilities permitted at this time.
- Exception of this ban will be considered by Board of Education and Superintendent
 - a. Those responsible for these events will ensure health and safety guidelines are followed
 - b. Intensive cleaning procedures will be followed the night of the event, prior to school opening
- Outdoor facilities use (blacktop, parking lot, etc.) will be considered on a case by case basis.

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Appendix K

Academic, Social, and Behavioral Supports

The Lebanon Borough School District has developed supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

Social Emotional Learning (SEL) and School Culture and Climate

Basic LBS initiatives:

- Mindful Minute Meditation each morning over the loudspeaker
- Parent outreach regarding transitioning students back to school
- Blue cards for students to communicate mental health needs.
- PBIS tickets specifically for social distancing.
- Videos/reminders home advocating mask wearing.
- Trauma centered school training provided by the mental wellness committee

Systems of Support

Per the Collaborative of Academic and Social Emotional Learning (CASEL) social and emotional learning is defined as the process through which children and adults understand, learn, and manage a set of competencies that include the management of emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

When coupled with a set of academic competencies, which includes academic mindset, perseverance, and learning strategies, learning is maximized. Teaching SEL skills is as important as teaching academic content. We directly teach and infuse these skills in our everyday lessons. Teaching SEL is not a canned program, but rather an approach to teaching, a philosophy. As educators and parents, we are the constant models for our children. It starts with us.

Maslow before Bloom:

“Students and staff returning for the 2020-2021 school year will be faced with new and intimidating routines and circumstances. We must address these challenges head on and ensure that SEL is infused into everyday school life.” ("The Road Back")

The phrase, Maslow before Bloom has never been more important. In other words, educators should place Maslow's hierarchy of human needs before Bloom's taxonomy of educational objectives.

Per “The Road Back” we must make SEL a priority and infuse components of it in our everyday lessons. The guidance from the NJ Department of Education and our collaborating partners emphasize SEL and present considerations which can be used as specific targets we will reach at the opening of our schools.

SEL Targets:

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- *Prioritize relationships/wellbeing over behavioral compliance*
 - Every person has behavioral needs in wanting to feel belonging and significance. When prioritizing relationships, those needs are met.
- *Meeting the developmental needs of our students*
 - How we teach is as important as what we teach. As educators we must understand the developmental characteristics of our children and infuse that knowledge into lessons that meet those needs. Student want to reach the zone of proximal development where kids feel challenged yet successful.
- *Support students and staff in feeling safe, connected, and hopeful.*
 - “To optimize the learning process, students and staff need to feel cared for, re-engaged and acclimated to the school community.” (“The Road Back”)
 - Community building has never been more important. In a traditional school setting, kids need to feel safe with a predictable classroom with strong peer to peer and peer to teacher relationships. With the uncertainty of our current situation, kids need a safe place more than ever. Fostering a strong, positive classroom community is vital. We can instill community building activities into our daily lessons. Further, the language we use with our students aids in the community we build. How we speak to our students matters. Regardless of the subject area, teaching strategy, or age group, our words are our most powerful tool.
- *Ensure all students have at least one caring adult checking in on them*
 - When students who had teachers that prioritized SEL were surveyed about their experience, the overwhelming response was that they appreciated having a strong connection with an adult in their school. We accomplish this goal with our community building, a focus on relationships, our teacher language, and meeting our students’ developmental needs. All of these targets are symbiotic and build off one another.
- *Establish routines*
 - We know that one of the developmental needs of children is consistency. Routines such as arrival, dismissal, turning in homework, entering and exiting a room, delivering instructions, and so forth, demand consistency and predictability. Predictability is another key component to a positive learning environment. When kids know the routines, they feel safe. When they feel safe, they want to be in the room. When they want to be in the room, they are willing to take academic risk, thus learning is maximized.
 - Common planning time for teachers to collaborate and establish consistent routines, procedures, and expectations will be needed.
- *Goal setting and reflection*
 - Whether social, emotional or academic, goal setting is a way for children to organize their thoughts and create a plan to achieve their goal and foster perseverance. Goal setting also allows for children to reflect on what learning strategy worked for them, which creates a sense of motivation to try it again.
 - Children will be looking for closure from last school year. Reflection on past experiences will aid in that search for closure. “We do not learn from experience. We learn from reflecting on experience.” (John Dewey).

In a traditional school year opening, these objectives are important however now they are vital. Professional development will be delivered in the fall to aid teachers in reaching these objectives.

