



Committed to Excellence

South Harrison Twp. School District's Road Forward Plan

August 20, 2021



FROM OUR SUPERINTENDENT

The South Harrison Twp. Elementary School District is committed to our students, staff and faculty and has taken the responsibility of planning the reopening of our schools seriously. The health and well-being of every member of our Roadrunner family has been at the forefront of countless and often difficult decisions made in preparation for our return to school. We acknowledge that our organization plays a critical role in mitigating the transmission of the COVID-19 in the weeks and months ahead and appreciate the tremendous stress endured by our students, faculty, staff and parents throughout the pandemic. It is our sincere hope that the thoroughness of our plan, the planning process, and the engagement of those who made up our planning committee, provides every student, parent, faculty and staff member with the confidence they need to return to school and engage in the teaching and learning process.

While our work will continue through the fall, I share ***South Harrison's Road Forward Plan***. Our plan is set for board approval at our September 20, 2021 meeting.

South Harrison's school leaders, along with a number of passionate and dedicated teachers, support staff, parents and Board of Education members of our reopening committees, have worked tirelessly to [KRSD1]

develop this plan in accordance with [New Jersey's Road Forward](#). The State's 'minimum standards' have compelled us to traverse a labyrinth of medical advice, Federal and state laws, policy and, at times, contradicting bureaucratic recommendations. We have scrupulously rebalanced budgets to prioritize the addition of PPEs, cleaning supplies and technology to support implementation of our plan. And, despite the aforementioned challenges, we are confident that we have developed a robust restart and recovery plan that meets the various and unique needs of our students and staff.

Our reopening plan will include health guidelines aimed at slowing and/or preventing the spread of the Coronavirus and focus our attention on the guiding health principles promoted by the CDC, State and Local Departments of Health as well as our school physician. We will devote considerable time, energy and resources to implementing these [https://www.nj.gov/education/roadforward/medically endorsed guidelines](https://www.nj.gov/education/roadforward/medically_endorsed_guidelines) but, recognize that our success will largely depend on human behavior. We are therefore asking for the patience, understanding and cooperation of all stakeholders to protect the health and well-being of our students, faculty, and staff as we move ahead in these unprecedented times.

In closing, I am optimistic that we will pull through these challenges and, as a result, emerge stronger as an organization while meeting the needs of our school community. See you all in September!

Very truly yours,

Dr. Scott J. Hogan

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PLANNING TIMELINE

June 26, 2020	<u>The Road Back: NJ's Restart & Recovery Plan for Education</u> released.
July 13 – 17, 2020	School Leaders review draft reopening plans. Cohort model, schedules, SEL and academic expectations are set.
July 23, 2020	<u>Preliminary School Reopening Schedules Announced</u> and <u>2020-21 School Calendar</u> amended.
July 31, 2020	<u>Reopening Plan Update No. 2 Released</u> & <i>Parent Summer Survey</i> released.
August 1, 2020	<u>Frequently Asked Questions (FAQs) Released.</u>
August 27, 2020	South Harrison's Restart & Recovery Plan presented to the South Harrison Twp. Elem. Board of Education.
May 18, 2021	South Harrison Pandemic Team met to develop draft revisions to the COVID-19 reopening plan.
June 23, 2021	South Harrison submitted the "Safe Reopening Plan" as required under the American Rescue Plan.
June 2021	Draft of "The Road Back: South Harrison's Safe Reopening Plan" begin work.
August, 2021	South Harrison Pandemic Team met to update the draft re-opening plan due to changes in guidance from the CDC, NJDOE & NJ Department of Health, and the Governor.
August 31, 2021	Faculty return to school
September 2, 2021	School reopens to students.
September 20, 2021	Draft "Road Back" plan submitted for approval to the South Harrison BOE.
September 21-November 21, 2021	60 Day review & comment period by the South Harrison Community.
November 2021-June 2021	Implementation of the South Harrison "Road Forward" plan & ongoing updates based ongoing updates to guidance.



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

Health & Safety: Standards for Establishing Safe and Healthy Conditions for Learning

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.

<i>Critical Area</i>	<i>District Recommendations, Action Steps</i>
<u>General Health & Safety Guidelines</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Must comply with CDC, State and Local Guidelines. 2. Reasonable Accommodations for students/staff at high risk for severe illness and promote behaviors that reduce spread such as social distancing, hygiene protocol, face coverings. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community. <ol style="list-style-type: none"> South Harrison School Nurse Bethany Bakley will serve as liaison for South Harrison Twp. Elementary School. South Harrison School nurse will continue to collaborate with School Physician, Dr. Bober and solicit feedback, direction and guidance with regard the health and safety guidelines. South Harrison will employ an additional school nurse to assist with the implementation of general health and safety guidelines, as needed.



