Restart and Recovery Plan

to Reopen Schools

Hamilton Township School District

Board of Education

RESTART & RECOVERY PLAN

Fall 2020

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Introduction

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

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

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

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

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

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

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

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

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

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THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

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

A.   Conditions for Learning;

B.   Leadership and Planning;

C.   Policy and Funding; and

D.   Continuity of Learning.

A.   Conditions for Learning

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

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

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

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

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

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

Ten Critical Areas of Operation

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

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

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

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

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

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

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

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

(ii)   Serious heart conditions;

(iii)   Immunocompromised;

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

(v)   Diabetes;

(vi)   Chronic kidney disease undergoing dialysis;

(vii)   Liver disease;

(viii)   Medically fragile students with Individualized Education Programs (IEPs);

(ix)   Students with complex disabilities with IEPs; or

(x)   Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

b.   Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1)   Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart whenever and wherever possible. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2)   Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. Removal of face coverings may be considered when social distancing of six feet and the use of a sneeze guard while the student is seated at a desk in a classroom can be provided.

(a)   Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3)   In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) and physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(4)   All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5)   Use of shared objects should be limited when possible or cleaned between use.

(6)   All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7)   School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:

(a)   In each classroom (for staff and older children who can safely use hand sanitizer).

(b)   At entrances and exits of buildings.

(c)   Near lunchrooms and toilets.

(d)   Children ages five and younger should be supervised when using hand sanitizer.

(e)   For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8)   School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a)   If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

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

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

(1)   If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

(2)   Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

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

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

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

(1)   The Board's Plan should establish the process and location for student and staff health screenings.

(2)   If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

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(3)   Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

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

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

(1)   The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure.   These screening procedures must include the following:

(a)   Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b)   Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c)   Results must be documented when signs/symptoms of COVID-19 are observed.

(d)   Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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(2)   The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a)   Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

(b)   If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials, under guidance and direction of the Atlantic County Health Department, notify staff and families of a confirmed case while maintaining confidentiality.

(c)   The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i)   Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

(ii)   Following current Communicable Disease Service guidance for illness reporting.

(iii)   An adequate amount of PPE shall be available, accessible, and provided for use.

(iv)   Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v)   Continuous monitoring of symptoms.

(vi)   Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

(vii)   Written protocols to address a positive case.

(3)   School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4)   School staff and authorized visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.

(5)   Students are required to wear face coverings unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(a)   Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

(6)   Exceptions to requirements for face coverings shall be as follows:

(a)   Doing so would inhibit the individual's health.

(b)   The individual is in extreme heat outdoors.

(c)   The individual is in water.

(d)   A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(e)   The student is under the age of two and could risk suffocation.

(7)   To limit unnecessary foot traffic and to limit the spread of COVID 19 in schools, volunteers are prohibited for the duration of the pandemic. Parent visitors will be permitted only to pick up a sick child. Visitors for parent pick up or drop off are prohibited from entering the building. If an authorized visitor refuses to a wear a face covering for   non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor's entry to the school/district facility may be denied.

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

f.   Critical Area of Operation #6 – Contact Tracing

(1)   The NJDOE Guidance does not include any "anticipated minimum standards" for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials. Contact tracing will be done only under the guidance and direction of the Atlantic County Health Department.

(2)   School officials should engage the expertise of their school nurses on the importance of contact tracing. School nurses will assist the Atlantic County Health Department with their efforts in contact tracing.

(3)   The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

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

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

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(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

(2) The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;

(ii) Lunchroom tables and chairs;

(iii) Door handles and push plates;

(iv) Handrails;

(v)   Kitchens and bathrooms;

(vi)   Light switches;

(vii)   Handles on equipment (e.g. athletic equipment);

(viii) Buttons on vending machines and elevators;

(ix)   Shared telephones;

(x)   Shared desktops;

(xi)   Shared computer keyboards and mice;

(xii)   Drinking fountains; and

(xiii) School bus seats and windows.

(e)   Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

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

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

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(1)   If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board's Plan, if applicable:

(a)   Stagger times to allow for social distancing and clean and disinfect between groups.

(b)   Discontinue family style, self-service, and buffet.

(c)   Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d)   Space students at least six feet apart.

(e)   Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

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

i.   Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

(1)   The Board's Plan regarding recess and physical education should include protocols to address the following:

(a)   Stagger recess, if necessary.

(b)   If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c)   The use of cones, flags, tape, or other signs to create boundaries between groups.

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(d)   A requirement that all individuals always wash hands immediately after outdoor playtime.

(e)   Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f)   Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g)   Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i)   If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii)   Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2)   The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

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

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

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

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

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

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

2. Academic, Social, and Behavioral Supports

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

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

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

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

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

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

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

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

___ Not Being Utilized

___ Being Developed by School Officials

✔ Currently Being Utilized

Hamilton Township School District utilizes the Second Step Social Emotional Learning Program provided by the Committee for Children for all students in grades preschool through grade 8. This practice has been in place for all students since October 2016.

b.   Multi-Tiered Systems of Support (MTSS)

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

___ Not Being Utilized

___ Being Developed by School Officials

✔ Currently Being Utilized via I&RS protocols

c.   Wraparound Supports

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

___ Not Being Utilized

___ Being Developed by School Officials

✔ Currently Being Utilized

d.   Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

___ Not Being Utilized

___ Being Developed by School Officials

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✔ Currently Being Utilized

e.   Quality Child Care

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

___ Not Being Utilized

___ Being Developed by School Officials

___ Currently Being Utilized

✔ To Be Determined

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

B.   Leadership and Planning

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

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

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

1.   Establishing a Restart Committee

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

b.   The Restart Committee should include school district and   school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, and parents..

