



SUMMARY STATEMENT

P1648 – Restart and Recovery Plan (M) (New)

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 for reopening New Jersey schools in September 2020 during the COVID-19 pandemic. School districts are required to develop a Restart and Recovery Plan (Plan) for the reopening of schools for September 2020 that is consistent with the NJDOE Guidance. The NJDOE Guidance indicates each school district must develop, in collaboration with community stakeholders, the details of their Plan to reopen schools in September 2020. Strauss Esmay has developed a Plan Template a school district may use in developing their Plan.

The Plan Template includes items a school district should incorporate into their Plan referred to as “anticipated minimum standards” in the NJDOE Guidance and identifies those areas where the school district must develop protocols that best fit the district’s local needs. The Plan Template is designed to have a school district insert its locally developed protocols into an Appendices section of the Plan Template, which would complete the school district’s Plan.

Strauss Esmay has reviewed the NJDOE Guidance and identified those areas that require a Board Policy. In addition, we have identified areas in the NJDOE Guidance that indicate the school district “must” take specific action. Policy Guide 1648 – Restart and Recovery Plan is a Policy Guide that includes the areas in the NJDOE Guidance that *require* a Policy and areas in the NJDOE Guidance that indicate a school district *must* take specific action. **Sections of the Policy Guide reference Appendices that must be attached to this Policy. These Appendices are the same locally developed protocols school officials included in the school district’s Restart and Recovery Plan.**

The school district must attach Appendices C, E, F, G, K, N, and O from the district’s Restart and Recovery Plan to Policy 1648 in order to meet the Policy requirements of the NJDOE Guidance.

Strauss Esmay believes adopting one Policy that addresses the NJDOE’s Guidance and having to abolish just one Policy when this pandemic is over is preferred to revising six or seven policies now and then revising the same six or seven policies when this pandemic is over. This Policy Guide shall only be effective through the current COVID-19 pandemic and will take precedence over any existing district Policy or Regulation on the same or similar subject, unless determined otherwise by the Superintendent.

Policy Guide 1648 is **MANDATED**

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Appendix C

Critical Area of Operation #3 – Transportation

Driver Responsibility

- Drivers and Bus Aides should practice all safety actions including wearing a face covering at all times and frequent use of hand sanitizer.
- A Health Screening is required for Drivers and Bus Aides.

Student Requirements

- Signs that require face coverings are to be placed on every bus.
- A face covering must be worn by all students who are unable to social distance upon entering the bus and it must be worn until they enter the classroom at their assigned seat.
- Students that are Parent Drop-Off must wear a face covering when exiting the car and it must be worn until they enter the classroom at their assigned seat.

Bus Procedures

- Require students to board the school bus by filling the back rows first.
- Assigned seating can assist with this practice.
- Open windows when possible.

Bus Cleaning

- Cleaning of seats and handrails occurs after each cohort is transported.
- Conclusion of day allows for electrostatic sprayers to sanitize each bus daily.

Other Items

- Hand sanitizer will be available on each bus.
 - Students must wear a mask on the bus. If they refuse they will be sent to the main office upon arrival.
 - Students are excused from wearing a mask if they have a doctor's note and will have a seat socially distanced from other students.
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Appendix E

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

Screening Procedures for Students and Staff

- Level one screening of students and staff will be done through a digital self reporting application.
- Level two screening of students and staff will be done visually upon student and staff arrival.
- Level three screening of students and staff will be done by the classroom teachers when students enter the learning space (touchless temperature check).
- Level four screening, if needed, will be done by the nursing team.

Protocols for Symptomatic Students and Staff

- Level one screening of students and staff will be done through a digital self reporting application.
- Level two screening of students and staff will be done visually upon student and staff arrival.
- Level three screening of students and staff will be done by the classroom teachers when students enter the learning space.
- Level four screening, if needed, will be done by the nursing team.
- Symptomatic students and staff will be evaluated by the nursing team in the designated triage area.
- If required, symptomatic students and staff will exit the campus and further guidance will be given from the New Jersey Department of Health.
- Further direction and guidelines will come from the NJDOH.

Protocols for Face Coverings

- Face coverings will be worn for all arrivals, dismissals, hallway travel, in classrooms, and bathroom visitations.
 - Face coverings will be worn at all times by learners except those who qualify for exemptions.
 - All staff and visitors must wear a face covering at all times.
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Appendix F

Critical Area of Operation #6 - Contact Tracing

Cohorts

- Students will be in small cohorts for in person learning.
- Cohort AM will have in person learning in the morning and virtual learning in the afternoon.
- Cohort PM will have virtual learning in the morning and in person learning in the afternoon.
- Small group instruction will occur through virtual experiences.
- Specials will occur through virtual experiences.
- Interventions will occur through virtual experiences.
- Science and Social Studies will occur through virtual experiences.
- Special Education services will occur through in person and virtual experiences.

