

Lincoln Park School District Road to Reopening Plan  
\*Subject to Modifications per the NJDOE, CDC, and Local Health  
Department's Directives\*

Updated 8/21/20

## **Leadership and Planning**

This section references guidance, requirements, and considerations for school districts regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools. Before working to develop plans for fall operations can begin, the appropriate structures for leadership and planning have been put into place.

### **Restart Committee**

The Lincoln Park Restart Committee will be responsible for reviewing all possible reopening plans. In consideration of the plans they will ensure that all reopening planning activities and the 2020-2021 school year programs adhere to the standards of the following ten focus areas:

1. General Health and Safety Guidelines
2. Classrooms, Testing, and Therapy Rooms
3. Transportation
4. Students Flow, Entry, Exit, and Common Areas
5. Screening, PPE, and Response to Students and Staff Presenting Symptoms
6. Contact Tracing
7. Facilities Cleaning Practices
8. Meals
9. Recess/Physical Education
10. Field Trips, Extra-curricular Activities & Use of Facilities Outside of School Hours

The following people have been selected to serve as representatives on the Lincoln Park Restart Committee:

- James Grube – Superintendent
- Nicole Schoening – Business Administrator
- Michael Meyer – LPMS Principal
- Melissa Bammer – LPES Principal
- David Winston – Director of Curriculum & Instruction and School Safety Specialist
- Wendy Billig – Director of Special Services
- Peter Foley – Technology Coordinator
- Henry Hernandez – Supervisor of Buildings & Grounds
- Matthew Spencer – Teacher & LPEA Representative
- Danielle Zodda – Teacher & LPEA Representative

- Kristin Bell –Teacher & LPEA Representative
- Kathy Skrobala – Lincoln Park Public Health Nurse
- Loni Lopuski – LPMS School Nurse
- Kelli Cifelli – LPES School Nurse
- Dawn Caicedo – District Parent
- Daniella Delarosa – District Parent
- Kathleen Hoernlein – District Parent
- Patrick Antonetti – Board of Education Member

In developing the reopening plan, the committee has met on the following dates:

7/9/2020, 7/15/2020, 7/22/2020, 7/29/2020, 8/5/2020, 8/17/2020, and 8/20/2020. Here they have ensured that the below plan has met all of the following minimum requirements:

- Schools and districts must allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room. When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest environments for COVID-19 spread.
  - If schools are not able to enforce this physical distancing protocol, additional modifications should be in place. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual’s health or if the individual is under two years of age. Students are also required to wear face coverings, unless doing so would inhibit the student’s health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- Each school district must adopt cleaning/disinfecting procedures.
- School districts are strongly encouraged to maintain social distancing on school buses; if it is not feasible or prohibitively burdensome or expensive to maintain physical distancing, students must wear face coverings.
- School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. The schools will require the parents to complete a health self-assessment prior to their child coming to school. The health assessment data will be input into the schools information system (Genesis). If the student has any Covid-19 symptoms or has been exposed to anyone identified as having or been exposed to the Covid-19 virus, they will not be permitted to return to school. All required reporting to the Lincoln Park Health office will be completed. All staff will also be required to complete a self-assessment before entering the schools.

## **Pandemic Response Teams (PRT)**

- School principals formed their school level PRT. Members were invited in early July to be part of this team.
- PRT will begin meeting in mid to end of August to review the district's Restart and Recovery Plan.
- School PRTs will review school level safety protocols for alignment to the district's procedures and liaisons will report back to district administration.
- School PRTs will meet as necessary before the start of, and during, the school year to review:
  - COVID-19 cases
  - CDC guidelines
  - Day to day operations in the buildings regarding social distancing and PPE
- School PRTs will be responsible for the following:
  - Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
  - Adjusting or amending school health and safety protocols as needed.
  - Providing staff with needed support and training.
  - Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - Providing necessary communications to the school community and to the district.
  - Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

***Lincoln Park Elementary School Pandemic Response Team***

Principal: Melissa Bammer

Liaison to District Level & School Safety Liaison: David Winston

Child Study Team Representative: Wendy Billig

School Nurse: Kelli Cifelli

School Counselor: Jaclyn Heftler

Buildings and Grounds: Henry Hernandez

Teacher Representative: Whitney Zeppetelli

Teacher Representative: Danielle Capozzi

***Lincoln Park Middle School Pandemic Response Team***

Principal: Michael Meyer

Liaison to District Level & School Safety Liaison: David Winston

Child Study Team Representative: Wendy Billig

School Nurse: Loni Lopuski

School Counselor: Cristina Puri

Buildings and Grounds: Henry Hernandez

Teacher Representative: Amanda Saunders

Teacher Representative: Donna Nilsson

## **Scheduling**

The District Restart Committee has identified four phases of reopening for the Lincoln Park School District. These phases will be communicated out to the parents and referenced throughout the 2020-2021 school year. As of August 20th, the committee is planning for the schools to reopen in September of 2020 in Phase 1.5. Regardless of the phase the school district is in, parents may opt for all remote instruction for their children. All phases listed below include social distancing being enforced.

- Phase 1: District-Wide Virtual Instruction
  - This option was approved by the NJDOE on August 12, 2020. This option will be used if the state, county, or local health officers indicate the health data for the state, county, or borough requires school buildings to be closed.
  - The virtual instruction structure and format will be outlined and solidified later on in this plan.
  - The 100% virtual option may also need to be used if the schools cannot be properly staffed, due to approved staff leaves or illness.
  
- Phase 1.5: Pre-K–5th Grade - Hybrid Schedule / 6th–8th Grade - Virtual Instruction
  - The students in 6th through 8th grade will receive 100% virtual instruction. There will be availability for in school instruction for select populations of 6th through 8th grade students.
  - The Pre-K through 5th Grade students will follow a Hybrid Schedule.
  - ½ the students physically in the building
  - ½ the students receiving Virtual Instruction
  - Utilizing an early dismissal schedule
  - The students will be divided into two cohorts, Cohort A and Cohort B.
  - Cohort A would attend school on Monday and Tuesday.
  - Cohort B would attend school on Thursday and Friday.
  - When not in the school building, Virtual Instruction will take place.
  - Every attempt will be made to keep family members in the same cohort.
  - Bag lunches will be available for students to take home.
  - Bag lunches will be available for virtual students also.
  - Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional support.
  - Self-Contained Class students will have the opportunity to attend school four days a week.
  
- Phase 2: Hybrid Schedule

- ½ the students physically in the building
  - ½ the students receiving virtual instruction
  - Utilizing an early dismissal schedule
  - The students will be divided into two cohorts, Cohort A and Cohort B.
  - Cohort A would attend school on Monday and Tuesday.
  - Cohort B would attend school on Thursday and Friday.
  - When not in the school building, Virtual Instruction will take place.
  - Every attempt will be made to keep family members in the same cohort.
  - **PHASE 2A:** On **Wednesdays**, all students will receive Virtual Instruction.
  - **PHASE 2B:** On **Wednesdays**, cohorts will attend alternating weeks of in school instruction: During week one, students in Cohort A will attend school, and in week two, students in Cohort B will attend school, and so forth. (Week 1: AAABB) (Week 2: AABBB)
  - Bag lunches will be available for students to take home.
  - Bag lunches will be available for virtual students also.
  - Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional support.
  - Self-Contained Class students will have the opportunity to attend school four days a week.
- Phase 3: Full return for all students with Early Dismissal
    - All students will return for in building instruction five days a week.
    - Some virtual instruction would take place in the afternoon to cover special area classes and elective classes.
    - Bag lunches will be available for students to take home.
    - Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional student support.
- Phase 4: Full return for all students with Full Day Schedule
    - All students return to school for a regularly scheduled day.
    - All instruction will take place in the school building.
    - Lunch will be served daily.
    - Buses will run at full capacity.