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All of these targets are symbiotic. By prioritizing these targets, we will meet these targets. Supporting our children during this time of reopening will be a team effort. Educators and parents are constant role models for our children, and our partnership is essential.

NJTSS (NJ Tiered System of Supports)

The New Jersey Tiered System of Supports committee oversees instruction for students based on screenings mandated by the state of New Jersey's new Dyslexia legislation. Our approach has been to cast a broad net for our students that would benefit from additional instruction in language arts. We feel that providing that instruction at the early years of schooling allows students to grow quickly and successfully. We utilize the I&RS Committee process along with the data collected from our reading screeners and assessments (mCLASS and DIBELS Next) to help in identification of needs. See the presentation to the Board from June 4, 2020 regarding [Basic Skills Support here](#). Our BSI teacher, Suzanne Lawn, works with classroom teachers to provide targeted interventions.

Systems of Support – Faculty/Staff

In-District Supports: These volunteers are available to faculty and staff.

- School Social Worker
 - a. Available during school hours for in-person talks; phone calls; emails; video conferencing
 - b. Kelly Heller – Kheller@lebanonschool.org

Support Resources

Out-of-District Supports

Professional Resources

Hunterdon Behavioral Health (24-hours)
Hunterdon Medical Center, Flemington, NJ
(908) 788-6401

Mobile Crisis (24-hours)
(908) 788-6400

Hunterdon Helpline (24-hours)
908-782-HELP (4357)
1-800-272-INFO (4630)
www.hunterdonhelpline.org

Family Crisis Intervention Unit
Flemington, NJ
(908) 788-6401

SAFE in Hunterdon
Flemington, NJ
908-788-7666
888-988-4033 (24-hour service)
www.safeinhunterdon.org

Tri-County Resources
(Warren, Hunterdon, and Somerset)
www.TriCountyResourcesNet.org
Catholic Charities
Barbara Rouskas
Flemington, NJ
(908) 782-7905

Carrie Genovisi
Flemington, NJ
(908) 616-1182

Dr. Charwin
Frenchtown, NJ
(908) 507-8429
GSAAP - Anxiety Disorders Clinic
Piscataway, NJ
(732) 445-5384

Oldwick Associates
Oldwick, NJ
(908) 439-3456

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Sharon Rausenberger
Bloomsbury, NJ
(908) 479-1113

Katharine Bergacs
Flemington, NJ
(908) 751-1208
<http://www.myplaceforpeace.com>

Dee Wright, MSW, LSW, LCADC
Flemington, NJ
(908) 328-4307

Susan Blackwell-Nehlig, PsyD
Flemington, NJ
(908) 303-6298

Kit Riley, Ph.D., MSW
Karen Steifel, CSW
Martha McDougal, LCSW
Flemington, NJ
(908) 788-9401

Lori Rayner-Grossi
Clinton, NJ
(908) 730-7608
(908) 246-2008

Stress Management Counseling Center
Clinton, NJ
(908) 235-8337
www.stressmgmtcounseling.com

Karin Gruss, MSW, LCSW
Clinton, NJ
(908) 343-0073
(908) 364-5552

Douglas Haymaker, PhD
Stephanie Haymaker, PhD
Bridgewater, NJ
(908) 429-9300

Anne Picardo, LCSW
Pottersville, NJ
(908) 439-3340

Jeffrey Harrison
Nancy Harrison, PsyD
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(908) 788-4048

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(908) 253-3160 Bridgewater Office

Lauren Ordner, MS, LPC
Lebanon, NJ
(908) 210-3086
LaurenOrdner@volitionwellness.com
www.LaurenOrdnerLPC.com

Verna M. Hegstrom
Clinton, NJ
(908) 730-8138

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Horizon Blue Cross Blue Shield Resources https://doctorfinder.horizonblue.com/dhf_search

Online Resources

The NJ Department of Human Services offers a "warm line" as a resource for people seeking mental health services. This includes being able to talk to a live mental health professional. The warm line is available 24 hours a day and has language access; (877) 294-HELP (4357).

