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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.

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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. 56

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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.

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- 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.
- 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

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1. Visitors will be limited to only those who must have access to the school (i.e. police, DCPD, 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 as noted in the District Procedural Manual, 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 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

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- 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

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and Safety., as per the New Jersey Department of Family Services will be followed.

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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:

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- a. *School Day*
- b. *Educational Program*

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
- **COVID Emergency Closing** - In the event that staff attendance falls below 80% on any given day, an emergency virtual learning day shall be implemented in place of the hybrid in-class instruction scheduled

Hybrid Model A (33% Capacity)

Monday	Tuesday	Wednesday	Thursday	Friday	Monday
Student A	Student B	Student C	Student A	Student B	Student C
Student D	Student E	Student D	Student E	Student D	Student E

Hybrid Model B (50% Capacity)

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Student A	Student A	Virtual Learning	Student B	Student B

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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 $\frac{1}{2}$ or $\frac{1}{3}$ 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:

- $\frac{1}{2}$ hour for student arrival and screening, including Social Emotional well checks
- 4 hours of Core Content Instruction (ELA, Math, Social Studies, Science)
- $\frac{1}{2}$ hour for Lunch
- Virtual PE/Health, Spanish and/or Related Arts

The Virtual Student School Day:

- 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 $\frac{1}{2}$ 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

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After In-School Teaching

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

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Appendix O

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

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- 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.
- h. Under the Hybrid model, where staff attendance falls below 90% (10% of staff does not have coverage) on any given day, an Emergency Virtual Instruction Day may be announced, whereby ALL students will be instructed virtually. This day will count towards the 180 day requirement as defined by 18A.

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 for both staff and students
- d. Connectivity issues will be addressed by providing families with information and assistance in gaining connectivity through a number of programs