## **Staffing**

- **Administration roles and expectations**
  - District administration and administrative assistants began working on-site July 6, 2020. Guidelines and procedures were communicated to the team prior to return via email from the Superintendent.

- District administrative teams and administrative assistants are required to wear masks when entering, exiting, and moving about the buildings. They may remove their masks when working in isolation at their desks or in their office if no other people are within six feet.
- **Staff roles and expectations**
  - In-Person & Hybrid Learning Environments
  - The Restart Committee and the administrative team developed social distancing protocols that will be utilized by staff and students when in the school buildings. These determinations are as follows:
    - Determined that staff MUST wear face coverings at all times within the school buildings when students are present, with the exception of staff with documented health issues. Staff should have face coverings on when entering and exiting the buildings and when traveling in common areas.
    - Determined that staff and students MUST wear face coverings at all times, when students are present and when 6ft separation is not possible.
    - Determined that when there is no physical barrier in front of a student that face coverings must be worn by students at all times.
    - Determined that staff MUST follow designated arrival procedures which include specified entrances, screening procedures, and timeframes.

## **Athletics**

- The Lincoln Park Restart Committee has determined at this time, that while the school is opened at Phase 1.5 that all middle school after school sports will not be held.
- When the district moves into Phase 3 of opening, the Middle School's Pandemic Response Team will hold a meeting to discuss the possibility of reconvening sports. The team's recommendation will then be forwarded to the Superintendent through the team's district liaison for Board of Education approval.
- The Middle School's Pandemic Response Team will determine what safety measures would be necessary to implement a safe return to athletic activities, while following the recommendations of the NJSIAA.

## **Data Gathering**

The District Administrative Team will coordinate several surveys throughout the summer months from both the parents and faculty. The following lists indicate the data that will be collected from each group.

- Parent Surveys
  - Initial thoughts on scheduling concerns, to analyze what the pros and cons of different hybrid plans are. This survey also preliminarily addressed transportation usage.

- Lincoln Park Return to School Survey: This survey asked parents to provide the district with a sense of direction if their child would return to school in an A/B Cohort model, learn completely remotely, or if they had intentions of home schooling their own child. Parents were also asked again if they planned on utilizing district provided transportation, as well as if they would waive their transportation eligibility rights.
- A survey was sent to parents on July 31st requiring the parents to choose which instructional option they wanted for their child. The options provided were 100% virtual, hybrid model, or home schooling.
- Staff Surveys
  - The staff was surveyed in June to analyze gaps in curriculum from the Spring 2020 COVID-19 closure.
  - Surveyed on face covering preferences
  - Surveyed on initial intentions to return to work, as well as to provide general reasons as to why (Early July)
  - Surveyed on current feelings of return, as well as if they are considering and looking into utilizing one of the available leaves that are entitled to them through the NJ Department of Labor (Mid July)
  - A survey was sent to staff on July 31st requiring them to indicate whether they were returning for the 2020-21 school year. The options for them to choose from were returning, resigning, retiring, or requesting one of the allowable leaves provided to them by federal and state law.

## **Conditions of Learning**

This section not only addresses students' and educators' basic physical safety needs, but also the social and emotional and environmental factors that can impact educators' capacity to teach and students' capacity to learn.

## **Critical Area Of Operations #1: General Health and Safety Guidelines**

- In reopening the Lincoln Park School District, and while buildings are occupied by both staff and students, the Superintendent of Schools or his designee will do the following in order to determine current mitigation levels:
  - Participate in weekly communications/briefings with the Lincoln Park Health Department to review the following:
    - Local Community Covid-19 levels and trends
    - State metrics that are being conveyed out by the State Health Department
    - Safety measures and health related concerns
  - Continue to collaborate and articulate ideas with the County Superintendent who will provide updates from the Department of Education, as well as the Morris County Office of Emergency Management.

- Will communicate periodically with families as the district progresses through the reopening phases outlined in the scheduling section.
- Considerations for Staff and Students at higher risk for severe illness
  - Accommodations for at risk students will be made through the building 504 coordinators.
  - Accommodations for at risk staff will be made through the district's Section 504 Officer. Accommodations will be made in accordance with 504 policies, NJ Department of Labor standards, and guidance through legal representation.
  - Reasonable accommodations for individuals that the Centers for Disease Control 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:
    - Chronic lung disease or asthma (moderate to severe)
    - Serious heart conditions
    - Immunocompromised
    - Severe obesity – Having a body mass index (BMI) of 40 or higher
    - Diabetes
    - Chronic kidney disease undergoing dialysis
    - Liver disease
    - Medically fragile students with Individualized Education Programs (IEPs)
    - Students with complex disabilities with IEPs
    - Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan)
- Promoting behaviors that reduce spread
  - Signs and messages will be posted at entryways, in hallways, bathrooms and classrooms to promote social distancing and the usage of face coverings.
  - Video messages will be sent home prior to students' physical return to the buildings, showing new safety procedures and guidelines that need to be followed.
  - Hand sanitizer will be available in all classrooms, offices and entryways, as well as being available in the hallways.
  - Signs will be posted with reminders on proper hand cleaning methods, as well as reminders on proper ways of coughing, sneezing, and disposal of tissues.

## **Critical Area of Operations #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, the Lincoln Park Restart Committee has decided that 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 will be imposed to help reduce transmission.

Lincoln Park's Standards are as follows:

- All staff and visitors are always required to wear face coverings unless it will inhibit the individual's health.
- Students will also wear face coverings in the building at all times, including when outside the school building on school property, when it is difficult or impossible to maintain social distancing:
  - When traveling on a school provided transportation vehicle
  - When entering and exiting the school campus
  - In the hallway
  - When moving about within the classroom
  - When students are sitting properly in their seats and seats are arranged six feet apart without the use of a physical barrier. (If the desk has a physical barrier that blocks airborne droplets, students will be permitted to participate in a face covering break.)

\*If a student has a health concern, that is documented by a medical physician, he or she will not need to wear a face covering, but will be given a physical barrier on their student workspace.

\*Students with certain disabilities will not be mandated to wear face coverings where it may be impractical, but other safeguards such as physical barriers will be in place.
- The use of shared classroom supplies/objects and materials will be limited and used accordingly.
  - Students will be provided with an area to store their individual belongings, which will be separated from other students.
  - Staff will be encouraged to only create centers where supplies are used by individual students for one time usage. In cases where supplies need to be used by multiple students in a given day, items will be wiped down with proper disinfection sprays and wipes in between each use.
  - All items that are used on multiple days will be left out for proper disinfection by staff prior to being used again.
  - The A/B Cohort Phase calls for all special areas, electives, recess and lunch to be conducted during virtual afternoon hours.
- Ventilation Systems
  - All univents were serviced during the summer and filters were replaced during said service.

- Throughout the school year, filters will be cleaned and replaced as per manufacturer's recommendations. This role will be added to the custodial checklist.
  - In classrooms where there is no air conditioning, staff members will be required to open windows to allow fresh air to enter the classrooms.
  - The Supervisor of Buildings and Grounds will monitor the HVAC system throughout the year to assure the system is working properly. He will also communicate with the district's environmental consultant to ensure that all safety measures are being implemented in the schools, ensuring proper air flow is being maintained.
- Hand Sanitizing
 

All classrooms that will be occupied by students will be equipped with hand sanitizer, sanitizing wipes, gloves, and disinfecting spray to be used as needed.