c.   The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

d.   The Restart Committee should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.

e.   The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

2.   Pandemic Response Teams

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a.   School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b.   Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c.   Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d.   Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e.   If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f.   Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1)   School Principal or Lead Person;

(2)   Teachers;

(3)   Child Study Team member;

(4)   School Counselor or mental health expert;

(5)   Subject Area Chairperson/Director;

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(6)   School Nurse;

(7)   Teachers representing each grade band served by the school district and school;

(8)   School safety personnel;

(9)   Members of the School Safety Team;

(10)   Custodian; and

(11)   Parents.

g.   The Pandemic Response Team is responsible for:

(1)   Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2)   Adjusting or amending school health and safety protocols as needed.

(3)   Providing staff with needed support and training.

(4)   Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5)   Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6)   Providing necessary communications to the school community and to the school district.

(7)   Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h.   The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3.   Scheduling

a.   The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b.   Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.

(1)   In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.

(2)   School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c.   The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

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(1)   For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

(2)   For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

d.   The school district should accommodate educators teaching   in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:

(1)   Provide teachers common planning time.

(2)   Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a)   Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b)   The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3)   Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4)   Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5)   Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

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e.   School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board's Plan.

[See Appendix N – Scheduling of Students]

4.   Staffing

a.   The school district should consider access and equity for all staff to ensure continuity of student learning. The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b.   When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA),

and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c.   The Board's Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

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d.   As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e.   In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1)   Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(2)   Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3)   Certification

(a)   Performance Assessment (edTPA) Guidance   Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b)   Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

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5.   In-Person and Hybrid Learning Environments: Roles and Responsibilities

a.   In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b.   Instructional staff should:

(1)   Reinforce social distancing protocol with students and   co-teacher or support staff.

(2)   Limit group interactions to maintain safety.

(3)   Support school building safety logistics (entering, exiting, restrooms, etc.).

(4)   Become familiar with district online protocols and platforms.

(5)   Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

(6)   Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

(7)   Provide regular feedback to students and families on expectations and progress.

(8)   Set clear expectations for remote and in-person students.

(9)   Assess student progress early and often and adjust instruction and/or methodology accordingly.

(10)   Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11)   Instruct and maintain good practice in digital citizenship for all students and staff.

(12)   Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13)   Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14)   Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15)   Limiting on-line activities for pre-school students.

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c.   Mentor teachers should:

(1)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2)   Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3)   Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4)   Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5)   Continue to maintain logs of mentoring contact.

(6)   Mentor teachers should consider all health and safety measures when doing in-person observations.

(7)   Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8)   Consider alternative methods for classroom observations and avoiding in-person contact where possible.

d.   Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1)   Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2)   Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3)   Prioritize vulnerable student groups for face-to-face instruction.

(4)   Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

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(5)   Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6)   Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7)   Define and provide examples of high-quality instruction given context and resources available.

(8)   Assess teacher, student, and parent needs regularly.

(9)   Ensure students and parents receive necessary supports to ensure access to instruction.

(10)   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

(11)   Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12)   Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13)   Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14)   Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

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(15)   Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16)   Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17)   Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18)   Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e.   Educational services staff members should:

(1)   Lead small group instruction in a virtual environment.

(2)   Facilitate the virtual component of synchronous online interactions.

(3)   Manage online platform for small groups of in-person students while teacher is remote.

(4)   Assist with the development and implementation of adjusted schedules as needed.

(5)   Plan for the completion of course requests and scheduling (secondary school).

(6)   Assist teachers with providing updates to students and families.

(7)   Support embedding of SEL into lessons.

(8)   Lead small group instruction to ensure social distancing.

(9)   Consider student grouping to maintain single classroom cohorts.

(10)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f.   Support staff/paraprofessionals may:

(1)   Lead small group instruction to ensure social distancing.

(2)   Consider student grouping to maintain single classroom cohorts.

(3)   Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4)   Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5)   Provide real-time support during virtual sessions.

(6)   Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7)   Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8)   Lead small group instruction in a virtual environment.

(9)   Facilitate the virtual component of synchronous online interactions.

(10)   Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g.   Substitutes

(1)   Develop contingency staffing plans in case of sudden   long-term absences and/or vacancies.

(2)   Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3)   Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4)   Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6.   Educator Roles Related to School Technology Needs

a.   To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1)   Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.

(2)   Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3)   To the extent possible, provide district one-to-one instructional devices and connectivity.

(4)   Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b.   To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1)   Train student teachers to use technology platforms.

(2)   Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3)   Survey assistant teachers to determine technology needs/access (Pre-school).

(4)   Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c.   Student teachers should:

(1)   Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2)   Lead small group instruction (in-person to help with social distancing).

(3)   Co-teach with cooperating teachers and maintain social distancing.

(4)   Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5)   Implement modifications or accommodations for students with special needs.

(6)   Facilitate one-to-one student support.

(7)   Lead small group instruction virtually while the classroom teacher teaches in-person.

(8)   Provide technical assistance and guidance to students and parents.

(9)   Develop online material or assignments.

(10)   Pre-record direct-instruction videos.