<https://www.nj.gov/humanservices/index.shtml>

Self Care Resources

Mindful Teachers

<http://www.mindfulteachers.org/p/self-care-resources.html>

American Psychological Association

<https://www.apa.org/pi/about/publications/caregivers/consumers/taking-care-you>

American Counseling Association Mental Health Resources

<https://www.counseling.org/knowledge-center/mental-health-resources/>

Child Care

The Lebanon Borough School District continues to work collaboratively with the YMCA. The concept of our planning is based on information regarding the proposed schedule, our students' day care needs and the needs for the children of our faculty and staff. Upon approval of the reopening plan, the communication between the District and The YMCA will enable us to provide procedures to families for enrollment in preparation for the 2020-2021 school year.

Technology

- The District uses Chromebooks and iPads (Preschool) and has a device for each child in house at this time.
- Based upon a recent survey of families, 100% of our student households have connectivity.

During remote sessions, the District will utilize the following resources for meetings:

- Zoom
- Google Meet

Our district curriculum materials generally include a digital component which will be used with all students. Additionally, our teachers utilize other online subscription services such as Newsela, Freckle, etc.

Academics

The Lebanon Borough School District recognizes the need for the continuous professional development of staff to maintain and deliver a highly effective instructional model that focuses on the NJ Student Learning Standards, individualized instruction, and establishes formative assessments to maintain support for each child's academic experiences.

In a recent survey, 12% of our families indicated that they would not have their children participate in building based learning, but remain remote; 23% indicated that they were unsure what they would do; and 65% indicated that they are interested in having their children return to in person instruction at their school building. As we design plans for the reopening of school in

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the fall, we will utilize this data in the decision-making process. Regardless of format, academics will take place utilizing a schedule.

Possible options may include a hybrid of in-person and remote learning. Lesson delivery will follow a schedule as well as have recorded options for families waiting on a device, or with schedule conflicts. Additional options must address an increase in the number of families that prefer a fully remote option.

Instruction will include: Reading, Writing, Mathematics, Science, Social Studies, and the special areas of World Language, Art, Physical Education and Health. Some areas may, out of necessity, be delivered remotely for both in-person and fully virtual students.

Special Education & Related Service Delivery

As part of the District's plan to ensure the delivery of special education and related services to students with disabilities, we will continue to meet our obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities have been and continue to be critical points of discussion for every return-to-school scenario. The District Response Team will continue to review information and guidance from the NJDOE and any additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA). All special education and related services continue to be delivered in alignment with IEP goals and objectives regardless of the instructional format meaning virtual or in-person where designated as the District reopens. Individual student services will be reviewed and continually monitored by Child Study Team members, Special Education staff, and Administration in collaboration with families of students with disabilities to ensure progress oriented and needs based plans.

Mentoring and Evaluation

The evaluation of all staff members will continue to meet all NJDOE requirements. The Lebanon Borough School District uses the Marshall model for teacher evaluation. We will await guidance on the evaluation process and weights and included scores for staff per the NJDOE. The District approved the Policy 1648 on July 30, 2020 outlining the required mentor support for new teachers specifically to include hybrid models of instruction and completely remote/virtual instruction.

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Appendix L

Restart Committee

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.1.

The Lebanon Borough School District developed a Restart Committee and developed a reopening plan in anticipation of the 2020-2021 school year.

Reopening/Restart Committee

Individual	Group Represented
Mr. Bruce Arcurio	Administration
Ms. Patricia Duell	Administration
Mr. Jerry Haag	Maintenance
Mrs. Lila Kosciolek	School Nurse
Mrs. Kelly Heller	School Social Worker
Ms. Diane Dulovich	Teacher/ESL/SpEd
Mr. Chris Torres	Teacher/PE/Health
Ms. Renee Muia	Administrative Assistant
Mrs. Joyce Petty	Teacher/6 th Grade/LBTA leadership
Mrs. Elizabeth Farrell	Teacher/Preschool
Mrs. Patricia Laughery	Paraprofessional
Mrs. Amanda Hanft	Paraprofessional/Parent
Mrs. Karen Allen	Paraprofessional
Ms. Mayan Barkel	Teacher/2 nd Grade
Mrs. Lauren Baldoni	Teacher/Kindergarten/LBTA leadership
Mrs. Suzanne Lawn	Teacher/BSI/Technology/ G&T

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Mrs. Tammi Sarnoski	Teacher/SpEd
Mrs. Jennifer Walsh	Teacher/1 st Grade
Mrs. Lyndsey Schaefer	Teacher/Music
Mrs. Donna Gamberzky	Teacher/5 th Grade
Ms. Wendy Crocetti	YMCA Care
Mr. Daniel Elwell, Mrs. Jackie Carruthers, Mr. Dave Abeles, Ms. Danielle Nugent, Mrs. Christine Burton	Board of Education

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Appendix M

Pandemic Response Teams

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

The Lebanon Borough School District will utilize their Crisis Response Team to serve as the district's Pandemic Response Team.