    - All active entryways and exits, and bathrooms, as well as any areas in which students or staff will be eating food, will have a hand sanitizing station installed.
    - Students will be required to wash their hands after using the bathroom.
    - Students will be recommended to wash their hands before and after eating food and blowing their nose/coughing/sneezing.
    - Students will be encouraged to wash their hands or use hand sanitizers frequently during the day.
- Classrooms that are used for therapy services, as well as classroom spaces for students with disabilities
    - In the cases where proper face coverings are not permissible, classrooms and therapy rooms will be outfitted with proper protective barriers for the staff and students.
    - In the instances that tables and desks are used by different students and staff, they will be properly sanitized between each use.
    - PPEs will be issued to staff who work closely with high risk students.
- Both School Principals, with the assistance of the Supervisor of Buildings and Grounds, inventoried each classroom and identified extra furniture, which was removed and placed in storage.
  - As the district moves through reopening phases and capacity increases, the use of the gymnasiums, all-purpose rooms, and lunch rooms will be utilized to enhance social distancing.
  - All classrooms have been arranged with student desks in rows facing forward, as well as spread 6 feet apart from each other.
  - Grade levels will be provided with times and locations to safely conduct instruction and/or breaks outdoors when weather conditions allow. Upon reentering the building,

staff and students will be required to use either hand sanitizer or to properly wash their hands.

### **Critical Area of Operations #3: Transportation**

In analyzing the area of transportation, the Lincoln Park School District Business Administrator, who coordinates transportation, will communicate frequently with First Student, the district's private contracted transportation provider.

- On July 14, 2020, the district's transportation team met with First Student to review protocols and potential capacity requirements.
- The committee determined that by proceeding with A & B cohorts that they are able to reduce the bus capacity.
- Parents were surveyed on July 6<sup>th</sup> & July 17<sup>th</sup>, and again on July 31<sup>st</sup> asking parents to indicate their intentions of utilizing school provided transportation.
- All students will be required to wear a face covering while traveling on school provided transportation.
- Bus Capacity
  - Under Phase 2 of reopening, the maximum capacity goal for a bus will be 23 students, with one student per seat. Capacity can increase based on siblings riding the same bus. Every attempt will be made to meet this goal, but there may be instances where additional riders will need to be added.
  - Under Phases 3 & 4, depending on transportation needs, students can be positioned using the following guidelines:
    - Two students per three seater, one student per two seater, with a maximum capacity of 36. Capacity can increase based on siblings riding the same bus.
    - Full Capacity of 54
- Students will load the bus from back to front, while exiting the bus from front to back when arriving at school.
- All bus procedures will be communicated to parents and students prior to the start of the school year through the use of electronic communications.
- The district transportation team will communicate with the bus carrier, First Student, and agree upon an adequate cleaning protocol.
- First Student will provide and post signage in all buses informing passengers of guidelines and use of face coverings.
- Parents will be made aware of the transportation waiver process.

### **Critical Area of Operations #4: Student Flow, Entry, Exit, and Common Areas**

- Each day that students and staff are physically in the buildings they will be required to fill out an electronic health screening questionnaire. Students and staff will not be allowed to enter the buildings using the same process as the rest of the school population prior to the form being submitted. The details of the form will be laid out in the next section. As students are dropped off to school, and prior to them entering the building, they will be required to have their face coverings on.

- All hallways will be equipped with a taped line down the center to promote proper direction of travel within the hallways.
- Staggering arrival and dismissal times will be considered if further control of entrance and exit flow is needed based on enrollment numbers of the cohorts.
- Procedure for entering and exiting buildings
  - Certain doors will be designated for entrance points for specific grade levels.
  - The district will make markings on the grounds to encourage social distancing.
- Where feasible, certain hallways will be designated for one way traffic.
- Disinfection wipes will be available near the sign in Kiosk for Lobbyguard.
- Visitors and vendors will be strongly discouraged from entering the buildings during school hours unless absolutely necessary.
- All entrances for the schools will be equipped with a hand sanitizing station with proper signage informing all visitors to make use of prior to entering. Signage will also be posted throughout the school buildings reminding all of the proper techniques for hygiene and hand washing.

### **Critical Areas of Operations #5 & #6: Screening, PPE, and Response to Students and Staff Presenting Symptoms & Contact Tracing**

- Each day that students and staff are physically in the buildings they will be required to fill out an electronic health screening questionnaire. Students and staff will not be allowed to enter the buildings using the same process as the rest of the school population prior to the form being submitted. The questionnaire will ask the following:
  - Is your child experiencing any of the symptoms below:
    - Fever above 100.4° or Chills, Cough, Shortness of Breath or Difficulty Breathing, Headache, Recent Loss of Taste or Smell, Sore Throat, Congestion or Runny Nose, Nausea or Vomiting, Diarrhea
  - Has your child been in close contact with anyone who has exhibited any symptoms?
  - Has your child recently been in contact with anyone who has tested positive for COVID-19?
  - To the best of your knowledge have you been in close proximity to any individual who tested positive for COVID-19?
  - Student's/Staff Name: \_\_\_\_\_
  - Student's/Staff Grade: \_\_\_\_\_
  - Student's/Staff Temperature Reading: \_\_\_\_\_
  - Date: \_\_\_\_\_
- If a staff member or student that is within the building starts to show symptoms related to COVID-19, they will immediately be placed in one of the school's isolation areas.

○ LPES Isolation Plan

- The school nurse's office will be relocated to the art room. Within this space all of the classroom furniture will be removed. There will be a designated area for the school nurse to initially screen students/staff for symptoms. If symptoms are related to Covid-19, the individual will automatically be placed in one of the isolation areas that will be designated in this room. These areas will be cordoned off from the common areas within this room.
- Parent(s) will be immediately notified by the school nurse and be provided with information for quarantining and testing purposes.
- As parents will be informed to pick up their child and will be directed to pick their child up from the entrance of LPES by the bird watching area.
- Upon the isolation room being vacant, the custodial staff will be notified of the need to clean and disinfect the area. The isolation room will not be reused until it can be properly sanitized. The CDC recommends the following procedures:
  - Close off areas used by a sick person and do not use before cleaning and disinfection.
  - Open outside doors and windows to increase air circulation in the area.
  - Cleaning staff should clean and disinfect all areas used by the ill persons, focusing especially on frequently touched surfaces.
- The school's Pandemic Response Team will be notified of any individual that is showing symptoms by the school nurse. The local department of health will also be notified, in which the district will come to a conclusive decision on what actions to take place next.

○ LPMS Isolation Plan

- The school nurse's office will be relocated to the art room. Within this space all of the classroom furniture will be removed. There will be a designated area for the school nurse to initially screen students/staff for symptoms. If symptoms are related to Covid-19, the individual will automatically be placed in one of the isolation areas that will be designated in this room. These areas will be cordoned off from the common areas within this room.
- Parent(s) will be immediately notified by the school nurse and be provided with information for quarantining and testing purposes.