(11)   Facilitate student-centered group learning connecting remote and in-person students.

d.   Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1)   Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2)   Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5) Increase the need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

7. Athletics

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

[See Appendix P – Athletics]

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

1. School Funding

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

(1) Elementary and Secondary School Emergency Relief Fund;

(2) Federal Emergency Management Agency – Public Assistance; and

(3) State School Aid.

b. School District Budgets

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

c. School Funding

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

(1) Purchasing

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

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

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

(3)   Costs and Contracting

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

D.   Continuity of Learning

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

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

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

RESTART & RECOVERY PLAN

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

1.   Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

a.   Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

b.   In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c.   The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:

(1)   Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2)   IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3)   IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4)   IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5)   The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6)   Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2.   Technology and Connectivity

a.   School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively,   in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b.   Districts should:

(1)   Conduct a needs assessment.

(2)   Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.

(3)   Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

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(4)	For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

(a)	If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3.	Curriculum, Instruction, and Assessment

a.	In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

b.	School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

c.	Virtual and Hybrid Learning Environment

(1)	Curriculum

(a)	Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

(b)	To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

(c)	Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

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(2)   Instruction

(a)   As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b)   In crafting an instructional plan, the school district should consider the following:

(i)   Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii)   Design for student engagement and foster student ownership of learning.

(iii)   Develop students' meta-cognition.

(iv)   Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v)   Assess the district's data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi)   Assess ELLs' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3)   Assessment

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(a)   For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b)   Educators should focus on locally developed   pre-assessments and formative assessments upon returning to school.

(c)   In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d)   Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e)   Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i)   Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4.   Professional Learning

a.   It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b.   The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c.   Professional learning opportunities should be:

(1)   Presented prior to the beginning of the year;

(2)   Presented throughout the school year;

(3)   Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4)   Presented to include the input and collaboration of stake holders, including all staff, parents, and community members; and

(5)   Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d.   Mentoring and Induction

(1)   Induction must be provided for all novice provisional teachers and teachers new to the district.

(2)   One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3)   Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.

(4)   Mentoring must be provided in both a hybrid and fully remote learning environment.

(5)   Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

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e.   Evaluation

(1)   School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2)   School districts should develop observation schedules with a hybrid model in mind.

(3)   School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4)   School districts should consider the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5)   School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5.   Career and Technical Education (CTE)

a.   It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b.   The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c.   Guiding Principles

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(1)   It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2)   The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d.   Quality CTE Programs

(1)   When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2)   During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e.   Work-Based Learning

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

f.   Career Advisement and Development

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

g.   CTE Recruitment and Retention

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

h.   Funding to Support CTE Programs

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

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Appendices

Restart and Recovery Plan

to Reopen Schools

Hamilton Township School District

Board of Education

RESTART & RECOVERY PLAN

Fall 2020

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Appendix A

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

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.a., including, but not limited to:

A.   *Protocol for High Risk Staff Members*
a.   TBD based on results of staff survey

B.   *Protocol for High Risk Students*
a.   TBD based on results of parent survey
b.   Parents will have the option for having their children participate in a fully virtual setting as needed

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Appendix B

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

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.b., including, but not limited to:

A. Social Distancing in Instructional and Non-Instructional Rooms
a. Face Masks will be required in conjunction with social distancing
i. Face masks are mandatory for all students (exceptions may apply based on disabilities, age, and/or health issues)
ii. Face coverings are always required for visitors and staff unless it will inhibit the individual's health
b. Social distancing of 6 feet will be instituted to the greatest extent possible
i. This may be less than 6 feet in certain areas such as hallways- in these instances there will be signage and protocols in place to ensure as much distancing as possible
ii. Students will be seated at least 6 feet apart whenever and wherever possible.
iii. As much as possible, physical barriers will be placed between desks
iv. Visitors will be limited to only those who must have access to the school (i.e. police, DCPP, etc.)
v. Volunteers will be prohibited during the pandemic.
c. Professional Development and information will be provided to staff prior to and during the school year.
d. Training and information will be provided to parents and students prior to and during the school year.

B.   Procedures for Hand Sanitizing/Washing

a.   Signs promoting hand washing, social distancing, face covering, and when to stay home will be posted in hallways, classrooms, offices

b.   Messages promoting hand washing, social distancing, face covering, and when to stay home will be posted on the district website, Google Classrooms, Twitter, Facebook, etc.

c.   For classrooms that have existing handwashing stations, stations will have soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

d.   Students will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.

e.   Alcohol-based hand sanitizer (at least 60% alcohol) will be used if washing with soap and water is not possible.

f.   Professional Development and information will be provided to staff prior to and during the school year.

g.   Training and information will be provided to parents and students prior to and during the school year.

Appendix C

Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.c., including, but not limited to:

a.   Student Transportation

Hamilton Township covers a total of approximately 115 square miles and is a combination of rural forest and suburban areas. Davies and Hess schools are not located in populated areas and do not meet the requirements for a safe walking commute. Shaner school serves only younger students who require extra supervision. Therefore, courtesy busing is a requirement for all students within the district.

Where possible, school personnel will ride the buses to enforce the face covering and seating policy, and to ensure that students are boarding the bus on the correct day.