2. The school district will provide virtual instruction for students in grades K-6 that are required to quarantine or isolate by the school due to contracting or being potentially exposed to COVID-19.
 1. In grades K-1 students will be assigned a fully virtual classroom teacher if required to quarantine or isolate beyond 2 consecutive days based on COVID-19 health department guidance.
 2. In grades 2-6 students will have live-streamed lessons during scheduled times of the day with their core content area teacher(s): reading & phonics, writing, math, and science or social studies. A live-stream option will only be provided if a student is required to quarantine or isolate beyond 2 consecutive days based on COVID-19 health department guidance.
3. The [CDC's Guidance for Schools and Childcare](#) Programs, if applicable, will be followed.
4. 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.
5. General Health Guidelines
 - a. Our reopening plans include health guidelines aimed at slowing and/or preventing the spread of the Coronavirus and focus our attention on the three guiding principles promoted by the CDC, State and Local Departments of Health as well as our school physician. The guiding principles driving our reopening decisions and program restructuring are as follows: (1) implement social distance guidelines of 3' or more, wherever practicable; (2) wear properly fitted cloth or other approved face masks; and, (3) engage in protocol and practice that promotes proper hand washing hygiene. While we will devote considerable time, energy and resources to implementing these medically endorsed guidelines, we recognize that our success will largely depend on human



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| | <p>behavior, and we are asking for the patience, understanding and cooperation of all stakeholders to protect the health and well-being of our faculty, staff, and students.</p> <ul style="list-style-type: none">b. The District will engage in promotion/public service announcements (PSA) to encourage:<ul style="list-style-type: none">(1) proper hygiene/hand-washing protocol for students and staff; (2) social distancing; and,(3) the appropriate and proper wearing of cloth face masks.<ul style="list-style-type: none">i. The School Health Office will coordinate promotion of consistent and regular messaging consistent with the CDC, the Gloucester County Department of Health guidance.ii. School administrators will assist with the promotion of PSAs.iii. All messaging, promotion and signage will be produced in English and Spanish.c. A guideline that will apply to all faculty, staff, students, and visitors is the <i>wearing of cloth face masks</i>. Policy #3216 – Dress and Grooming, will be amended to include guidance on the proper wearing of face coverings by our faculty and staff. While we will share additional information regarding masks, it is important that our parents are aware of this requirement now, as it will apply to all our students throughout the duration of the school day. Please know that the District will not be providing masks to students and that the purchasing of masks will be the responsibility of our parents. NJ.com recently published an article entitled, “You need to ‘mask train’ your kids before schools reopen.... Here’s how to do it.” I share this article to assist our parents/students in the preparation of wearing masks (or neck gaiters) throughout the school day as “mask-endurance” will be a serious challenge for students. |
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	<p>d. <i>Students are required to wear masks at all times</i>, inside or outside of school, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.</p> <p>1. Exceptions</p> <ul style="list-style-type: none">a. Doing so would inhibit the student's health.b. The student is in extreme heat outdoors (75+ degrees Fh.)c. The student is in water.d. A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.e. The student is under the age of two (2), due to the risk of suffocation.f. During the period that a student is eating or drinking.g. Face coverings should not be placed on anyone who has trouble breathing or is unconscious, or anyone who is incapacitated or otherwise unable to remove the face covering without assistanceh. The student is engaged in high intensity aerobic or anaerobic activities.i. Face coverings may be removed during gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart.
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	<ul style="list-style-type: none">j. When wearing a face covering creates an unsafe condition in which to operate equipment.k. Professionals at Inspira Health in Mullica Hill reported that <i>cloth masks</i> are currently recommended for general use by the CDC and allow air in around the sides, but lack non-woven, moisture- repelling layers. They impede only about 2% of airflow. <i>Surgical masks</i> don't seal against the face but do include non-woven polypropylene layers that are moisture resistant. In a surgical mask, about 70% of the outside air moves through the mask and about 30% travels around the sidesl. Policy #5511 – Dress and Grooming, will be amended to include guidance on the proper wearing of face coverings by our student body. <ul style="list-style-type: none">e. Prepare/maintain hand sanitizing stations with alcohol-based hand sanitizers (must contain 60% alcohol) throughout the schools; Hand pumps (refillable foam) at entryways, offices, classrooms, bathrooms, common areas to be installed upon the re-opening of school.f. Hand wipes will be purchased and made available in all classrooms for the purpose of wiping down computer screens.g. Outdoor areas (i.e. Tennis court, concession, etc.) - Teams/coaches will be equipped with and expected to carry with them, at all times, hand sanitizer.h. Sneeze guards/physical barriers will be installed in all open office areas to protect clerical staff in main offices, nurses' office, guidance/CST offices, etc.i. Sneeze guards/physical barriers will be installed on top of student tables in all preschool through third grade classrooms.j. Schools will shut off all water fountains and permit students to carry water/water bottles, without restrictions to and from school and in classrooms.k. Strict procedures will be established to continuously monitor lavatories and prevent gathering in or near lavatories. Every other sink and urinal will be turned-off and wrapped in plastic with proper signage indicating that sink/urinal is off.
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| | <ul style="list-style-type: none">l. Students and staff will be expected to Maintain 3 feet social distancing at all times practicable in classrooms and on buses; schedules will be devised with social distancing efforts in mind.m. Any/all events that normally invite public and/or student gatherings will be either (1) scheduled for Spring and will be dependent on current level of COVID-19 spread; (2) conducted virtually (i.e. award ceremonies, student assemblies, faculty/staff meetings, back to school nights); and/or (3) eliminate/prohibit public audience/gathering (i.e. large indoor gatherings of any type, or large outdoor gatherings where distancing cannot be maintained.)n. All extracurricular activities will be reviewed for practicality and relevancy during this pandemic and a priority list will be generated to determine if the activity should either (1) be eliminated or (2) conducted virtually. No extracurricular activity will meet in person and all in-person travel for professional development and/or field trips will be canceled.o. The District will amend its school visitor Policy #9150 to require all visitors to (1) submit to a health screening, (2) sanitize hands; and (3) wear cloth face masks before entering school. Visitors who do not follow the school's visitor policy will not be permitted to enter the school building.p. The District will eliminate all community-based/facility use activities indefinitely. <p>6. <u>Isolation and Quarantine</u>: Isolation and quarantine help protect the public by preventing exposure to people who have or may have a contagious disease (NJDOE, NJCDS)</p> <ul style="list-style-type: none">a. Isolation separates sick people with a contagious disease from people who are not sick.b. Quarantine separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick. |
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		Isolation	Quarantine	
		For sick people who are already sick.	For people who are not sick, but may have been exposed.	
		Separates and restricts the movement of sick people so they cannot spread disease to healthy people.	Quarantined people may or may not become sick.	
		A routine procedure in hospitals and healthcare facilities.	Quarantined people may stay at home or another location so they do not spread disease to healthy people.	
		Usually voluntary, but officials have the authority to isolate people who are sick if necessary.	If quarantined and become ill, you can seek medical treatment from a healthcare provider.	
			Quarantine can be voluntary, but officials have the authority to quarantine people who have been exposed to an infectious disease if necessary.	