- As parents are informed to pick up their child and will be directed to pick their child up from the entrance/exit of the art room that is accessible from the board office parking lot.
  - Upon the isolation room being vacant, the custodial staff will be notified of the need to clean and disinfect the area. The isolation room will not be reused until it can be properly sanitized. The CDC recommends the following procedures:
    - Close off areas used by a sick person and do not use before cleaning and disinfection.
    - Open outside doors and windows to increase air circulation in the area.
    - Cleaning staff should clean and disinfect all areas used by the ill persons, focusing especially on frequently touched surfaces.
  - The School Pandemic Response Team will be notified of a student/staff member that is showing symptoms by the school nurse. The local department of health will also be notified, in which the district will come to a conclusive decision on what actions to take place next.
- If a student/staff member receives a positive test of Covid-19 and has spent time in a district facility, the following procedures will be followed:
  - Whichever faculty member first learns of the potential positive test, will immediately inform the building principal of this information.
  - The building principal will then notify the district liaison of the School Pandemic Response Team, who will then contact the Superintendent of Schools.
  - The Superintendent will then notify the local department of health, while the district liaison will begin mapping out all of the potential in district contacts of the Covid-19 positive student/staff member, to which will be readily available to the local department of health.
  - If the Covid-19 positive case was within the same indoor classroom/bus of individuals for at least 15 minutes, they will be considered to be in close contact. Information to be used will be the list of cohorts, assigned staff, and daily attendance.
  - The decision of the Department of Health, along with the School Pandemic Response Team, will determine the extent of students/faculty that would need to quarantine based on the CDC guidelines.
  - The School Superintendent will make a general notification to all staff and families of the Covid-19 positive case and what actions the district is taking to mediate the threat of spread.
- The daily health screening will include reminders to encourage parents to be on the alert for signs of illness in their child(ren) and to keep them home when they are sick.

- All staff and visitors will always be required to wear face coverings unless it will inhibit the individual's health.
- Students will also wear face coverings in the buildings at all times, including outside of the school buildings on school property, when it is difficult or impossible to maintain social distancing. These areas are listed below:
  - When traveling on a school provided transportation vehicle
  - When entering and exiting the school campus
  - In the hallway
  - When moving about within the classroom
  - When students are sitting properly in their seats and seats are arranged six feet apart without the use of a physical barrier. If the desk has a physical barrier that blocks airborne droplets, students will be permitted to take a face covering break, under the supervision of the teacher.
  - If a student has a health concern, that is documented by a medical physician, he or she will not need to wear a face covering, but will be given a physical barrier on their student workspace.
  - Students with certain disabilities will not be mandated to wear face coverings where it may be impractical, but other safeguards, such as physical barriers, will be in place.

### **Critical Area of Operations #7 Facilities Cleaning Practices**

- The Supervisor of Buildings and Grounds has enhanced and developed specific cleaning practices for all school facilities. These procedures include the following:
  - On a daily basis the school buildings will be cleaned and disinfected.
  - All areas in the building, which include classrooms, offices, bathrooms, and hallways, will be addressed.
  - The custodial staff will have a checklist to follow for each area in the building which must be completed before an area will be considered ready for students and staff's use the following day. The Head Custodian will monitor and collect the checklists daily to assure all rooms are completed. The Supervisor of Buildings and Grounds will confirm each morning, with the Head Custodian, before the buildings are open to the students and staff, that the cleaning and disinfecting of all areas have been completed.
  - The Supervisor of Buildings and Grounds will also do daily checks of the buildings to assure the cleaning and disinfecting is being completed properly. The cleaning products used will be attached to the reopening plan and will be updated as other cleaning products are purchased and used within the district. Below is a list of what is required for cleaning and disinfecting of areas of the schools:
    - All floors swept
    - All floors mopped with cleaning solutions (cleaning solutions attached)

- All desks, tables, counters and touch spots (computers, Smartboards) in an area wiped/washed/scrubbed with cleaning and disinfecting solutions (cleaning/disinfecting solutions attached)
  - Door handles and light switches wiped or sprayed with cleaning/disinfecting solutions
  - Once all is complete, the entire room will be sprayed with a disinfecting solution from the electrostatic cleaning devices.
  - Classroom and office doors will be closed with no entrance until the next morning.
  - All handrails, light switches, drinking fountains, and touch spots will be cleaned and disinfected in the hallways.
  - Custodians will leave a door hanger on all classroom doors once they have been properly cleaned and sanitized.
- Shared bathroom usage and disinfection
  - All bathrooms will be spot cleaned and disinfected a minimum of twice during the school day.
  - All students will be informed that a maximum of three students at a time are permitted to occupy one bathroom. Spots will be designated six feet apart on the floor outside of the bathrooms for students waiting to use facilities. All classrooms will be given several colored cards with the homeroom teacher's name on it. Students will bring the colored card to the restroom and hang it on one of three hooks that are outside of the bathroom. If all three hooks are occupied the student will then know that the bathroom is occupied to full capacity and to wait on one of the spots in the hallway. The bathrooms will also be periodically monitored by staff members throughout the day.
- All drinking water fountains, with the exception of the water bottle filling stations, will be turned off. All water bottle filling stations will be spot cleaned and disinfected twice daily.
- All classrooms will be supplied with a container of wipes that can be used to wipe commonly used surfaces, as well as hand sanitizing stations.

### **Critical Area of Operations #8 Meals**

- With regard to Lincoln Park's Phases Two and Three of reopening, lunches will not be consumed within the building. During these phases the district will provide grab-and-go style meals for all students at the conclusion of the early dismissal schedule.
- Within the facilities that offer breakfast, students will have the opportunity to place an order for a meal in the morning. Based on prior data of students taking advantage of the breakfast program, the middle school's all purpose room and the elementary school's lunch room will be used for this purpose. Students will be spread out where they are at least six feet apart, and they will only be allowed to sit with a maximum of two students

per table. Students will be encouraged to sit at the ends of the tables. Disinfection of these rooms will be done at the conclusion of this time period.

- For Phase Four of reopening, students will consume their lunches within their assigned classrooms in the form of a bagged lunch (these procedures will also be used for snack time in all phases).
  - Prior to consuming meals, students will put their personal barriers up on their desks, clean their workspaces with disinfecting wipes, use hand sanitizer or wash their hands with soap and water, and then remove their face coverings.
  - At the conclusion of lunch, students will be asked to put their face coverings back on, individually place their items in the trash receptacle, clean their workspaces with disinfecting wipes, and then use hand sanitizer or wash their hands with soap and water.
  - In classrooms that are equipped with sinks, instead of using the hand sanitizing station, students will be encouraged to frequently use the sink to wash their hands with soap and water.
- If a student's cohort is working remotely or for students who have opted for all remote learning, they will also be afforded the opportunity to pick up a grab-and-go lunch from the school building.

### **Critical Area of Operations #9: Recess/Physical Education**

- In Lincoln Park's Phases One, Two and Three of reopening, students will receive recess and physical education time virtually.
  - Individual recess activities will be provided to students in grades K-5 through school personnel. A menu of options will be sent home with welcoming back guidance to all families.
  - All grades will be provided with physical education in compliance with the state mandated minimum hours through virtual instructional. Physical Education teachers will make use of live streaming, pre-recorded videos, and independent activities that can be completed individually at home. All students will need to submit a weekly log of their activities that they have completed.
- In Lincoln Park's Phase Four of reopening, the following recess procedures will be followed:
  - All grade levels will be assigned a specific time for recess, in which five outside areas will be designated for each cohort. These areas will be spaced out and clearly identified on the fields of both buildings. There will be a minimum of six feet between each cohort.
  - Any equipment that is shared between each grade level will be properly disinfected by the custodial staff prior to another grade using them.

- Students will use either hand sanitizer or hand washing with soap and water prior to recess starting, as well as at the conclusion of activities when reentering their classrooms.
- In Lincoln Park’s Phase Four of reopening the following physical education procedures will be followed:
  - When weather permits all physical education classes will take place outside on athletic fields. Areas for different groups will be marked out on the fields.
  - Staff members will be encouraged to implement activities in which equipment does not need to be shared and/or touched by multiple students.
  - Middle School students will not be permitted to get changed and will not utilize the school locker rooms.
  - When class is indoors, teachers will be encouraged to implement classroom health units, as well as implementing physical activities in which students can be separated at least six feet apart.
  - If equipment needs to be shared in between multiple classes and students, equipment will not be reused without being properly sanitized in between each use.