Since the district belongs to the GEHRSD Consortium the cooperation of the bus company will be required to certify each driver has passed a health screening daily before boarding the bus and to ensure the anticipated minimum standards are met in the event district personnel are not able to ride the bus. Drivers will be instructed to keep bus windows open at all times while transporting students and signs will be posted on all buses reminding riders of the importance of social distancing, wearing face coverings, and washing hands often. Drivers will enforce the seating charts and the wear face coverings to the best of their ability and immediately report any infractions directly to the school.

b.   Social Distancing on School Buses

Each of our regular bus routes average approximately 40 students. The proposed hybrid model would reduce the regular bus route average student numbers to between 13 and 20 students. If a significant number of parents choose not to use the transportation system, it is likely that we will be able to meet the social distancing standards that have been determined by the CDC on many bus routes. For any bus routes that cannot meet the CDC social distancing standards, we will not exceed one student per seat unless there is a sibling riding the same bus. All students will be required to wear a face covering in order to enter the bus and must keep the mask on during the entire trip (exceptions may apply based on disabilities, age, and/or health issues). Seating charts will be utilized to seat the

students who board the bus first in the rear of the bus and fill toward the front. Students will get off the bus from front to back.

c.   Bus cleaning and Disinfecting

 Each bus will be disinfected between runs by bus company

          personnel. District personnel may be utilized at the discretion of the CSA.

Appendix D

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

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.d., including, but not limited to:

a.   **Location of Student and Staff Screening**

Shaner School:

Parents are expected to screen their child prior to sending to school. An additional student screening will take place upon arrival at the students' homerooms. Staff will be provided with a screening question protocol by the district.

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Hess Complex:

Parents are expected to screen their child prior to sending to school. An additional student screening will take place upon arrival at the students' homerooms. Staff will be provided with a screening question protocol by the district.

Davies School:

Parents are expected to screen their child prior to sending to school. An additional student screening will take place upon arrival at the students' homerooms. Staff will be provided with a screening question protocol by the district.

b.   **Social Distancing in Entrances, Exits, and Common Areas**

Shaner School:

●   Visitor Lobby - only one visitor/family will be admitted in the visitor lobby at a time
●   Copy Room - will be closed to staff. Copying will be done by secretarial staff as assigned with copiers being moved to the offices
●   Staff Cafe - will be closed to staff for eating but open for use of other amenities
●   Cafeteria - will not be used for students
●   Student flow -
○   Arrival - entry points are doors #2, 3, 4, 5, 9, 15. Students will enter through their assigned door and proceed directly to their classroom.
○   Daily - classrooms will remain in their room except to move to recess or hallway restroom breaks (as assigned). Classes will remain in their own hallway.
○   Dismissal - students will be escorted to the exit assigned to their classroom for boarding buses. Parent pickup students will move to designated locations where they will be distanced to await pickup.

Hess Complex:

●   Visitor Lobby - Visitors will be assisted via the outdoor walk-up window at the Main Entrance.
●   Copy Room - will be closed to staff. Copying will be done by secretarial staff.Staff Cafe - will be closed to staff for eating but open for use of other amenities
●   Cafeteria - will not be used for students
●   Student flow -
○   Arrival - entry points are doors 1(Parent Drop Off Main Lobby), 8, 19, 20 and 21 Students will enter through their assigned door and proceed directly to their classroom.
○   Daily - classrooms will remain in their room except to move to recess or hallway restroom breaks (as assigned). Classes will remain in their own hallway.
○   Dismissal - students will be escorted to the exit assigned to their classroom for boarding buses. Parent pickup students will move to designated locations where they will be distanced to await pickup.

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Davies School:

●   Visitor Lobby - Visitors will be assisted via the <u>outdoor walk-up window</u> at the Main Entrance. As needed, entry into the immediate vestibule area will be permitted for leaving packages, or receiving students during inclement weather. Facilities include an intercom and camera(s)

●   Copy Room(s) - will be closed to staff. Copying will be done by secretarial or duty staff (from orders sent to email que).

●   Staff Cafes and faculty rooms - will have limited to no furniture for staff breaks (eating). It will remain accessible for amenities - minimum, six feet spacing and required masking.

●   Cafeteria - will not be used for students. Stage in the cafetorium will be converted for instructional space, as needed.

●   Student flow -

○   Arrival - entry points are doors 1, 2 and 3 (Parent Drop Off Main Lobby, A wing and C Cwing); SPED student buses 21a and b; Other student buses depots - 20, 19, 16 and 7. Students will enter through their assigned door under staff supervision for spacing, and proceed directly to their classroom.

○   Daily - Students will remain in classes for instructional periods (ELA, and Social Studies). Students will move once for instruction in math and science by teachers, where they will be visited by teachers for instruction. Students will remain in their second instructional space (Math & Sci) where they will have their lunch period prior to dismissal. Classes will remain in their assigned grade level spaces/corridors where they will take bathroom breaks.

○   Dismissal - students will be escorted to the exit assigned to their classroom for boarding buses. Students picked up by parents will be called from their classrooms and escorted to designated locations where they will be safely distanced to await hand off to parents.

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Appendix E

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

Staff Presenting Symptoms

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section A.1.e., including, but not limited to:

A. Screening Procedures for Students and Staff
  a. Students
    i. Students will be screened for symptoms (including temperature) upon arrival
    ii. Accommodations will be made for students with disabilities as needed.
  b. Staff
    i. Staff will self-monitor for symptoms and history of exposure.
    ii. Staff will affirm lack of symptoms and exposure when signing in virtually each day.
B. Protocols for Symptomatic Students and Staff
  a. Students
    i. Symptomatic students will be taken to the isolation room in the school to wait for a parent/guardian/authorized adult to retrieve them.
      1. The isolation room will only be utilized for students/staff exhibiting symptoms of Covid-19
      2. A bathroom will be designated for use by only those in the isolation room.
      3. The isolation room will be located near an exit in order to minimize contact with others.
    ii. Local health officials will be notified if the district becomes aware of any positive cases in the schools.
    iii. PPE (including, but not limited to face masks, face shields, and latex gloves) will be available and accessible in all schools.
    iv. Students will be assigned to cohorts to the greatest extent possible to assist in contact tracing and to minimize spread.
    v. Re-admittance will be based on guidance from the DOH.
    vi. Written protocols in the form of a nursing plan will be developed by the district nurses and housed in each building's nursing office.
    vii. Parents will be provided with information on the signs and symptoms of the illness via training opportunities, phone and text messages, and flyers.
      1. This information will be sent out frequently.
      2. Parents will be advised to keep their children home if they present with the signs or symptoms of the illness.