Busing

- Students will be in small cohorts for in person learning and travel to school with siblings.
- Cohort AM will have an option to utilize bus transportation or parent drop off having in person learning in the morning and virtual learning in the afternoon.
- Cohort PM will have an option to utilize bus transportation or parent drop off having virtual learning in the morning and in person learning in the afternoon.

Pandemic Response Team

- Designated team members will conduct contact tracing of the cohorts involved when the team is made aware of a potential Covid-19 related case.
 - See Appendix M for further details
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Appendix G

Critical Area of Operation #7 - Facilities Cleaning Practices

Daytime Responsibilities (Utilization of Masks and Gloves is a Priority)

- Hand sanitizers should be checked for adequate solution amounts every morning.
- All classrooms should have hand sanitation wipes and/or hand sanitation available for daily use.
- Bathroom supply checks for soap and hand drying needs (Daily)
- Sanitize all bathrooms in 2-3 hour intervals when students and staff are present.
- Keep student bathroom doors propped open.
- Segregate sinks that can be utilized in the student bathrooms.
- Wipe down common areas between bathroom sanitization (i.e. handrails, commonly utilized door push bars)
- After AM students leave - Wipe down surfaces that are frequently touched. This includes: classroom desks and chairs, door handles, and light switches.
- Daytime custodians will be required to initial a sign off sheet for all classrooms and bathroom facilities on a daily basis.

Nighttime Responsibilities (Utilization of Masks and Gloves is a Priority)

- Empty trash from all areas
- Wipe down all surfaces that are frequently touched:
 - Classroom Desks and Chairs
 - Door Handles and Door Push Bars
 - Light Switches
 - Handrails
 - Bathrooms
- After wiping down – use sprayers to sanitize each area daily.
- Vacuum/Mop/Machine Cleaning of all floors. (Floor cleaning should be done after sanitizing.)

Nighttime custodians will be required to initial a sign off sheet for all classrooms and bathroom facilities on a daily basis.

Other Items:

- Partition at urinal in boys bathroom or block off urinals to allow for social distancing
 - Isolation room for symptomatic students– there should be a window (i.e. PVS cot room)
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- Nurses to maintain communication with maintenance staff throughout the day to address items and needs in the health office
 - No more than 2 students in bathroom at one time, possible bathroom monitor
 - Shut-down of bathroom during the day to allow for cleaning
 - All custodians will be given N-95 masks with a replaceable filter to wear when cleaning restrooms, nurse's offices, or isolation area.
 - Adult masks were ordered and received
 - Nurses should communicate any mask needs to business administrator
 - Thermometers were ordered and received for each school
 - Stand-alone hand sanitizers and hand sanitation wipes have been purchased
 - Wipes and hand sanitizers will be in each classroom
 - Gallon hand sanitizer pumps in the main offices
 - HVAC units currently meet requirement for air quality
 - Windows can be opened in the classrooms
 - Limit students movement in hallways
 - Students will not change classes, teachers at PVS may switch classrooms, but the students will remain in the same class
 - Assigned seats on buses
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Appendix K