- c. The timeframe for Self-Isolation/Quarantine is based on testing results. It is expected that any person getting a COVID-19 Diagnostic Test (nasal swab or saliva) will self-quarantine after specimen collection AND are advised of the results of their test, unless otherwise directed by those administering the test. These recommendations are not for those who undergo antibody testing (serologic test). Depending on the test result, the length of time for isolation/self-quarantine is determined by the chart attached.
 - i. [Timeframe for Self-Isolation/Quarantine based on test result \(NJDOH\)](#)
 - ii. The Schools recognize the NJ Department of Health's instructional and steps for NJ residents who test for COVID-19.
 - iii. [NJ Residents who test POSITIVE for COVID-19](#)
 - iv. [NJ Residents who test NEGATIVE for COVID-19](#)
- 7. Isolation Rooms: The District will implement a plan to isolate faculty, staff and students, if and when necessary, as follows:
 - a. School Nurses' Office will develop a screening process to limit exposure and notify if/when a sick student is coming. Faculty/staff will be trained/oriented regarding how the offices will work this year. Faculty/staff cannot prevent students from seeing the nurse.
 - b. Elementary School Nurses Office cannot isolate while attending to routine medical needs (i.e. distribution of medicine, etc.). Staff and students will be screened at the door prior to entry. (Room across from Nurse's Office).



	<ol style="list-style-type: none"> 8. Personal Protective Equipment (PPEs): The District will identify certain and specific PPEs and purchase for faculty and staff accordingly: <ol style="list-style-type: none"> a. Cloth face coverings for times when faculty, staff, students and visitors do not have a mask. b. Cloth surgical masks (N-95 masks must be fit tested) for times with faculty, staff, students and visitors do not have a mask; c. Face shields for specific instructional staff; d. The District will provide disposable gloves, face shields, cloth surgical gloves, and gowns for nursing services staff. These orders will be processed through the school nurses’ offices. e. The District will provide disposable gloves, face shields, safety goggles cloth surgical masks, gowns as an option for staff (teachers, paraprofessionals, etc.) engaged in intensive therapeutic instructional student services (i.e. self-contained special education). <ul style="list-style-type: none"> • Surgical Masks 200 (SH) • Gloves – 100 (SH) • Face Shields – 15 (SH) • Safety Goggles – 15 (SH) • Gowns – 10 (SH) f. Portable Barriers g. Equipment that needs to be shared, students should wash hands before, and again after. 9. 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: chronic lung disease or asthma (moderate to severe); serious heart conditions; immunocompromised; severe obesity (BMI of 40 or higher); diabetes, chronic kidney disease undergoing dialysis; liver disease; medically fragile students with IEPs; students with complex disabilities with IEPs, or Students who require accommodations under a plan in accordance with Section 504 of the Rehabilitation Act of 1973 (504 Plan).
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<p><u>Classrooms, Testing & Therapy Rooms</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Must comply and follow social distancing to the maximum extent possible.2. Face coverings are always required for students, staff and visitors.3. Minimize use of shared objects and ensure adequate ventilation indoors. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">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 three feet apart. 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. South Harrison preschool through third grade classrooms will have access to employ sneeze guards/plastic barriers on tables as needed with their classes.2. When social distancing is difficult or impossible, 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.<ol style="list-style-type: none">a. Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.3. Students will be required to wear cloth face masks at all times, regardless of social distancing measures.4. Assigned Seating: Teachers will be required to assign seats and students will be required to sit in assigned seats due to the District's need to engage in contact tracing if/when necessary; and, Bus Drivers will be required to assign bus seating to/from school and students will be required to sit in assigned bus seats due to the District's need to engage in contact tracing if/when necessary.
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5. All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable including the lunch room and PE class.
6. Use of shared objects should be limited when possible or cleaned between use.
 - a. District to evaluate shared equipment and generate a list of personal materials/equipment to be purchased by parents upon school entry (i.e. drumsticks, calculators)
7. 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.

- a. We replaced HVAC unit air filters with a MERV Rating of 6 with MERV 10 or 11 ratings. The District's unit 70 at South Harrison Twp. Elementary School, cannot accommodate filters with MERV ratings of 13 or higher due to their design.

WHAT DOES MY MERV RATING PROTECT ME FROM?



	<ol style="list-style-type: none"> 8. School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be: <ol style="list-style-type: none"> 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). 9. 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. <ol style="list-style-type: none"> a. If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used. 10. If weather permitting, open classroom windows if practicable and weather dependent.
<p><u>Transportation</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Must maintain social distancing practices on bus to maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. 2. Face coverings are required on buses for students if social distancing is not possible. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 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.