1. The school safety specialist will lead and coordinate necessary meetings and procedures to follow
2. As needed, additional staff or members will be added
3. The PRT will enhance guidelines and procedures to ensure safety of staff and students

Pandemic Response Team Members

Individual	Group Represented
Mr. Bruce Arcurio	Administration/SSS
Mrs. Lila Kosciolek	School Nurse
Mrs. Kelly Heller	School Social Worker
Mr. Jerry Haag	Maintenance
Mrs. Joyce Petty	Teacher (upper grade band)
Mrs. Suzanne Lawn	Teacher (support/specialist teacher)
Mrs. Lauren Baldoni	Teacher (lower grade band)
TBD	Parent
TBD	Parent

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Appendix N

Scheduling of Students

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3.

School Day

Arrival:

- Students will arrive between 8:20 and 8:40 a.m.
- They will proceed directly to homerooms after visual health screening.
- School staff will be in the hallways to monitor social distancing and mask-wearing.

Dismissal:

- Students will be dismissed at 12:45 p.m. directly from the classrooms and go to their assigned exit door on the appropriate floor of the building.
- Students and guardians will leave the property or car pick up area immediately.
- Guardians picking up in cars will display the student name and homeroom teacher name in the window facing the curb so that the class can be radioed via walkie talkie to dismiss the student.

Cohort Model:

- As much as possible students will be kept together (cohorting) to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (as much as possible for all students).
- Limit mixing between groups if possible.

Reduction of Capacity:

- Currently if all families choose in-person learning, rearrangement of rooms will be required to maintain 6 ft. personal distancing of students at desks.
- Based on the initial survey which indicated that 11 students would not return to in-person instruction, there would be limited classroom rearrangement.
- If additional children opt for fully virtual instruction, there will potentially be no need to move classrooms to larger spaces.

Cohort A: In-person/Virtual Option

- **Monday-Friday (8:40 AM – 12:45 PM) with some virtual components from 1:40 PM – 3:00 PM**

Cohort B: Full Virtual Option

- **Virtual viewing (and participation as possible) from 8:40 AM – 12:45 PM with targeted teacher interaction between 1:40 PM – 3:00 PM**

Trimester Enrollment

Regardless of the option you select, there are agreements for each format. The District will offer an enrollment period for parents to review their options and make informed decisions for their

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families. If you select the remote option, this will indicate a commitment to remaining remote for the first trimester. Enrollment for the hybrid option will set a determined number of students in our schools and those numbers must remain constant throughout the first trimester to ensure that social distancing requirements are met. Families may opt to remove their students from the hybrid option and enter the remote option, but students in remote may not opt to join the hybrid model until the next available enrollment period. All commitments are for the length of the first trimester. We will review all options as the situation evolves and adjust as needed to maintain any and all requirements from NJDOE, CDC and other partners.

Enrollment Period: August 3, 2020, through August 10, 2020.

Enrollment will take place via Google Form. The next enrollment period will begin prior to the start of the 2nd Trimester

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Appendix O

Staffing

The Lebanon Borough School District developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

The Lebanon Borough District will support staff members by:

1. By providing a working environment which meets or exceeds the standards and expectations provided by DOH, DOE, and CDC to create a safe work environment
2. By developing classroom environments based on physical distance guidelines and room capacity
3. By complying with all applicable laws including ADA, HIPPA, and all applicable state laws and regulations related to health and workplace accommodations.
4. By providing information to staff and answering all questions about policy and procedures for reopening
5. By reaching out to all staff and following protocols developed for workplace accommodations and medical needs.
6. By adhering to all aspects of negotiated contract or based on agreed upon temporary modifications
7. By providing necessary PPE, guidance and assistance when and wherever necessary
8. By providing adequate training time to meet the unique instructional needs based on scheduling modifications brought on as a result of the pandemic

The Lebanon Borough School district will access and provide equity for all staff to ensure continuity of student learning.