### **Critical Area of Operations #10: Field Trips, Extra Curricular Activities, and Use of Facilities outside of School Hours**

- While the school district is operating in Phases One, Two and Three, no physical field trips will be planned and attended.
  - Grade Levels will be encouraged to implement virtual field trips that are connected to curricula standards.
  - During Phase Four, field trips will continue to be limited, but may be considered by the District Superintendent under the advice of local health officials.
- All multi grade level assemblies where social distancing cannot be maintained will be canceled while social distancing mandates are in place. These assemblies and programs will be conducted or streamed virtually.
- Use of facilities by outside groups will be limited to primarily before and after childcare providers. Providers will be mandated to utilize certain areas within the building that are not used during the normal school day and will need to implement strict cleaning guidelines under the approval of the district. If the building is being used for district-sponsored extracurricular activities, activities will be limited to only activities that are scheduled in advance with administrative approval and will be limited to specific rooms.

### **Social Emotional Learning and School Culture and Climate**

The Lincoln Park School District created a Social Emotional Learning (SEL) subgroup that met throughout the spring. The committee was composed of child study team members, guidance counselors, teachers, and administrators. The district understands the important role of climate

and culture, more specifically, social and emotional learning and how critical it is re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Through the committee the district is planning and implementing the following strategies:

- All students' schedules will have a designated SEL time, on a daily basis, where the homeroom teacher will be provided with activities and guidance to implement SEL activities, as well as to provide a daily structure and routine for students to check in with their own emotional health. This homeroom time will be conducted whether students are working within the physical school building or remotely, in order to provide students at least one staff member that they can connect with on a regular basis. Through the SEL homeroom time, topics that may be covered, but not be limited to, are as follows:
  - Potential increases in bullying behavior;
  - Grief, loss, and trauma;
  - Mental health;
  - Bias, prejudice, and stigma;
  - Preparedness, hope, and resilience; and
  - Fear and anxiety
- Teachers will be provided with professional development in the area of trauma-informed practices. This professional development will be given by district personnel, as well as the possibility of bringing in trained professionals from outside organizations.
- All staff, students, and families will be provided with surveys to submit prior to the reopening of school. This will give district counselors and SEL committee's data to prepare for appropriate programs and services based on the individual needs of staff, students, and families.
- Through the confidential staff surveys, CST members and school counselors will provide staff members with appropriate resources in order to assist them with their individual needs.
- District and school based school climate teams will continue to address the issues raised by the COVID-19 pandemic and improve conditions for learning for all students.
- SEL messages and information with regard to district SEL programs will be conveyed to all families through weekly electronic backpack communications.
- The district will continue its SEL work through the School Culture Climate Initiative.
- Mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the Lincoln Park School District will continue to find ways to assess and monitor students' mental health through the District's SEL sub group committee. The following tiered mental health supports will be considered:
  - Tier 1 – Prevention and Universal Supports for all students and families

- Provide access to resources to self-care, self-help, parent supports, and psychoeducational information
  - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support
  - Continue or develop efforts to provide SEL programming
  - Consider planned check-ins with teachers and parents to assist in identifying at-risk students
  - Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue
- Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse
  - Consider utilizing existing staff (School Psychologists, Social Workers, and/or school counselors) to provide support for students who are identified as needing assistance.
  - Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources below).
  - Proactively reach out to the Care Management Organization in your county to establish connections to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
  - Explore higher education partnerships (school psychology and/or social work programs) to assist with the further development of mental health curriculum resources and supports.
- Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
  - Consider the school district’s capacity to provide students with individualized counseling, monitoring of progress, and therapeutic support through existing programs and current staff.
  - Collaborate with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports (see resources provided in Appendix B).
  - Connect students and parents to individual counseling, family therapy, out-patient programs, or addiction services as needed.

**Multi-tiered System of Support (MTSS)- A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions**

- As the Lincoln Park School District reopens in the fall, all students from K-8 will be provided with a universal screener by September 15th. The universal screener that will be utilized will be i-ready for both Reading and Mathematics.
  - If the school district follows a remote instruction plan based on the guidance and decision by the Governor's executive orders the school district will still make use of i-ready. Teachers will be directed to open a Zoom or Google Meet session with a group of students to monitor their progress and to ensure validity of the assessment to monitor if the student is receiving any parental support.
  - This data will be utilized to group students and to identify students' individual instructional needs, as well as any gaps of learning that have been created through the COVID closure.
  - I-Ready Diagnostics will be administered at least three times during the course of the school year to monitor student growth.
  - Staff members will receive professional development at the beginning of the school year to assist teachers with understanding new data reports that are within the i-Ready system.
- ESGI testing was administered to all students in grades K-2 at the end of the school year to assess student progress and levels with regards to phonics. This data will be forwarded to students' new teachers. ESGI will continue to be utilized in the new school year as a screening tool.
- All teachers filled out a curriculum survey at the end of the 2019-2020 school year to submit what standards were covered during the Covid-19 closure and what standards would need further enhancement in the new school year. This data will also be provided to all classroom teachers. Teachers will be provided with time during opening day professional development to go through curricula data that was collected and to plan for the new school year.

### **Primary Health and Dental Care**

Through the school based nurses the Lincoln Park School District will coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services as well as local community health care providers and maintain lists of resources for families seeking access to healthcare programs, such as NJ Family Care, NJSNAP, NJHelps, Federally Qualified Health Clinics, and dental clinics. In preparation for the 2020-2021 school year, school nurses will reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. This planning will take place during the September professional development days.

### **Family Engagement**

The Lincoln Park School District Restart Committee understands that a key component of successfully reopening of schools is meaningful family engagement. As the district and school

leadership look to return to in-person instruction, engaging parents and families in meaningful ways throughout the transition will create a more collaborative and successful path forward. Families will be engaged throughout the process by the following:

- During the month of July and August, the Superintendent of Schools held weekly live Q&A sessions in which parents had an opportunity to ask questions and to listen to details of the district's reopening plan.
- The Superintendent of Schools provided frequent email communications to update families of the status and terms of the reopening plan.
- Families were asked to complete several surveys in reference to intentions of returning to school, selection of remote learning, preferences in bus transportation, as well as an opportunity to provide feedback on initial plans of reopening.

### **Academic Enrichment After School Learning**

The Lincoln Park School District will continue to offer after school academic support as part of our ESEA Title Program. If the district goes to an all remote learning model the Director of Special Services will devise a plan for the academic support advisors to continue to provide this support in a virtual environment to ensure continuity of learning.

### **Quality Child Care**

The Lincoln Park Restart Committee understands that a hybrid or all remote schedule will increase the need of childcare for some families. The district will work with local organizations, such as the Boys and Girls Club and the YMCA, to provide additional childcare services whether within school premises or at an offsite location. Meetings have been held with these providers during the months of July and August.

## **Leadership and Planning**

### **Scheduling**

As previously mentioned, the Lincoln Park School District will open schools in four different phases, which are listed below. As of July 21st, the Committee is planning for the schools to reopen in September, 2020 in Phase Two A. Regardless of the phase the school district is in, parents may opt students for all remote learning and all phases include social distancing being enforced.

- Phase 1: District-Wide Virtual Instruction
  - As of 8/12/20 this option can be used if the district cannot meet the safety and health guidelines of the DOE.
  - This option will be used if the state, county, or local health officers indicate the health data for the state, county, or borough requires schools buildings to be closed.