	<ol style="list-style-type: none"> 2. One student per seat would reduce a 54-passenger bus to 22 students, and can only be offered if the district employs a cohort format. Students wear masks while riding the bus to/from school. Students board the bus by filling the back row first to prevent/avoid passing students. Unloading bus will work in reverse, beginning with first row to last row. 3. 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. 4. Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route. <ol style="list-style-type: none"> a. Drivers/Bus Aides to engage in routine cleaning and disinfecting protocol after each route is completed. This would occur before/after transportation of elementary/KRSD routes and after all routes are completed. 5. Plans are in place by both B.R. Williams and Holcomb to conduct professional development prior to the start of the school year for transportation staff on how to properly sanitize, clean and disinfect. Sample guidance.
<p><u>Student Flow, Entry, Exit & Common Areas</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Must establish a process and location for student and staff health screenings and face coverings required when social distancing is not possible. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. The Board will employ a school- run screening process for students & staff if rates of COVID-19 spread reach levels of “high” or “very high.” Parents will screen students, and staff will self-screen for COVID-19 symptoms when rates of spread are at “low” or “moderate.”



	<ol style="list-style-type: none"> 2. If physical distancing (three 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. 3. Students must wear face coverings when upon arrival/movement to all classes, lavatories and on the bus. Must communicate expectations. 4. No gathering of faculty/staff in public spaces where social distancing measures cannot be accommodated.
<p><u>Screening, PPE and Response to Students and Staff Presenting Symptoms</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Students and staff with symptoms related to COVID-19 must be isolated from others. 2. Immediate notification to health officials, staff and families of a confirmed case while maintaining confidentiality. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. The school district will adopt Board Policy 1648 – Restart and Recovery Plan, that includes 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: <ol style="list-style-type: none"> a. Parents/Students will sign-off on our COVID-19 Pledge at the start of the school year. This pledge is designed to engender support as we implement strict health and safety guidelines while fostering the safety of our students, faculty, staff and visitors to our schools. We are asking parents and students to pledge that they will uphold several commitments daily. b. Faculty & Staff will sign a pledge: South Harrison Faculty & Staff Safety Pledge. c. Parents will be required to screen students for COVID-19 symptom's daily. d. 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.