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C.   Protocols for Face Coverings
   a.   Face Masks will be required in conjunction with social distancing
  i.Face masks are mandatory for all students (exceptions may apply based on disabilities, age, and/or health issues)
 ii.Face coverings are always required for visitors and staff unless it will inhibit the individual's health
   1.   Visitors will be limited to only those who must have access to the school (i.e. police, DCPP, etc.)
iii.Professional Development and information will be provided to staff prior to and during the school year.
iv.Training and information will be provided to parents and students prior to and during the school year.

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Appendix F

Critical Area of Operation #6 - Contact Tracing

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

A.   Contact Tracing Training
a.   Johns Hopkins University Covid-19 Training Course
b.   Staff to be trained prior to August 31:
 i.All district nurses
 ii.Supervisor of Special Projects
iii.Any other staff designated by the Chief School Administrator
B.   The Hamilton Township School District will collaborate and cooperate with the Atlantic County Department of Health.

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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

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

(a)   The schedule for Routine Cleaning has been supplemented to include the daily cleaning and disinfecting of objects/surfaces not ordinarily cleaned daily and the new Standard Operating Procedure has been shared with the custodial staff. Examples of objects/areas not ordinarily cleaned daily include:

   i. Door Knobs or handles

   ii. Light switches and cover plates

   iii. Plexi- glass dividers

   iv. Light switches

   v. Handrails

   vi. Water Fountains

   vii. Toilet and urinal partitions

   viii. Buttons on vending machines and elevators

   ix. Shared telephones

   x. Other commonly touched items identified locally (e.g. keyboards, keypads,

        copiers, etc.)

(b)   Cleaning products are used in accordance to manufacturer's specifications and meet the EPA guidelines and approval for use against the virus that causes COVID-19 and properly labelled.
(c)   Bathrooms are sanitized daily and will be sanitized more often as staffing allows.

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Appendix H

Critical Area of Operation #8 – Meals

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

(a)   The use of the cafeterias has been suspended and all in school meals will be consumed in the classrooms with social distancing maintained.

(b)   Food service staff shall continue to take all point of service counts in the classrooms and Offer vs Serve will not be utilized.

(c)   Disposable food service items will be used with meals individually plated or in pre-packaged boxes or grab- and- go bags.

(d)   Meal distribution method for virtual instruction days may include home delivery, weekly distribution, and/or the provision of meals for the virtual instruction days to students during on-site days.

(e)   Every effort will be made to prevent overt identification of free and reduced eligibility while balancing the logistical challenges of providing meals.

Appendix I

Critical Area of Operation #9 – Recess/Physical Education

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

Shaner School:

1.   Physical Education and Health classes will be taught virtually.

2.   Outdoor recess is scheduled daily for students. Designated areas of the campus will be assigned to individual classes to maintain distancing from other groups of students.

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Hess Complex:

1. Physical Education and Health classes will be taught virtually.
2. Recess is scheduled daily and includes Social Emotional Learning (SEL) via the Second Step Program and/or Mind Yeti activities as well as outdoor activities (weather permitting) led by the classroom teacher. Outdoor recess will be teacher directed and include activities where social distancing can be maintained. Planned activities will not require the use of equipment.

Davies Middle School:

1. Physical Education and Health classes will be taught virtually.
2. Students do not have a recess period.
3. Social emotional learning (SEL) is a feature of the morning arrival experience in each homeroom/class; Mind Yeti, or comparable Second Step lesson will be uniformly presented on each grade level.

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Appendix J

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

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

A.   Field Trips ~TBD
B.   Extra-Curricular Activities~TBD
C.   Use of Facilities Outside of School Hours

Use of the buildings by outside groups will be suspended to facilitate enhanced cleaning of the facilities and to minimize exposure to staff.

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Appendix K (see page 18)

Academic, Social, and Behavioral Supports

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board's Plan – Section A.2.a. through A.2.e.

A.   Social Emotional Learning (SEL) and School Culture and Climate
a.   SEL Program
i. We will continue to utilize the Second Step Social Emotional Learning Curriculum with all students in grades pre-k thru 8.
1.   This program has been utilized with all students since October 2016
2.   Most staff in each building are responsible for delivering this instruction
3.   All staff in each building are required to assist students in generalizing the skills from the program throughout the entire school day
b.   Mindfulness, Brain Breaks, Amygdala Reset Stations, etc.
c.   Mental Health for Staff
i. Educator self-care and wellness will be prioritized through the summer and at the start of the 2020- 2021 school year.
1.   Weekly Staff Self-Care and Wellness newsletters will be emailed to the staff throughout July and August
2.   Information on staff self-care and wellness will continue to be shared with the staff weekly during the 20-21 school year
ii. We will support educators' access to mental and behavioral resources and encourage them to utilize these services.
1.   Newsletters
2.   Staff Training
3.   Counseling Staff will be able to direct staff to mental and behavioral resources
4.   Staff can access the district Mental Health Webpage www.htpsmentalhealthinitiative.weebly.com
iii. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies.
1.   Staff will be provided regular opportunities and encouraged to practice mindfulness strategies
2.   Staff members will be participating in a pilot of an adult SEL Program being created by the Committee for Children
B.   Multi-Tiered System of Supports
a.   Intervention & Referral Services (I&RS) is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined to be in need of special education programs and services. According to N.J.A.C 6A:16-8.1.,8.2 the goal of the committee is to see measurable student improvement in the identified targeted areas. Staff members refer students to the I&RS Committee through the building principal or designee, who then advises the parents of the referral. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.
b.   The I & RS committee follows a multidisciplinary approach with a well-articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns.
C.   Wraparound Supports
a.   In the event wraparound mental health supports are required in addition to in-school mental health supports our school mental health providers including Child Study Team Counselors and School Counselors are prepared with community resources and contacts that are shareable with families as needed; including but not limited to psychiatric intervention, counseling resources, and mobile crisis response.

