



# Lumberton Township School District Restart and Recovery Plan July 30, 2020

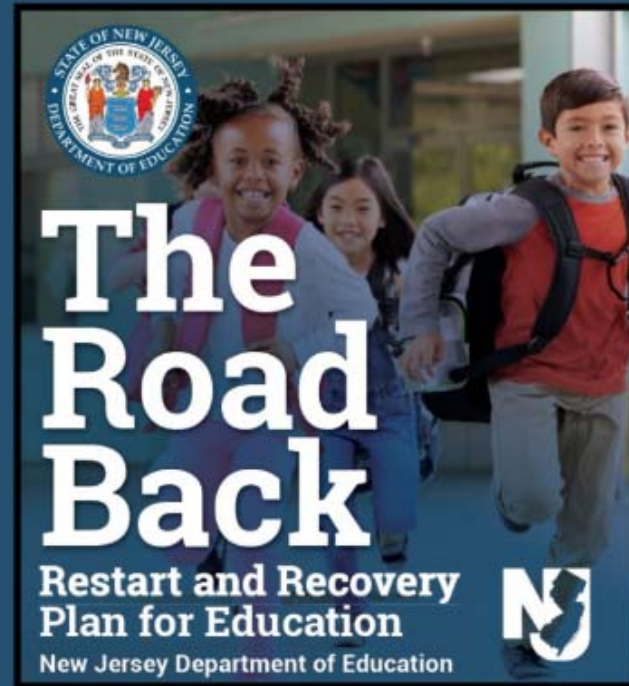


On March 16th, Governor Murphy issued Executive Order 104, calling for schools to halt in-person instruction.

The reopening of NJ schools must include necessary limitations to protect the health and safety of students and staff with the recognition that schools must be ready to adjust educational models if necessary due to the spread of COVID19 and consistent health data.

*According to NJDOE, absent a shift in the public health data, schools must open in some capacity for in-person instruction in the Fall.*

Each district must develop, in collaboration with community stakeholders, a plan to reopen that best fits the district's local needs and meeting 4 key components.



# Key Principles in Developing Our Plan

- Everyone (students and staff) will wear **masks**
  - Unless this presents a medical issue
  - This may be relaxed for our youngest students
- We sought to minimize **movement** whenever possible
  - Given this, we decided on a half day schedule
  - Scheduling lunch and recess would include much more movement and possibilities of social distancing issues
- We tried to maintain **distance** and minimize touch of surfaces whenever possible
  - Given this, we tried to keep students in the fewest number of rooms throughout the day. We also will be eliminating activities that increase respiration (physical education, chorus, etc.)
    - We therefore moved all related arts to afternoon/ remote activities
  - We also decided to open more doors during arrival and dismissal
  - We also will be keeping doors propped open in the hallways
- We sought to develop **cohorts** of approximately 12 students
- We included deep **cleaning** days (Wednesday and Saturday) and added a custodian using CARES Act funds

# Key Components



## Conditions for Learning

Conditions for learning involve the social and 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.



Districts must organize and prepare for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures.



To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver instruction most effectively.



Districts should seek to actively include families and students in the decision-making process, teams, and meetings regarding interventions and supports.



Provide professional development to support educators' integration of SEL in their teaching, including the skills to foster positive learning environments and techniques for embedding SEL into in-person or virtual instruction.

# Supports for Students

- Supports were addressed by the Wellness Committee
  - CRPBIS starting this year as part of the Rowan CASE grant
    - Our grant includes trauma informed practice, and we are expanding our work in this area
  - Multi-tiered supports provided
  - Wraparound services
  - Additional supports provided by our guidance counselors



# Key Components



## Leadership and Planning



This section provides requirements, guidance, and considerations for school districts regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.



All school districts will be expected to develop reopening plans. Collaboration is critical to the development of a district reopening plan and all districts are advised to start a diverse "Restart Committee."



School districts should establish diverse school-based Pandemic Response Teams to centralize, expedite, and implement COVID-19-related decision-making.



Prepare buildings and grounds by disinfecting, revising access and circulation patterns, and adding signage.



School districts should accommodate educators teaching both in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day.

# Community Survey Summary

- The overwhelming majority of our families (over 95%) have the ability to provide masks and water bottles, along with adequate Internet access.
- To the question “how did your student and family deal with distance learning?” 86% of responses answered that their student “thrived” or was “just fine, we made it work”.
- 57.5% of households/caregivers can have someone at home during the day.
- 18% of responses indicated that they would prefer a remote learning only option in September.
- Communication from the schools and district were viewed favorably by almost 90% of our respondents.

# Staff Survey Results/ Summary

- 79% of staff are either concerned or very concerned to come back to work
- 82% believe students should wear masks
- Professional development, top four topics are:
  - Learning gaps
  - Social emotional learning
  - Google classroom
  - Assessment in 2020
- 35% would like the district to provide masks
- 84% believe they can be successful with a new Chromebook



# Key Components

## Policy and Funding

This section will focus on existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance to help districts cope.