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| | <ol style="list-style-type: none">2. All faculty and staff will be required to self-screen for COVID-19 symptoms daily.3. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.4. Results must be documented when signs/symptoms of COVID-19 are observed.5. Any screening policy/protocol must consider students with disabilities and accommodations that may be needed in the screening process for those students.6. Schools will work to develop a culture through frequent and consistent communication, PSAs, reminders.7. All visitors will be required to wear a mask and submit to a COVID-19 Symptom Screening form upon arrival to the building.8. The Board must adopt procedures for symptomatic staff and students, which shall include the following:<ol style="list-style-type: none">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 must immediately notify local health officials, 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:<ol style="list-style-type: none">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. |
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	<ol style="list-style-type: none">1. School nurse will develop an isolation plan that incorporates safely isolating students and staff; refer to physician and County Department of Health, contact administration, if applicable, parent. Clearance notices will be required in order to safely return to school and engagement in contact tracing, if required.2. Students and staff may be isolated in the nurse's office or Classroom A-159 at South Harrison. <ol style="list-style-type: none">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 include records of groups/cohorts, assigned staff, and daily attendance.v. Student Attendance Procedures<ol style="list-style-type: none">1. <u>Alma will serve as our official attendance record.</u>2. How do we determine "Present" vs. "Absent?" Regardless, we want to prioritize that the student is engaged in teaching/learning yet need to capture student presence/absence for record keeping and to ensure that a student reports as expected and, if not, we are communicating with student's home.3. For students that attend school "Virtually" due to quarantine or isolation:<ol style="list-style-type: none">a. Student participation in online learning will be determined for attendance. If students attend 50% or more of their classes while attending virtually, they are considered "present."b. Any student attending virtual lessons less than 50% of the time on a given school day will be recorded as absent.4. For students that attends "In-Person", attendance protocol remains in effect.5. Attendance Notification (letter) Protocol remains in effect.6. We will eliminate perfect attendance incentives as not to encourage students to come to the building if/when they feel ill.
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	<ul style="list-style-type: none"> vi. Continuous monitoring of symptoms. vii. 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. viii. Written protocols to address a positive case. <ol style="list-style-type: none"> 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 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 and are required to do so when social distancing cannot be maintained, 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. <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility may be denied.
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<p><u>Contact Tracing</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Appropriate staff should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread. 2. School personnel to collaborate with local health department and engage school nurses to develop contact tracing policies/procedures as well as educate broader community on the importance. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. The Gloucester County Department of Health will take the lead with contact tracing and school officials will cooperate accordingly. 2. School officials should engage the expertise of their school nurses on the importance of 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. <ol style="list-style-type: none"> a. School Nurse will identify appropriate staff to engage in contact tracing. b. Staff will participate in John Hopkins 6-hour COVID-19 Contact Tracing Course. Certification example looks as follows:
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| | <p>4. <i>Notification Protocol.</i> The District has defined protocol related to notification to the Department of Health and/or when the District is in receipt of notification pertaining a student who has been exposed and/or tested positive.</p> <ul style="list-style-type: none">a. When the <i>District is Notified by the Department of Health</i> that a Student tested positive and/or has been exposed, the School Nurse will act on recommendations by the Department of health and will contact the student(s) and potential students at-risk. The District’s school nurse will make personal contact, if/when practicable, and notify student(s) parents of isolation/quarantine related requirements/recommendations.b. When the <i>District is made aware of potential exposure, it will notify the Department of Health first</i> that a student may have tested positive and/or has been exposed. Again, the School Nurse will act on recommendations by the Department of health and will contact the student(s) and potential students at-risk. The District’s school nurse will make personal contact, if/when practicable, and notify student(s) parents of isolation/quarantine related requirements/recommendations.c. In the event of <i>casual exposure</i>, which means 6 ft of social distancing was maintained by the at-risk/affected student/person, masks were worn at all times, and hand washing, and surface sanitizing, the following notification protocol will apply.<ul style="list-style-type: none">i. The District is not required to contact casual contacts of a confirmed COVID-19 case that are “low risk” and do not have to take special precautions (i.e. distance was maintained, appropriate masking was employed, etc.) |
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<p><u>Facilities Cleaning Practices</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Must adhere to current cleaning practices/procedures.2. Must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces/objects and sanitize bathrooms daily between use as much as possible. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">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:<ol style="list-style-type: none">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:<ol style="list-style-type: none">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);
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| | <ul style="list-style-type: none"> 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. <p>e. Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).</p> <p>3. Plans are in place to conduct professional development prior to the start of the school year for buildings and grounds staff through Hillyard University on how to properly clean/disinfect. Sample guidance.</p> <ul style="list-style-type: none"> a. All chemicals utilized by the district for disinfecting/sanitizing are EPA approved. The products being utilized for disinfecting/sanitizing include Q.T. and Suprox D. Additional information on these products is available here. b. Q.T. - EPA Reg # 1839-166-1658) has demonstrated effectiveness against viruses similar to 2019 novel coronavirus (SARS- CoV-2) on hard, non-porous surfaces. Therefore, this product can be used against SARS-CoV-2, the novel coronavirus that causes the disease COVID- 19, when used in accordance with the directions for use against Rotavirus on hard, non-porous surfaces. c. Suprox-D - Data Sheet – A neutral pH in dilution, hospital disinfectant with the cleaning power or peroxide. Containing twice the amount of peroxide than most brands. Suprox-D excels at cleaning and can be used on many surfaces. This product is an EPA registered disinfectant. d. Re-Juv-Nal - Data Sheet – A phosphate-free, pH neutral formulation designed to provide effective cleaning, deodorizing, and disinfection where housekeeping is of prime importance in controlling cross-contamination from treated surfaces. This product is an EPA registered disinfectant. |
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	<ul style="list-style-type: none"> e. Triad III Disinfectant Cleaner & Virex II 256 – Quaternary-based cleaner disinfectants that cuts through tough soils, disinfects and deodorizes in one easy step. Our school has transitioned to solely using Virex II 256. f. OXIVIR TB – One-Step Hospital Grade Disinfectant Cleaner based on proprietary Accelerated Hydrogen Peroxide (AHP®) technology to deliver fast, effective disinfection and cleaning performance. In a simple, ready to use liquid. g. Virex II 256 One-Step Disinfectant Cleaner & Deodorant – A one-step, quaternary-based disinfectant cleaner concentrate providing broad spectrum disinfection at 1:256 dilution. Use in healthcare and other facilities where cleaning and prevention of cross-contamination are critical. Bactericidal, viricidal and fungicidal. Kills MRSA and VRE. Meets bloodborne pathogen standards for decontaminating blood and bodyfluids. Blue in color with a minty scent. <p>4. The Custodial Company (ABM) will provide a cleaning and disinfecting procedures manual that incorporates daily and deep cleaning procedures. Plans will incorporate deep cleaning procedures on days students transition to full virtual days.</p> <p>5. Faculty and staff will be required to engage in routine protocol to the cleaning process:</p> <ul style="list-style-type: none"> a. After the students are done eating in the classroom, teachers push the trash can in the hallway to help expedite trash pickup while causing less disruption to the teacher and students in the room. b. At the end of the day, teachers will make sure that there are no books/personal items left on the floor. This will make sweeping and mopping a lot faster for our custodians. c. At the end of the day, teachers will make sure that the teacher’s desk, window sills and radiators are cleared of all books, paper, projects, etc. This will make it faster for custodians to wipe everything down. d. Teachers and staff will be provided spray bottles with disinfectant and/or wipes to assist in spot clean/disinfecting. e. At the end of the day, administrators and secretaries will make sure that all of the desk and counters are free of paper, notebooks, personal items, etc. This will also include everyone who has a desk or work space.
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<u>Meals</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. If lunch is served, eating times must be staggered to allow social distancing and disinfecting of area between groups. <p style="text-align: center;"><u>See Food Service Distribution for more information</u></p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none">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:<ol style="list-style-type: none">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 three feet apart wherever possible.e. Require individuals to wash their hands after removing their gloves or after directly handling used food service items.2. A designated time will be provided during the day for snack time.3. Water fountains are to be turned off. Students will be permitted to carry water with them to class, without restrictions.
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<u>Recess/Physical Education</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Take inventory of outdoor space and mark off areas to ensure separation between students.2. Consider closing locker rooms and encourage students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">3. The Board's Plan regarding recess and physical education should include protocols to address the following:<ol style="list-style-type: none">a. Stagger recess, if necessary. South Harrison to operate on an early-dismissal schedule, thus eliminating the need for recess.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.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. 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.<ol style="list-style-type: none">i. The elementary, middle and high schools will conduct health and physical education classes virtually.
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	<ol style="list-style-type: none">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.
<u>Field Trips, Extracurricular Activities and Use of Facilities by Outside Groups Outside of School Hours</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol.2. Consider closing locker rooms and encourage students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">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.