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b.   The district has a dedicated webpage for parents and staff to visit for mental health and social emotional support with additional links specific to COVID-19.
c.   During the summer months the district will prepare and share mental health tips, techniques, resources and activities with parents and staff through mental health newsletters.
d.   District counselors will have access to a virtual meeting platform to use when reaching out to families of at-risk students.
e.   With regard to family engagement the district has surveyed parents regarding return to school efforts and will continue to survey families via electronic surveys and phone surveys as needed to garner stakeholder input.
i.Bilingual staff and electronic translation will be employed where possible to aid in communication efforts with families
f.   Town Hall meetings may be used to inform families of district planning.
g.   Parents will be offered training from in-district staff with regard to electronic platforms of which families may need to use to facilitate virtual learning at home for their children.
h.   With regard to primary health, school nurses and the district physician will be instrumental in developing the following:
i.Staff and Student Screening Procedures
ii.Isolation rooms for staff and students potentially infected with a communicable disease (ie; COVID-19).
iii.Necessary changes to primary health policy and procedures to ensure the physical health of students and staff.
iv.Adjust screening policies to address the needs of students with regard to unaddressed health needs such as vision and hearing screenings.

D.   Food Service and Distribution

a.   School meals were provided through the SSO until June 30th 2020 and are being provided through SFSP until August 31st.
b.   Schools are required to return to claiming meals under the National School Lunch Program once the academic school year commences

E.   Quality Child Care~TBD

The provision of quality child care through the district's Kid's Corner before and after school child care program is contingent upon finding a suitable space to house the programs and having adequate staffing. All requirements as outlined in the Guidance for New Jersey Child Care Facilities, on COVID-19 Related Health and Safety., as per the New Jersey Department of Family Services will be followed.

Appendix L

See Restart Committee (page 21)

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

RESTART & RECOVERY PLAN

HTSD's strategic planning infrastructure for "Return to School" following the COVID-19 Pandemic Closure of schools will be based on a common vision centered on the **"whole child"** detailed by a strategic plan. The initial component of the infrastructure was to launch the restart committee entitled the "Governance Committee". From the work of the "Governance Committee," various subcommittees were formed to support and further define the "Return to School Vision & Strategic Plan". Please reference the work of the *Return to School Roadmap, an Opportunity Labs Initiative* @ **https://returntoschoolroadmap.org/** which has been instrumental in the ideas set forth in this plan.

- The Governance Committee was launched on Thursday, June 4, 2020, @ 2:00 pm
- At the First Meeting we:
  - Formalized role/goals of the committee
  - Defined and assigned roles and responsibilities for the committee's work
  - Formed Subcommittees (see below)
  - Requested survey questions from each stakeholder group - Document created
  - Instituted a regular virtual meeting schedule
- Under the direction of the Wellness Committee, Panorama and Google Surveys were used to collect data from families, staff, and students
- Based on survey data, a District Plan Draft was created and shared with the public using a Virtual Town Hall format.
- Town Hall questions/comments were taken and compiled
- Town Hall meeting and surveying data will be used to shape, articulate and adjust the committee's vision to be in line with local values and community needs
- The Governance Committee's vision was shared with all district stakeholders, and subcommittees using a "bottom up" model for protocols and procedures moving forward
- Subcommittees planned for 2020-2021 School Opening using multiple scenarios:
  - School begins on time and remains open
  - School begins on time using a Hybrid Model of Virtual and In-Person Learning scenarios
  - School begins on time using a Virtual only model
  - All families have an Opt-Out option for 100% Virtual Learning
  - Considerations for Vulnerable Populations are a top priority
- The committee will continue to hear from key stakeholders to understand their expectations for return to school (e.g., teacher unions, PTA, the general public)
- Updates from local and state agencies will be incorporated into the existing plan as necessary
- Communication from the committee to all stakeholders will be a priority and will use as many platforms as possible (robo calls, email blasts, district and school website postings, personalized phone calls, social media postings)
- Coordination of Conditions for Learning via:
  - **Operational Committee** encompassing:
    - Food Service
    - Transportation
    - Community Education
    - Buildings and Grounds
    - Technology Infrastructure
  - **Wellness Committee**
    - Social and Behavioral
    - General Health and Safety
- Coordination of Continuity of Learning via:

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- ○ **Instructional Committee**
- ■ Scheduling
- ■ Vulnerable Populations
- ■ Curriculum (Scope and Sequence, Pacing Guides)
- ■ Instruction and Teacher Evaluation
- ■ Student Assessment
- ■ Training and Professional Development
- ○ **Technology and Distance Learning Committee**
- ● School Committees led by Building Principals (Pandemic Response Teams)
- ○ **Davies**
- ○ **Hess**
- ○ **Shaner**

Appendix M

Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.2.