- The virtual instruction structure and format will be outlined and solidified later on in this plan.
- Phase 1.5: Pre-K–5th Grade - Hybrid Schedule / 6th–8th Grade - Virtual Instruction
  - The students in 6th through 8th grade will receive 100% virtual instruction. There will be availability for in school instruction for select populations of 6th through 8th grade students.
  - The Pre-K through 5th grade will follow a Hybrid Schedule.
  - ½ the students physically in the building
  - ½ the students receiving Virtual Instruction
  - Utilizing an early dismissal schedule
  - The students will be divided into two cohorts, Cohort A and Cohort B.
  - Cohort A would attend school on Monday and Tuesday.
  - Cohort B would attend school on Thursday and Friday.
  - When not in the school building, Virtual Instruction will take place.
  - Every attempt will be made to keep family members in the same cohort.
  - Bag lunches will be available for students to take home.
  - Bag lunches will be available for virtual students also.
  - Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional support.
  - Self-Contained students will have the opportunity to attend school four days a week.
- Phase 2: Hybrid Schedule
  - ½ the students physically in the building
  - ½ the students receiving virtual instruction
  - Utilizing an early dismissal schedule
  - The students will be divided into two cohorts, Cohort A and Cohort B.
  - Cohort A would attend school on Monday and Tuesday.
  - Cohort B would attend school on Thursday and Friday.
  - When not in the school building, Virtual Instruction will take place.
  - Every attempt will be made to keep family members in the same cohort.
  - **PHASE 2A:** On **Wednesdays**, all students will receive Virtual Instruction.
  - **PHASE 2B:** On **Wednesdays**, cohorts will attend alternating weeks of in school instruction: During week one, students in Cohort A will attend school, and in week two, students in Cohort B will attend school, and so forth. (Week 1: AAABB) (Week 2: AABBB)
  - Bag lunches will be available for students to take home.

- Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional support.
  - Self-Contained students will have the opportunity to attend school four days a week.
- Phase 3: Full return for all students with Early Dismissal
    - All students will return for in building instruction five days a week.
    - Some virtual instruction would take place in the afternoon to cover special area classes and elective classes.
    - Bag lunches will be available for students to take home.
    - Early dismissal is necessary to assist with cleaning of the buildings and allow for instruction of special area classes and additional student support.
- Phase 4: Full return for all students with Full Day Schedule
    - All students return to school for a regularly scheduled day.
    - All instruction will take place in the school building.
    - Lunch will be served daily.
    - Buses will run at full capacity.
- To adequately support special education groups with regard to services, certain classifications of students will be afforded the opportunity to receive in house instruction four days a week. This will ensure that the district will meet the requirements of the IEPs or 504 plans in which students receive individualized support.
  - If staff members have identified that they are considered to be “Medically Fragile” and can provide appropriate medical documentation, they may be afforded the opportunity to be used as remote learning teachers.
- **Special Education and ELL**
    - Students with multiple disabilities and LLD students will be offered the opportunity to attend school on a four day a week schedule.
    - If scheduling allows, resource students will be scheduled to all be within the B Cohort. By scheduling students this way, it will allow special education staff to focus on students on their remote days, giving them continuity of services and allowing time for remote small group instruction.
    - Through professional development, special education educators will be shown how to best utilize the accessibility features and accommodation tools made available through technology-based formats. This support will ensure that students receive individualized support that meets the requirements of IEPs and 504 plans.

- **Medically Fragile Staff**

- Any Lincoln Park staff member who has a documented medical concern, through a medical physician that places them within an at-risk category for Covid-19, will be directed to work with the Director of Special Services to file a staff 504.
  - For these staff members it may be determined that virtual instruction is ideal and accommodations will be made.

- **Accommodations for All Educators**

- Every attempt will be made to provide grade level teachers with common planning time.
- All classrooms will be equipped with hand sanitizer, gloves, and wipes in order to assist with ensuring the safety of students and staff.

- **Lincoln Park School District Cohort Model**

- All students, Pre-K-8, will be assigned to either Cohort A or Cohort B.
- They will then be assigned to a specific room where they will receive all of the core subject instruction.
- Middle School Teachers will rotate to classrooms providing instruction to limit student travel in the hallways.
- When Cohort A students are physically in the school buildings, Cohort B students will receive remote instruction from home
  - Remote instruction will include live streaming instruction, independent work, instructional videos, time for peers to engage with each other, and live office hours.
- At the start of the school year, in Phase 1.5, Wednesday will be remote instruction for all students. This will allow time for staff to virtually instruct all of their students at the same time, as well as addressing the needs of smaller groups of students. The school buildings will also undergo a deep cleaning on Wednesdays.
- The Lincoln Park School District will have constant communication with stakeholders through the district's website and the Genesis Parent Portal on the current status of the Hybrid schedule.
- Attendance: Students will be encouraged and required, without an extenuating reason, to participate in synchronous learning activities when their cohort is assigned to at home learning. Asynchronous learning will be offered to students with extenuating circumstances to be approved by the building principal.
  - Families opting for all remote learning will also be offered synchronous learning, unless families state extenuating circumstances.
- Access to Technology

- The district is moving their single sign in to Classlink in order to allow families to seamlessly access all of the online resources that the district has remotely.
- The district has realigned available technology in order to offer a one to one environment for all students.
  - Kindergarten students will all be provided with an iPad
  - First and Second Grade students will be provided with a netbook
  - Third through Eighth Grade students will be provided with a Chromebook
  - Students in Grades PreK-4 will be given the option to sign out a device that they will be responsible to bring back and forth from home to school. Students in Grades 5-8 will continue to bring their devices back and forth as part of the middle school's one to one initiative.
- Families will be identified if they need support for high speed internet access, and will be provided with resources to attain this access. This can range from acquiring hotspots to provide to families, to providing families with the technology resources that are available in the DOE's The Road Back guidance.
- All teachers will utilize Google Classroom as a learning management system for both in person and remote learning. This learning management system will facilitate ease of access to academic content, student performance data, and allow flexibility to support remote instruction by relocating the traditional learning environment from within the walls of the school building to a flexible single point of access from anywhere on-demand.
- Professional Development: The Lincoln Park School District Calendar has been revised so that the school will now hold four professional development days in the beginning of September prior to the students' return to the buildings. The following topics are being planned for:
  - Remote Learning Resources and Structure
  - Review of the district's reopening plan
  - MTSS procedures with consideration to Covid-19 closures
  - SEL and trauma informed practices
  - Addressing curriculum gaps created by Covid-19 closures and remote learning
  - New district and building procedures
- Feedback: On a monthly basis, parents, students and staff will be surveyed on the reality of the plan to find out what is working well, as well as what can be

improved upon. Buildings Principals will either conduct these sessions through a Google form and/or a live/virtual coffee chat session.

- Contingency Planning: The Lincoln Park Schools are carefully creating master schedules that are easily transitioned from in person learning to remote learning. Master schedules will also be utilized as the district moves through their four phases of reopening.
- School Personnel: The Lincoln Park School District will maximize the usage of staffing in order to achieve sustainability for in person learning, as well as remote learning. The District Administration has surveyed staff on intentions of returning to work and is working on contingency plans for staff that are not planning on returning, which include the following but are not limited to:
  - Assigning special areas teachers to core related subjects to support the streaming of synchronous learning within the physical classroom to the remote environment.
  - The district will devise a plan with the substitute service to designate additional permanent substitutes in order to adequately cover absences with consistent people. Currently, the district employs one permanent sub per building, we are looking into the feasibility of increasing this number to 2-4 per building.
- Accommodations: The district will tap into their wide array of available technologies in order to provide accommodations to address a variety of learning and health needs.