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| | <ol style="list-style-type: none">3. Review extracurricular clubs and activities and determine what will/will not be practical to offer this school year - virtually. Those activities that run will meet virtually. There will be no in-person meetings for clubs/activities when COVID-19 rates of spread are at “high” or “very high.”<ol style="list-style-type: none">a. The criteria used to determine if a club/activity is approved to run virtually school year will be based on the following:<ol style="list-style-type: none">i. Advisor can reasonably achieve the mission/purpose of the club in either a virtual or traditional setting.ii. The club does not require special equipment or resources to run virtually.iii. Students can explore interests unique to the club/activity, gain broad perspectives, and achieve beneficial experiences in a virtual setting.iv. Examples of Clubs/Activities that will meet virtually are: Student Council, Newspaper Club, All Inclusive Club, etc.v. Examples of Clubs/Activities that will not meet virtually, and/or are on hold, or are: Clay Club, Band, Gardening Club, etc.b. Class trips will not be scheduled prior to 1/1/2022. Class trips will be considered in light of current CDC, state, and county health department guidelines, and in consultation with the district’s administration and pandemic team.4. Eliminate all community-based/facility use activities for the first trimester. |
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	<p>Social Emotional Learning (SEL) and School Culture & Climate</p> <p>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. SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.</p>
<p><u>Educator Well-Being</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes healing. 2. Prioritize educator self-care and wellness at the start of the 2021-2022 school year. 3. Support educators’ access to mental and behavioral resources and encourage them to utilize these services. 4. Create opportunities for staff to regularly practice and reflect on their social and emotional competencies. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Provide a semi-regular virtual SEL/Self-Care Workshop Series that can be accessed by students and staff via Zoom or live social media session. Solicit volunteers (staff, community members) to facilitate the series. 2. Identify and share behavioral health supports accessible via district insurance. 3. Identify and share COVID-relevant resources to faculty/staff. This may include but is not limited to community agencies, hotline/ helpline telephone numbers, childcare options, adult counseling groups.



	<ul style="list-style-type: none"> a. Building Relationships - A Toolkit for Teachers in a Hybrid Learning Environment b. Childcare Options are included in Appendix A of this document. Also, Child Care Resource and Referral Agencies can be found on our website. c. Handout: Supporting Healthy Mindsets and Behaviors d. Educator Resilience and Trauma-Informed Self Care e. Faculty/Staff can/should take advantage of a number of resources, which are posted on our COVID-19 website, such as: <ul style="list-style-type: none"> i. NJ WARM Line (877) 294-4357 ii. 24-Hour Public Hotline (800) 222-1222 iii. NJ Family Help Line (800) 843-5437 iv. Crisis Text Line, Text "NJ" to 741741 v. Questions about COVID-19, Call 2-1-1 f. Stay Healthy Video <p>4. Remain mindful and safeguard against faculty/staff burnout. Educate staff regarding proactive ways to mitigate burnout, as well as identify when a colleague may need a higher level of care. Encourage referrals to Human Resources.</p> <p>5. Provide professional development to support and ensure staff feel safe, connected, and hopeful.</p>
<p><u>Trauma-Informed Social & Emotional Learning (SEL)</u></p>	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> 1. Establish routines and maintain clear communication. 2. Make deliberate efforts to communicate the importance of SEL and how it relates to student success in school to students and families. 3. Consider staffing needs that would be most appropriate in addressing the trauma and social emotional well-being of your students as they return to school and examine the flexibility of available funds to hire qualified individuals that can support these needs.



4. **Prioritize relationships and well-being over assignment and behavioral compliance.**
5. **Support students and staff in feeling safe, connected, and hopeful.**
6. **Facilitate opportunities for connection and reflection among students, families and staff (i.e. virtual town-halls, small group online meetings, surveys, etc.) and prioritize efforts to make time for these conversations and ensure that student voices are heard.**

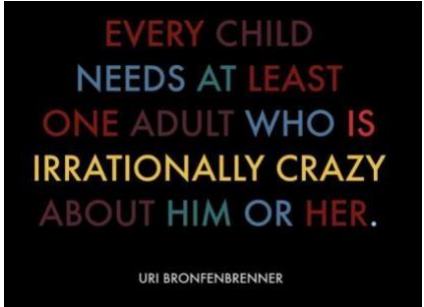
Action Steps:

1. Ensure what clubs and activities can continue to run in a virtual setting as they create a sense of belonging and help students foster relationships within the school community. (See **Field Trips, Extracurricular Activities and Use of Facilities by Outside Groups Outside of School Hours for details.**)
2. Preserve instructional time while ensuring counselor access.
3. Integrate counselors into the classroom during in-person instruction when possible.
4. Streamline website content and create a dedicated page to share Social Emotional Learning (SEL) supports and resources.