Shaner School: The Shaner Pandemic Response Team is composed of all stakeholders and operates currently under the title of the Shaner Governance Team. This is a sub-committee of the district level Governance Team. Members serve on various sub-committees related to the development and implementation of operational procedures and instructional practices rooted in maintaining a safe and effective environment for all stakeholders in consideration of COVID 19 guidelines and mandates.

Hess Complex: The Hess Pandemic Response Team is composed of all stakeholders and operates currently under the title of the Hess Governance Team. This is a sub-committee of the District Level Governance Team. Members serve on various sub-committees related to the development and implementation of operational procedures and instructional practices rooted in maintaining a safe and effective environment for all stakeholders in consideration of COVID 19 guidelines and mandates.

Davies School : The Davies Pandemic Response Team is composed of all stakeholders and operates currently under the title of the Davies School Governance Team. This is a sub-committee of the District Level Governance Team. Members serve on

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various sub-committees related to the development and implementation of operational procedures and instructional practices rooted in maintaining a safe and effective environment for all stakeholders in consideration of COVID 19 guidelines and mandates.

Appendix N

Scheduling of Students (see page 23)

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Section B.3., including, but not limited to:

a.   *School Day*

b.   *Educational Program*

RESTART & RECOVERY PLAN

After reviewing the Road Back by the NJDOE and attending the NJPSA Restart and Recovery Planning Webinar, the Instructional Subcommittee has created and presented possible models for schools to use to begin planning and to schedule classes for September.

Those options include:

- **School as Usual** - 100% Capacity - Full In-Person Model
  - Families may Opt-Out and student will receive virtual instruction

- **Hybrid Model(s)** - 33% to 50% Capacity- Instruction delivered both virtually and in-person. Students will alternate between in-person and distance learning, allowing for social distancing guidelines while in-person instruction takes place.
  - Families may Opt-Out and student will receive virtual instruction
- **Prioritizing Learning for Vulnerable Populations**- in the event that we are unable to meet social distancing requirements to implement the above Hybrid Models, consideration will be given to vulnerable populations by providing them with in-person instruction to the greatest extent possible
- **Virtual Model** - 0% Capacity - All students receive virtual instruction only

For a Hybrid Model to be effective, the Instructional Committee feels strongly that there be a **minimum of 2 days face to face instruction** for all students in each rotation. In order to accomplish that while meeting social distancing guidelines it will be necessary to use a 5 day rotation 50% capacity model or a 6 day rotation 33% capacity model. This will enable our schools to serve ½ or ⅓ of the school population in person each day. Additionally, **some** of our "Vulnerable Students" (SED, Special Education, English Language Learners, Homeless and Foster Students and/or students that did not perform well previously in the virtual learning model) may need additional time for face to face instruction.

For in-person instruction, students will attend school for 5 hours, teachers and all other staff will be required to attend school in-person and work a regular day.

Student Day:

5 Hour In-Person School Day:

- ½ hour for student arrival and screening, including Social Emotional well checks
- 4 hours of Core Content Instruction (ELA, Math, Social Studies,Science)
- ½ hour for Lunch
- Virtual PE/Health, Spanish and/or Related Arts

The Virtual Student School Day:

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- 4 hours of Virtual Learning in the Core Content areas (Flipped Classroom Model)
- Virtual PE/Health, Spanish and/or Related Arts
- Possible Student /Teacher Conferencing (afternoons, after in-person teaching concludes)

Teacher Day:

5 Hour School Day

- Assist with School Check-ins, Health Screenings, Bathroom Breaks/Hand Washing, etc...
- Provide 4 Hours of Targeted Instruction at Grade Level or by Department
- Supervise ½ Hour Lunch for Students

Virtual Hours

- Spanish
- Physical Education/Health
- Related Arts
- Pre-Work/Follow-up Work for Core Classes
- Office Hours/Live Lessons with Students

After In-School Teaching

- Teacher Lunch
- Teacher Prep
- Professional Learning Communities and Professional Development

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Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan – Sections B.4., B.5., and B.6.

A. Equity for All Staff- Unique Needs of All Staff Members Considered
a. Access to Technology
i. The HTSD will ensure that all teaching staff and paraprofessionals have access to appropriate technology (i.e. devices with cameras, microphones) to ensure continuity of student learning
b. The HTSD will provide mental health resources and information to all staff (see Appendix K)
c. Staff with child care concerns have been encouraged to speak to the Personnel Office to learn of family leave options available to them
d. Staff members with disabilities who are requiring reasonable accommodations will:
i. inform their building principal that they have a concern
ii. be directed to the 504 Compliance Officer
iii. receive paperwork to be completed by themselves and their physician relative to the disability/requested accommodation
iv. meet with the 504 Compliance Officer to review paperwork and determine need for/access to reasonable accommodation
B. In-Person and Hybrid Learning Environments: Roles and Responsibilities
a. Staff will be leveraged to monitor student movement, hallway traffic, and maintain safety
b. Instructional staff will set clear routines and procedures in order to maintain health and safety while ensuring the continuity of student learning
c. Mentor teachers will continue to provide support to the mentees while implementing appropriate health and safety measures
d. Administrators will support students, staff, and families in order to maintain health and safety and to ensure academic, social, emotional, and behavioral growth for students
e. Educational services staff members will assist in classrooms and schools in a variety of ways to ensure student growth and safety
f. Paraprofessionals will work under the direction of the teachers to provide educational supports to students.
g. Substitute teachers will be assigned as needed with the goal of limiting movement between schools and grade levels to the greatest extent possible.
C. Educator Roles Relative to School Technology Needs
a. Designated staff members will provide ongoing support with technology to students, staff, and families
i. Technology Coaches
ii. Technology Department
iii. Other identified staff members
b. Family surveys to determine tech needs
i. June 2020- Panorama Survey
ii. July/August 2020- Families Contacted via phone and given Google Survey
c. 1:1 Device Initiative implemented
d. Connectivity issues will be addressed by providing families with information and assistance in gaining connectivity through a number of programs