1. All teaching and support staff are required to report to school for in person instruction when school is in session and students are assigned to report.
2. Students will be instructed both virtually and in person following a set schedule
3. Teachers who are not providing live or virtual instruction, will be expected to provide support to students learning remotely or students in need of additional instruction
4. Teachers who are not assigned to teach virtually or in person on a given day will be expected to utilize that day for lesson planning, virtual recordings, lesson development, collaboration, meetings, and professional development.

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The Lebanon Borough School District will utilize current staff to carry out the functions of the school district as per the chart below.

Employee Title	Role of Employee	Duties/Work Stream
Administration	Oversee operations of school district	Interact with BOE, community, & staff; student instruction; business office functions; interact with county ECS; participate in all Special Education decisions
Teachers	Implement instructional program for students	Instruct students in-person and/or remotely; interact with students; families, and administration
Paraprofessionals	Support teachers with implementation of instructional program for students	Interact with classroom teachers and students in-person and/or virtually; provide in-person/remote support to students with IEPs throughout their daily instruction as appropriate.
Administrative Assistant (ESC)	Oversee office functions and communications	Work with administration and school nurse to address attendance and related issues; communicate with families, administration, and staff as needed. Oversee visitor management.
Nurse	Oversee health office related topics	Oversee health related issues for students and staff of LBS. Work with administration and administrative assistant to address attendance and related issues; communicate with families, administration, and staff as needed; make regular contacts with families of students with known health conditions; review and update the CSA on COVID-19 information.
Child Study Team Coordinator/School Social Worker	Oversee program for all students with IEPs (in district and out)	Communicate regularly with all teachers involved in meeting IEP needs; maintain IEP timelines; hold in-person/virtual meetings as needed; update CSA on IDEA updates during health crisis. Provide in-person/virtual counseling for LBS students. Act as the mental health liaison with all families and provide counseling, resources and trauma informed strategies for families directly affected by Covid-19.
Custodial *Working at building as needed	Oversee maintenance and cleaning of building	Oversee proper cleaning and disinfecting of school building

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The Lebanon Borough School District will utilize ESS to procure substitutes for the school district as per past practice.

1. Substitutes will be requested as needed
2. In the event that substitutes are unavailable, the administration will determine the most efficient coverage on a case by case basis.

The Lebanon Borough School District will solicit the school community for those who may be willing to become substitute certified.

1. District communication with families will include requests for those with appropriate undergraduate credits to apply for certification as substitute teachers
2. The Business Administrator will facilitate this process with ESS.

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Appendix P

Athletics

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.7.

This section does not apply to Lebanon Borough School. Our only sporting activities outside of the Physical Education class are our Girls on the Run Club and our Intramurals Programs which will be suspended during the first trimester.

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Appendix Q

Digital Divide

Lebanon Borough School District normally provides and maintains 1:1 Chromebooks to all students in grades K-6 and 1:1 iPads in preschool during school hours. A district-wide survey was issued to all families on March 10, 2020. The results indicated that all families have internet access and wifi and all but a few have a device available for their students to access their learning from home online. In an effort to promote equity in our students' educational program, our Recovery and Reopening Plan provides the following technology and assistance to students.

- Connectivity
 - The district will continue to survey the community to ensure that 100% of the families have internet connectivity. This will include notices to parents to let the school know if they have lost connectivity since the previous survey and contacting any newly enrolled families to ensure that they have connectivity in their homes
 - In the event that any family does not have or loses internet connectivity, the district will provide and pay for service to a hotspot for the duration of the period in which virtual instruction is necessary.
- Devices
 - All students will be issued a device to use in school and at home
 - Option 1 (in person/hybrid) students will transport their devices to and from school each day which will also enable the class or school to switch to all virtual instruction immediately if the situation is warranted
 - Option 2 (fully virtual) students will be issued a device for home use prior to the start of school.
- Technology Support
 - Teachers and aides will provide first level technical support with programs and apps that are used for instruction
 - Any technology issues involving devices or connectivity will be referred to the School Business Administrator for remediation
 - A new device may be issued immediately while a malfunctioning device is being repaired/addressed
 - Assistance will be provided to local families to obtain connectivity with local cable companies if they continue to offer programs to ensure that all families are connected.
 - The School Business Administrator will issue a hotspot to any family who loses or needs connectivity if no other option is available.
 - The district will ensure that all students will have the needed connectivity to engage in their school work.

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	Title	Link
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President’s Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

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Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB_P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/

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Section	Title	Link
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	Title	Link
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	Title	Link
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm

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Section	Title	Link
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml

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Section	Title	Link
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html