<u>School Culture & Climate</u>	<u>Recommendations:</u> <ol style="list-style-type: none">1. Prioritize the health and emotional well-being of staff and students above all else.2. Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs.3. Plan to provide and sustain instruction on social norms, social relationships building, and behavioral expectations beginning at the start of the school year. <u>Action Steps:</u> <ol style="list-style-type: none">4. Reinforce our SEL program, Sanford Harmony, and increase time in the schedule to 20 minutes daily (15 minutes in Kindergarten) at South Harrison.<ol style="list-style-type: none">a. Provide training and resources to reconnect with staff and establish expectations for staff to do the same with students (Resource: SEL Playbook.)5. Facilitate conversations about larger societal issues via themes (unity, fairness, respect).6. Review and reinforce the importance of the PBSIS expectations:<ol style="list-style-type: none">a. Laminate copies for each staff member to display in the classroom.7. Create/disseminate a Teacher Tool Kit and Building Relationships - A Toolkit for Teachers in a Hybrid Learning Environment<ol style="list-style-type: none">a. Provide teachers with an online repository of activities to build relationships, create opportunities for self-awareness and development of SEL competencies (take pause-breathing practice, reflect & journal, name your feelings activities)b. Include “look-fors” in students to determine if a higher level of care is needed (counselorreferral).
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<p><u>Utilizing the Strengths of Staff</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Utilize the strengths of all faculty and staff as they play a significant role in context of Social Emotional Learning (SEL).2. Capitalize upon the individual personalities or interests of staff, or the content they teach, as a way to connect with students.3. Equip new staff with activities or tips to guide them in connecting with students beyond the content. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. Give all faculty the opportunity to participate in GLTs.2. Build relationships by using a variety of mediums to communicate messages (email, Remind, in-person, signage around the building).3. Using resources from our SEL programs, School Psychologists and/or Counselors will teach SEL lessons to students.4. Create opportunities for students to get to know support staff by integrating support staff into the classroom. For example, counselors can push-in for class-wide introductions and follow-up with students on their caseload via email immediately following to assist students in associating with support staff. 
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Multi-Tiered System of Supports (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.

Collaborative Problem-Solving Team

Recommendations:

- 1. Assemble a team of key stakeholders to focus on program planning, data analysis, crisis management planning and equity.**
- 2. Capitalize on schools' existing Equity and School-Based Climate/Culture (Safety) Teams to streamline dialogue and decision making.**

Action Steps:

1. Develop procedures/norms to allow for multiple teams to ensure that we leverage resources without duplicating work.
 - a. Bring together representatives from each team on a regular basis to evaluate the programing outlined by each Committee and report on the work being done by all teams to ensure that we are working together in the most effective way.
 - b. South Harrison's Response to Intervention Team will update the District's Response to Intervention Program (see academic supports/enrichment for more information), which includes all supports (Social, Emotional, and Academic).



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| | <ol style="list-style-type: none">2. Shared Service and South Harrison Administration will meet monthly to ensure effective operational services for all students and staff throughout the course of plan implementation.3. Actively engage families and students in the decision-making process regarding supports for students.4. Invite parent feedback on district's wellness efforts.5. Update website to include streamlined SEL resources to assist parents/families with them at-home needs.6. Actively include families and students in the decision-making process regarding supports; and consider the support families are able to provide their child from home, keeping in mind accommodations may be necessary.7. Empower the Pandemic Response Team's participation in decision making surrounding Pandemic Planning. |
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<u>Universal Screening</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Utilize screening data to drive instructional and social emotional wellness decisions upon reopening.2. Determine if screening tools for ELA and math are adequate and can be administered both in person and remotely. (See Student Growth section for details regarding instructional screening tools and use of data) <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. Continue to utilize district approved universal screener(s) to drive data discussions and instructional planning in ELA and Math. The Response to Intervention Team will balance testing time with collection of the most important data. The testing calendar will be updated to reflect and assessments and posted on the website.2. Provide staff with additional professional development on the district's data management system, LinkIt, and engage in purposeful, data discussions to prepare lesson plans and instructional groupings.3. Follow our district's tiered support system, RTI, to address students identified "at-risk" and develop individual learning plans.4. Adopt a new universal screener, iReady or STAR, for grades K-6 to provide further data to support students at their current skill level.5. Build in educator planning time to collaborate and analyze data to establish next instructional steps (e.g., staff meetings, GLT meetings, etc.)
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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.

Academic Enrichment/Expanded After-School Learning

Recommendations:

1. **Provide academic support and enrichment within and beyond normal school hours.**

Action Steps:

1. Through staff & GLT meetings, staff will engage in purposeful conversations to determine student's learning needs, which will drive instructional decisions during Tier I instruction.
2. Through the RTI program, the district will continue to offer math and ELA supplemental instruction during a designated time virtually under the direction of a certified teacher (during contractual work hours).
3. The district will continue to offer a Gifted and Talented program. All students who were enrolled during the 2019-20 SY will remain enrolled in the program. We will revisit and determine a program at a later date. A possible consideration is to use the coding program, [Oz-bots](#). We will be conducting further assessment for G&T with our 3rd grade students who will take both the Torrance Test of Creativity and the OLSAT.
4. The district will offer an after school support program for students in need of academic intervention during the 2021/2022 school year.



Mental Health Supports

Recommendations:

- 1. Prepare to address and provide mental health supports to all stakeholders through a multi-tiered model.**

Action Steps:

1. Provide a multi-tiered system as follows:
 - a. Tier 1 – SEL in the classroom; planned check-in with students, self-care workshops, PD for staff on recognizing when a student may be struggling.
 - b. Tier 2 – School counselors support students who have been identified as in need.
 - c. Tier 3 – Providing individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions; recommend outside treatment (i.e. Acenda).
2. Provide staff training on how to handle these conversations that are bound to come up.
3. Ensure that mental health supports are updated and outlined in the RTI manual.