Districts should capitalize on Federal funding (ESSER) and use it as a one-time, non-recurring revenue, and should consider dedicating these resources to non-recurring expenditures or replacing a short-term loss in revenue.



Districts should use the most recent State aid figures released by the department for planning purposes.



School districts should consider purchasing through an established State contract or through a cooperative purchasing consortium to lower costs.



All school districts are strongly encouraged to participate in the federal E-rate program for funding support for high-speed broadband connectivity and internal connections equipment.



Schools are required to comply with federal and state laws to protect the data privacy of students including but not limited to FERPA, COPPA, and PPRA.

# CARES Act Expenditures, as of July 2020

Title I Students Summer Tutoring
Clear masks for CST (15 units)
Instant Hand Sanitizer (600, 8oz bottles)
Disinfectant sprayer & supplies
Additional supplies for disinfectant sprayer
Standard disposable masks (4000 pieces)
Disinfectant wipes (300 containers)
Hand sanitizing floor stations (18 units)
Supplies for hand sanitizing floor stations (200 refills)
Hand sanitizing wall mount stations (100 units) - free of charge
Chromebooks refresh for staff (120 units)
Portable air cleaners for nurse locations (3 units)
Medical face shield for nurse station (1 unit)
Medical gowns (3 packs)
Honorarium for re-opening committee (9 members)
Custodian (Salary only)
N95 Masks (2000 units)
KAMI Software
Plexiglass dividers for CST summer evals (6 units)
Thermometers (14 units)
Clear face shields for CST summer evals (12 units)
Initial standard masks (2000 units)
Additional CST Evals needed due to closure (45 @ \$275 ea)
Zoom software
Additional Chromebook chargers needed for closure
xFanatical Google extension
Hotspots used during closure
Ed Puzzle

# Policy Revisions Expected in August

- The Board will review key policies in August.
- Recommendations to include:
  - Changing policy for students with fever to stay home from 24 to 72 hours
  - Changing definition of fever to 100 degrees
  - Mandating quarantine per NJDOH guidelines
  - Prohibiting most visitors and requiring masks for visitors
  - Contract tracing cooperation with BCDOH
  - Personal protective equipment (PPE) requirements for students and staff
    - Consideration of mask breaks
  - Transportation safety, limiting the number of students on a bus

# Key Components



## Continuity of Learning



This section presents standards and considerations designed to account for a range of potential instructional delivery models anticipating that many students will need supports for any unfinished learning from the 2019-2020 school year



School districts must continue to meet their obligations to students with disabilities to the greatest extent possible, including ESY services.



Strive to ensure that every student has access to a device and internet connectivity by conducting a needs assessment, considering costs and prioritizing the purchase and roll out of devices and connectivity.



Utilize accelerated learning to provide students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning.



Craft instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members.



Provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences.

# When Designing Cohorts

- Almost 60% of our families have someone at home. Therefore we should seek to create family partnerships to create class lists that are the most beneficial for the community.

# Committee Recommends Lumberton Model for 2020-21

## **“A-K to L-Z” model**

- +
- Half of all students in all grades in building at once
- Students receive 2 days of live instruction
- -
- More time in building for most teachers
- What are students doing during the days they are not in school

## **Grade Level model**

- +
- Minimizes time in buildings for some staff
- Students have consistent teacher for live and remote instruction
- Whole grades in school at once
- -
- 12 students are in front of screen during “live” instruction

Fully remote selection is available to all families upon request.

# Thank you to our Committee Members

## **Restart Committee**

The Lumberton District formed a Reopening Committee in June of 2020. The district sought broad representation in forming the committee.

## **Staff Members**

### **LTEA**

Aide- Alison Bunting

~~Ashbrook~~- Rachel Williams

BRS- ~~Cyndy~~ Travaglini

LMS- Debbie Bruhn

ELL- Jenny Leonardi

Nurse- Kathy Barbieri

Guidance- Angela Byers

Custodial- Derrick Ludvickson-Luna (also a community member)

CST- ~~Christine Contiliano~~ (also a community member)

**Secretary**- Jennifer Grimm (also a community member)

**Parents**- Jill Reichard, Lumberton PTA

**Technology**- Tom Wilkinson (also a parent and community member)

**Board of Education** (also parents)

Education Committee- Marcy Smith

Governance Committee- Frank Pallante

Operations Committee- Marge Bupp

### **Central Office Members**

Assistant to the Superintendent- Suzanne May (also a community member)

Supervisor of Pupil Personnel Services- Caryn Zweben

Business Administrator- Mark Leung

Curriculum Supervisor- Mike Berner

**Buildings and Grounds**- Tim Adams

**Extended Day Care**- Diane Solan (also a community member)

### **Building Leadership**

~~Ashbrook~~- Traci Bowles

Bobby's Run- Shelby Larison

LMS- Bud Wrigley

**Chair**- Joe Langowski

## **Subcommittees**

Wellness- Caryn Zweben, Chair

Operations/Facilities- Mark Leung and Tim Adams, Chairs

Technology- Tom Wilkinson, Chair

Instruction- Mike Berner, Chair

Governance- Joe Langowski, Chair