## **Staffing**

- Mentoring: All novice non tenured teachers that require an induction program will be provided with one. The program will follow the guidelines of N.J.A.C 6A:9C-5.1. Staff members who require at least 30 total weeks of mentoring will receive this whether the district opens physically or remotely. Mentors will be advised to continue to provide guidance and support during a potential school closure due to COVID-19. Mentoring will take place virtually and may include regular one to one contact, mentoring observations, feedback, and analyzing student data.
- Evaluation Data: The Lincoln Park School District will follow the DOE's guidance on evaluation of staff through either a hybrid model and/or remote learning. As this guidance is yet to be released, this section will be updated in the future.
- With regard to In-Person Hybrid Learning, the instructional staff will be trained on the following roles and responsibilities:
  - Reinforcement of social distancing protocols with students and co-teachers or support staff.
  - Limit group interactions to maintain safety.
  - Support school building safety logistics (entering, exiting, restrooms, etc.).

- Become familiar with district online protocols and platforms.
- Planning of standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.
- With regard to In-Person Hybrid Learning, a mentor teacher will be trained on the following roles and responsibilities:
  - Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
  - Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
  - Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
  - Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
  - Continue to maintain logs of mentoring contact.
  - Mentor teachers should consider all health and safety measures when doing in-person observations.
  - Consider alternative methods for classroom observations and avoiding in-person contact where possible.
- With regard to In-Person Hybrid Learning, administrators will be trained on the following roles and responsibilities:
  - Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

- Provide time for staff collaboration and planning (See scheduling section).
- Prioritize practical science and practical CTE areas for on-site opportunities.
- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services, are effectively and efficiently developed, planned, and delivered.
- Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- Plan a procedure to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- Ensure the Preschool Director/Contact person is involved in the planning so development activities and supports are in place for Preschool and supports transition to kindergarten.
- With regard to In-Person Hybrid Learning, Educational Services will be trained on the following roles and responsibilities:

- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Plan for the completion of course requests and scheduling (secondary school).
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- With regard to In-Person Hybrid Learning, support staff will be trained on the following roles and responsibilities:
  - Lead small group instruction to ensure social distancing.
  - Consider student grouping to maintain single classroom cohorts.
  - Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
  - Pre-record read-alouds and videos around SEL activities and routines (P-2)  
Caption prerecorded instructional videos from general education teachers.
  - Provide real-time support during virtual sessions.
  - Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
  - Support families and students in accessing and participating in remote learning.
    - Paraprofessionals can be added to online classes as co-teacher.
  - Lead small group instruction in a virtual environment.
  - Facilitate the virtual component of synchronous online interactions.
  - Family workers will need to provide support to parents via virtual platforms (Preschool)
- With regard to In-Person Hybrid Learning, substitutes will be used for the following areas:
  - Contingency staffing plans in case of sudden long-term absences and/or vacancies.
  - Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.
- Educator Roles Related to School Technology Needs
  - The Lincoln Park School District has one IT Coordinator who will be responsible for the maintenance, support, and disbursement of all technology devices and technological infrastructure of both schools.

- Each school has an assigned computer teacher who will be made available to offer instructional technology support within the classroom, as well as instructional support in the instances that the school district needs to follow a remote learning model.
- All students and staff will have all of their online accounts and classes set up prior to the start of the new school year.
- If a student teacher is placed within the district, the following will be put into place with regard to technology:
  - Provide a loaner device to students/teachers if needed.
  - Students/teachers will be provided with online access to all district portals through cooperating teachers.
  - Students/Teachers will receive training on online district platforms.
- Athletics
  - The Lincoln Park School District at this current time is anticipating that fall sports will be suspended for the September-November season.
  - The winter sports season will be assessed during the months of October and November in conjunction with the Lincoln Park Department of Health.

## **Policy and Funding**

- The Lincoln Park School District CARES ACT Funding breakdown and projections
  - A. Elementary and Secondary School Emergency Relief Fund (CARES ACT) - \$70,487 Received**

Instructional Expenditures - \$45,487

- \$30,000 – Social & Emotional Activities to assist student transition back to school as well as additional support
- \$12,487 – Technology supplies, devices, and hot spots will be purchased so that students can find success in the flexible learning plans
- \$2,000 – Remote technology platforms and subscriptions to assist in remote learning during the summer months (\$1,000) and school year (\$2,000)

Non Instructional Expenditures - \$25,000

- \$24,000 – PPE, Temp Scanners, sanitizing supplies
  - As of July 30th, the district has exhausted all funds and is now utilizing their general fund custodial budget.
- \$500 - Purchase of software
  - As of July 30<sup>th</sup>, the district has purchased a Zoom subscription for remote learning.
- \$500 – Professional development on preventing the spread of COVID-19
  - As of July 30<sup>th</sup>, the district is planning to provide training to the custodial staff on proper cleaning/disinfecting of the school buildings and other

training on maintaining social distancing and other safety procedures required in the buildings.

- State School Aid Appropriations

As of July 22<sup>nd</sup>, the district lost \$11,345 in state aid and is identifying the reductions to appropriations within the budget.

- Purchasing

The district has had to purchase items not needed in the past, such as PPE for staff, desk shields for student desks, and cleaning supplies to sanitize facilities. Although the district was able to utilize their CARES Act funding, the expenditures far exceeded the original budget anticipated.

When purchasing goods and services, the district always strives to secure the lowest possible price possible by utilizing state contracts, cooperative purchasing agreements, shared services, etc. When the district needed to purchase hand sanitizer, disinfectant spray and wipes, it tried to utilize the various contracts for PPE/cleaning products through Educational Data Services. Upon submission of a purchase order, the district was notified by the supplier that those items were not in stock and could not provide an estimated date when they could fill the order. As a result, the district had to look for other suppliers while being compliant with public school contract law.

- Use of Reserve Accounts, Transfers, and Cash flow

Due to conservative spending and saving, the district has substantial reserve accounts, capital, maintenance, and tuition. With the COVID-19 pandemic, the district made a choice to cancel a paving project that was bid at the end of March, 2020, funded via their capital reserve account. It was a unanimous decision to cancel the paving project as the feeling was that this was not a responsible way to utilize these funds at this uncertain time. In the near future, the district may transfer funds from its maintenance reserve account for required maintenance accounts to replenish the general fund maintenance, accounts which are being spent on the unbudgeted items as a result of the pandemic, while keeping the 10 percent threshold in mind.

The district has redirected its priorities and is spending only what is necessary. Although the district has not realized a delay in its tax levy payments from the municipality, it monitors the cash flow and is ensuring that all obligations are encumbered as best as can be under the current conditions.

- Costs and Contracting

The district participates in the federal E-Rate program, where they realize a 50% discount off of category one eligible projects. Last winter, the district signed a contract with Cablevision Lightpath/Altice to install fiber optics within the district to provide consistent, high speed internet connection.

- After a thorough examination of its technology inventory, identifying age and functionality, during March, 2020, the district purchased 544 Chromebooks utilizing

cooperative pricing, which realized substantial savings to the district.

## **Continuity of Learning**

- **Ensuring the Delivery of Special Education and Related Services to Students with Disabilities**

Consistent with guidance from the United States Department of Education, the Lincoln Park School District will continue to meet its obligations to students with disabilities to the greatest extent possible.