Academic, Social, and Behavioral Supports

Academic Supports

- Terminology to understand when looking at the instructional experiences.
 - **In-Person instruction:** The teacher and students are in a classroom setting with a small group of students maintaining social distancing.
 - **Synchronous learning:** An online or virtual classroom experience that happens in real time with interactions between the teacher and students through a video-conferencing software (ie. Zoom, Google Meet)
 - **Asynchronous learning:** An online classroom where assignments are self-guided and paced. This could possibly include a recorded video, readings, or a creation of work to demonstrate understanding. (ie. SeeSaw, Google Classroom)
 - Core content areas of focus will be Mathematics and English Language Arts.
 - Cohort AM, Cohort PM, and Cohort Full-Day will receive in-person instruction with a focus on English Language Arts, Mathematics, and Social Emotional activities.
 - The Remote Cohort will receive English Language Arts, Mathematics, and Social Emotional activities through a live virtual instruction model (**synchronous learning**).
 - Secondary content areas of focus will be Science and Social Studies
 - Cohort AM, Cohort PM, and the Remote Cohort will receive a combination of live virtual instruction (**synchronous learning**) and recording lessons that are self-guided and paced (**asynchronous learning**).
 - The Full-Day Cohort will receive a combination of in-person and virtual learning experiences.
 - Special areas will focus on Physical Education/Health, Music, Art, & Library (Grades 1-3).
 - Cohort AM, Cohort PM, the Remote Cohort will have scheduled virtual instruction sessions (**synchronous learning**).
 - The Full-Day Cohort will receive a combination of in-person instruction.
 - Basic Skills Instruction (BSI) will focus on ELA and Math
 - Cohort AM, Cohort PM, the Remote Cohort will have scheduled virtual instruction sessions (**synchronous learning**).
 - Enrichment Instruction will be provided as a replacement service for all qualified students. Both virtual and in person students will be instructed synchronously.
 - Speech, Occupational Therapy, and Physical Therapy
 - Related services such as speech, occupational and physical therapy will be provided as outlined by student Individual Education Plans (IEP).
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- Therapy will be provided in-person as much as possible, but some virtual/tele-therapy may be needed due to hybrid student schedules.
- Tele-therapy will be utilized for students who have related services in their IEPs and are being instructed completely virtually.
- Tele-therapy is considered as a meaningful way of meeting student mandates as long as the Public Health Emergency is in effect.
- Students on homebound instruction through their IEP will be provided related services within the home environment if agreed upon by the parents. Tele-therapy may be offered in place of in-person therapy.

Social Emotional Learning (SEL) and Multi-Tier System of Supports (MTSS)





- SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.
 - For the 2020-2021 school year the HTS has scheduled time for classrooms to conduct morning meetings which will focus on social and emotional support. Students will also receive SEL support during some of their scheduled PE time. During that time, the teachers will use the Choose Love curriculum which focuses on teaching students about courage, gratitude, forgiveness and compassion.
 - Students who are in need of individualized SEL support will receive that from their counselor.
 - 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.
 - HTS uses multiple measures when identifying students who qualify for both intervention services as well as enrichment programs.
 - Our school counselors use a needs assessment for students who need additional SEL support. An SEL brochure will be sent home with each student for access to additional support for parents as well as a link on our school website for parents and community to access.
 - 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.
 - The HTSD has created an [SEL/Wraparound Brochure](#) for our parents to gain access to services such as: free medical/dental and eye exams, food pantries, and behavioral health supports.
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Appendix N

Scheduling of Students

The Harrison Township School District is recommending the implementation of a hybrid-learning schedule. Students will receive a daily combination of in person and remote instruction. The proposed schedule will bring approximately **50%** of the student population into the buildings for a daily, half day session in the AM. The other **50%** of the student population will come into the buildings for a daily, half day session in the PM. Attendance will be recorded for both hybrid and virtual learning. All students will be required to follow the district's attendance policy.

	AM Cohort	PM Cohort	Full-Day Cohort	Remote Cohort
Morning	In Person Instruction	 Remote Learning	In Person Instruction	 Remote Learning
Afternoon	 Remote Learning	In Person Instruction	In Person Instruction	 Remote Learning

Group Summaries

- **AM Cohort** will consist of students with last names A-L. They will be considered “AM students”. They will attend daily in-person instruction the first half of the day. They will have daily remote instruction the second half of the day.
- **PM Cohort** will consist of students with the last names M-Z. They will be considered “PM” students. They will receive daily remote instruction the first half of the day. They will attend daily in person instruction the second half of the day.
- **Full-Day Cohort** will attend full day, in person instruction daily and consists of students in self-contained special education programs.
- **Remote Cohort** consists of students who choose to conduct their educational plan 100% remotely. Attendance is still monitored and students must report to scheduled sessions in either an AM or PM virtual setting.

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Other Items:

- Splitting the student population allows the district to drastically reduce class size and allow for social distancing.
 - We will not be able to accommodate parental requests for a specific group as the placement will be based on space.
 - There may be students that received specialized instruction that may need to attend an AM or PM session based on the time the specialized instruction is being delivered versus being based on their last name. (i.e. WILSON instruction; support of co-teacher in classroom or remote environment)
 - Remote instruction will include synchronous (live online) learning, during which students will be required to log into a class or small group session at scheduled times.
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Appendix O

Staffing

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

When making staffing scheduling and assignments, the Harrison Township School District will 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, the Harrison Township School District will consult with stakeholders as applicable, such as the Board of Education, local bargaining units, and/or legal counsel, through surveys or other avenues of communication such as email, virtual meetings or teleconferencing.

The Harrison Township School District has identified roles and responsibilities of school administrators, teachers, instructional assistants, and educational service professionals that ensures continuity of learning and leverages existing resources and personnel to maximize student success.

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

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:

- 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.
 - 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).
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- Certification: 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.
- 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.