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Appendix P

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

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Appendix Q

Technology

Technology and Connectivity

Hamilton Township School District will feature a true 1:1 device to student ratio from grades K – 8. Students in grades 3-8 will utilize Chromebooks while students in K-2 will utilize Windows based laptops.

All families will be provided with information on how to obtain internet service (if needed) from local providers (Comcast/Verizon) as well as government assistance programs:

AT&T Access Program

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Comcast Internet Essentials

Internet Service Programs

FCC Lifeline Program

Verizon Lifeline Program

There will be a "Help Desk" for parents/students who require technician assistance with their **district issued devices** while working virtually. Parents/students can submit a Help Desk ticket via a link located on all 4 district websites.

Staff should continue to utilize TechDude for technician assistance regardless if they are working on a school campus or digitally from an off campus location.

Staff and student devices will have been cleaned, sanitized, reimaged, and fully updated for the start of the school year.

Staff are encouraged to wipe down their devices with cleaning wipes daily, especially before another staff member including Technology Technicians use/troubleshoot that device.

School based **Technology Integration** coaches will also be available to assist staff and students with the various software platforms/digital learning tools used at the school level.

Curriculum, Instruction and Assessments

Virtual and Hybrid Learning Environment – Curriculum

Google Classroom will be the platform used to deliver the district curriculum in a virtual and hybrid learning environment. The Google Apps for Education and various extensions will be used to supplement and enhance the district adopted curriculum to best meet the needs of all students.

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Professional development will be developed and implemented for all staff so that they can adapt the district curriculum and state standards via in person, hybrid and virtual teaching. Collaboration within professional learning communities will enhance the instruction and allow the teacher to prepare lessons that are engaging and meet the needs of all student populations.

Accelerated learning will be a focus to provide students with the delivery of grade-level materials, tasks, and assignments with support from teachers to fill in any gaps they may have. Digitally the instruction can be differentiated and supports can be put in place via the Google Apps and Extensions. Core content skills along with what is expected at each grade level will be reviewed to ensure that grade level skills are aligned and addressed in the hybrid/virtual learning experience.

LinkIt!, the district data warehouse/analytics/assessment solution implemented for data collection of student performance and mastery of grade level standards will be used within the first 30 days of school. This will help to determine the gaps from the previous year and how to best address students needs.

A daily schedule will be established for each grade level so that the students know what to expect for their in person and virtual learning. Students will use the Google apps to complete their work and submit their assignments. Assessments will also be delivered via Google Classroom. Students will be encouraged to "show their work" as much as possible.

Virtual and Hybrid Learning Environment – Instruction

The district IT staff will continue to support Google Meet for staff-student/parent digital contact (video conferencing).

Staff are encouraged to use Google Meet for students participating in virtual learning as well as for small group instruction and/or parent contact. Professional development will be provided to staff on Google Meet, including how to use the breakout session extensions and Google Jamboard (for a digital white board).

Google Classroom and teacher webpages should continue to be utilized for assignment posting and any other announcements related to specific class sessions.

Staff can continue to utilize all district and school based software platforms that have been used prior school years for instruction ie: BrainPop, Bridges, Learning Ally, LinkIT!, Read180, Screencastify, System 44, etc.

Virtual and Hybrid Learning Environment – Assessment

Teachers will use the Link It assessment platform to assess the students in early fall. The data from those assessments, as well as reading and math district benchmarking tools, will be used to guide the remediation and acceleration of skills for each grade level.

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District Common assessments will be adapted to a digital format as needed. Both summative and formative assessments will be used to assess the progress of students in a virtual and Hybrid learning environment.

Professional Learning

Professional development will be provided for staff for Class Dojo, Google Classroom, Google Meet - specifically breakout sessions and Jamboard, & Screencastify.

Professional development will be provided for parents for Class Dojo, Google Classroom and Google Meet.

Funding

Hamilton Township Schools plans to apply for any additional funding that we are eligible for as part of Governor Murphy's plan to address the digital divide in New Jersey to ensure that all students have access to technology.

https://nj.gov/governor/news/news/562020/approved/20200716a.shtml

Accountability

ClassDojo, a school communication platform that teachers, students, and families will use to help build community and share what is being learned in the classroom. This platform is able to share information with teachers and parents and create accountability for their child's learning.

Each family will be required to purchase an insurance policy on any device that a student is using at their home. This will allow for the district to be able to replace damaged devices with no additional cost to the district. The cost is $24.98 per device for the year through *Insuritel*. We are working with the Hamilton Township HTEA and other local groups to assist with this cost, if a family has difficulty meeting this requirement due to financial hardship.

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CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief

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Section	Title	Link
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html

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	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/

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	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates

	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf

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Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**

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