- Under the direction of the Director of Special Services, case managers, as a part of their summer workload, will be asked to review all students within their caseload and pinpoint if they have any medically fragile students or students with physical or health impairments who may require accommodations and modifications as part of an IEP or 504. Case managers will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school. Case managers will develop individualized plans for these students to be agreed upon by the parents and conveyed to the teachers.
- Case managers will meet with IEP teams to review student progress to determine whether critical skills were lost during the period in which remote instruction was being provided, and decide which students need what specific services to address the learning loss.
- The Lincoln Park School District Child Study Team will meet within the first two weeks of school to assess students' progress towards meeting IEP goals and objectives, and determine if additional services are needed to address them.
- The Child Study Team, with the Director of Special Services, will determine a timeline for completion of outstanding evaluations if they were unable to be completed due to the COVID-19 closure.
- The Lincoln Park Schools will continue to communicate to families of the procedures for students' referrals and evaluations to determine the eligibility for special education and related services or a 504 plan under the confines of federal and state laws and will be posted on the Lincoln Park School District website.

- **Technology and Connectivity**

The Lincoln Park School District, through replacement of older devices and reallocation of devices, is able to provide each student in grades Preschool-8 with a device. Students in grades Preschool through fourth will have the opportunity to bring these devices to and from school if they do not have access to a device at home. Students in grades 5-8 are currently enrolled in a one to one Chromebook initiative so they will continue to bring their school-assigned devices to and from school on a daily basis.

- In the middle of August the district will survey all families to ensure that all have access to the internet when they are working remotely.
  - If a family needs assistance in obtaining internet access, they will be provided resources to attain hotspots from the Lincoln Park Library, as well as resources to attain permanent internet access within their residences. \*During the spring remote session, only two families within Lincoln Park required assistance with access and all were provided with hotspots from the Library. These families will be contacted first.
- All Lincoln Park families will be provided with a resource packet per grade level that will explain all of the remote learning resources and how to access them. Parents will be provided with general tutorials on any of the pertinent programs.
- The Lincoln Park School District will track participation rates in the remote learning environment by surveying staff, as well as having staff record attendance. If students are consistently observed not participating in remote learning, the principal or his/her designee will contact the family to isolate the issue. If the lack of participation is due to a connectivity issue, the district will provide alternative attendance requirements, as in completion of assignments/projects, to assist with overcoming connection barriers.

- **Curriculum, Instruction and Assessments**

The main objective of the Lincoln Park School District in planning curriculum, instruction, and assessment for re-opening, is building the capacity of our staff to deliver highly effective instruction in the hybrid environment, as well as preparing them to address any learning gaps.

- The Lincoln Park School District's Hybrid planning provides for all students, whether they are working in person or remotely, having access to synchronous high-quality instruction.
- During the professional development days, teachers will work with their grade level teams and articulate with teachers from grades below and above. Here they will review what standards will need to be further reviewed with students, and will also prioritize the most critical skills and knowledge for each subject area. Teachers, with the guidance of administration, will create plans in which the teachers will evaluate students' unfinished learning and decide how to accelerate support in order for students to be on an appropriate grade level by the end of the school year. Teachers will also be versed in the new data reports of i-Ready and how they will use this diagnostic data in the beginning of the year to make data driven instructional decisions. As part of this data discussion, teachers will review NJSL standards to examine what skills and content knowledge should be learned by the end of the grade level.

- During the month of August and the beginning of September all staff members will receive guidance on instruction for the hybrid approach. Within this guidance, staff will receive an explanation of how instruction should be provided during the hybrid learning environment. This will include what learning platforms will be used for both in person instruction and remote instruction, technology resources, changing instructional methods to meet social distancing requirements, and the remote learning environment structure, as well as streaming in class lessons.
- Within the last week of August, or during the first week of September, parents will receive guidance on instructional expectations for the Lincoln Park School District hybrid learning environment.
- In considering approaches to assessments the Lincoln Park School District will do all of the following:
  - Communicate with all stakeholders our expectations for assessments, which will be included in the faculty's and families' welcome back packets.
  - Teachers will be provided time through PLCs in the beginning of the school year to analyze any assessment data that was collected during the Covid-19 closure and make comparisons to the i-ready diagnostic data from the fall.
- **Professional Learning**
  - As previously mentioned the school calendar has been adjusted in order to front load four professional development days in the beginning of the year. These areas were outlined in the section for Cohort model.
  - During the professional development days a review of the current evaluation model will take place and will highlight which procedures and processes will be impacted due to potential hybrid schedules. Once guidance is provided by the DOE on evaluation policies for hybrid models, the district will convene a DEAC meeting.
- **Career and Technical Education**
  - As a K-8 district, the Lincoln Park School District doesn't offer a standalone Career and Technical Educational program. For this reason this section does not apply to our district. Teachers will continue to integrate Career and Technical standards into their daily instruction.

## **All Remote Learning Provisions**

- The Lincoln Park School District will unequivocally offer families the option to participate in all remote learning for the 2020-2021 school year. This section will outline

the minimum requirements for families, as well as the expectations of, the remote learning program.

- **Unconditional Eligibility for Full Time Remote Learning**

- Every single student that is enrolled within the Lincoln Park School District will have the option to enroll in all remote learning. Eligibility will not be based on a family/ guardian risk of illness, or students with disabilities, whether they are in-district or attending a receiving school.

- **Procedures for submitting Full Time Remote Learning Requests**

- For the start of the school year and for planning purposes, the Lincoln Park School District will send a district wide survey/request form on July 31st and all families will need to submit their requests for a full time remote learning option by August 7th. This survey will include the three different learning options, as well as transportation requests. If the district does not receive a completed survey, the students will automatically be placed into remote learning. If these families prefer participating in the school's hybrid model, they will need to arrange a meeting with the building principal in order to see if any space remains within one of the two cohorts. Students will not be able to attend school physically until this meeting is scheduled.
- Families may elect at any time throughout the school year to transfer from the district's hybrid model to full time remote learning. These requests will be put in through the building principal.
- Once a student is enrolled in the full time remote learning option, they will be committed to staying with that option until the end of the marking period. In order to transfer from the remote learning to the district hybrid model, parents must submit a transfer request through the building principal no later than two weeks before the end of the marking period.
- If parents or students have any questions or concerns throughout the remote learning process, they are to contact the school building principal in which their child is enrolled at.
- If a student has a disability, the child study team will determine if an IEP meeting is needed, in order to make amendments if a child is transferred to the full time remote option.

- **Scope and Expectations of Full Time Remote Learning**

- For students who are enrolled in grades Kindergarten through Fourth Grade, if remote learning numbers are sufficient, each grade level will have a dedicated online teacher. Here this teacher will provide remote learning instruction of all core subject areas, in which they will follow the hybrid cohort schedule for periods. One hour virtual blocks will be broken down into the following format: 15-20 minutes of a live/pre-

recorded instructional video, 15-20 minutes of live face to face instruction, and then 15-20 minutes of students independently working while the remote teacher remains available for live questions. This schedule can be modified, but the live feed of 15 to 20 minutes is the minimum that will be required during a class period. (This format will also be followed on Wednesday for when the entire student body is virtually learning.) For special area classes, students will be assigned to a hybrid homeroom in order to participate in the virtual cycle of related arts classes.

- For students who are enrolled as a Fifth through Eighth Grades, they will be assigned to a hybrid cohort. Here they will be provided with a school day schedule where they will be instructed to access a live teacher stream for all of their classes, which includes, core subjects, cycles, and electives. These streams will be monitored by a certified staff member to assist with the continuous flow of the classroom.
- **Reporting**
  - The Lincoln Park School District will comply with any requirements for reporting with regard to full time remote learning. This data will contain the number of students participating by their subgroup, which will include economically disadvantaged, major racial and ethnic groups, students with disabilities, and English Language Learners.
- **Procedures for Communicating District Policy with Families**
  - All full time remote procedures and forms will be communicated to all families through the use of the electronic backpacks, and posting forms and guidelines on the school website.