<u>Primary Health and Dental Care</u>	<u>Recommendations:</u> 1. Coordinate referrals to government agencies such as the NJ Department of Children and Families and the Depart of Human Services as well as local community health care providers to assist students and families so that well-child visits continue throughout the COVID-19 pandemic. <u>Action Steps:</u> 1. Share resources on a dedicated SEL website page. 2. Engage school nurses in planning to meet the physical health, dental, and mental health needs of students in a virtual, hybrid, or in-person school environment. 3. Develop a virtual school health office model to address school health needs.
<u>Mentoring</u>	<u>Recommendations:</u> 1. Continue district's mentoring program. <u>Action Steps:</u> 1. Successful mentoring programs have shown to improve student academic success and well-being. a. As part of the South Harrison's RTI multi-leveled support program, establish a list of staff members interested in becoming mentors for students identified as needing additional emotional support. Tier III.



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.	
<u>Food Service Distribution</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Ensure the seamless and continuous distribution of school meals during alternate school schedules. 2. If lunch is served, eating times must be staggered to allow social distancing and disinfecting of area between groups.
	<p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. If the cafeteria or group dining area is used in the school district, the school district will incorporate the following into the Board's Plan, if applicable: <ol style="list-style-type: none"> 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 three feet apart. e. Require individuals must wash their hands after removing their gloves or after directly handling used food service items. f. All vending machines and water fountains to be turned off. Students will be permitted to carry water with them to class, without restrictions.



	<ol style="list-style-type: none"> 2. When providing multiple days' worth of meals, Program Operators may provide bulk items as long as individual meals are easily identifiable as a reimbursable meal. Please refer to the attached fact sheet for further guidance. <ol style="list-style-type: none"> i. South Harrison will bundle meals (5 days’ worth of lunches) for pick-up if lunch is not available due to schedule changes. 3. We will supply Tupperware container of snacks/water to each classroom at South Harrison. Orders will be populated daily and entered into the POS system.
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.	
<u>Quality Child Care</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. The District will consider quality childcare resources and disseminate to all stakeholders accordingly. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Any childcare program contracted with the school must follow the CDC’s Guidance for Child Care Programs. 2. SH Elementary School will contract with the YMCA to provide wrap-around childcare programs for elementary school students in accordance with the District’s Re-Opening Plan Guidance and the CDC’s Childcare Care Guidance for Child Care Programs. <ol style="list-style-type: none"> a. Also, Child Care Resource and Referral Agencies can be found on our website.



LEADERSHIP & 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.

Requirements to Re-Open

<i>Critical Area</i>	<i>District Recommendations, Action Steps</i>
<u>Establishing a Restart Committee</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. A Restart Committee should be established as collaboration is critical to the development of the Board's Plan. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. South Harrison's Restart & Reopening Committees (Restart Committee) should include school-level administrators, members of the local Board of Education, the President of the local education association or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students. 2. 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. 3. 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. 4. 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.



<p><u>Pandemic Response Teams (PRT)</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. School-based Pandemic Response Team was established in the district to centralize, expedite, and implement COVID-19 related decision-making. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Members of the school team include a cross section of administrators, teachers, staff, and parents. 2. The Pandemic Response Team 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. 3. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team. 4. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable: <ol style="list-style-type: none"> a. School Principal or Lead Person; b. Teachers; c. Child Study Team member; d. School Counselor or mental health expert; e. School Nurse; f. Teachers representing each grade served by the school district and school; g. Members of the School Safety Team; h. Custodian; and i. Parents.
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| | <ol style="list-style-type: none">5. The Pandemic Response Team is responsible for:<ol style="list-style-type: none">a. Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.b. Adjusting or amending school health and safety protocols as needed.c. Providing staff with needed support and training.d. Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.e. Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.f. Providing necessary communications to the school community and to the school district.g. Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.6. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols. |
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Scheduling								
<u>Cohort Model</u>	<u>Recommendations:</u> 1. 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.							
	<u>Action Steps:</u> 1. South Harrison Township Elementary School Cohort Model <ol style="list-style-type: none"> In the event the district must utilize an alternate instructional program from our full day five-day a week model, we will divide the school into two cohorts – A and B. Students would be assigned to cohorts alphabetically to align our students, grades PK-6.. We hope you understand that we will not be able to accommodate parent requests with respect to selecting a desired cohort at this time. Students assigned to Cohort V will be by parent choice. 							
	<table> <tr> <th>Cohort A</th><th>Cohort B</th><th>Cohort V</th></tr> <tr> <td>Last Name: A – La</td><td>Last Name: Lb – Z</td><td>Parent Choice</td></tr> </table>	Cohort A	Cohort B	Cohort V	Last Name: A – La	Last Name: Lb – Z	Parent Choice	
Cohort A	Cohort B	Cohort V						
Last Name: A – La	Last Name: Lb – Z	Parent Choice						



2. Early Dismissal & Split AM/PM Schedules

- a. If the event the district must utilize an abbreviated schedule to respond to the Pandemic, students in *Grades 1-6* would operate on an early dismissal schedule and student reporting time, for in-person instruction, will be 8:25 a.m. and Dismissal will be 1:10 p.m., which exceeds the minimum four (4) hours of instruction per day. *Preschool and Kindergarten* students will operate on a split AM/PM schedule and would follow the arrival and dismissal times below. We will send separate bus pickup times later this summer. To review bell schedules, click [2020-21 Bell Schedules](#) link.

Preschool Schedule

NO AM PRESCHOOL

11:50 a.m. - 12:00 p.m.	PS PM Arrival
12:00 p.m. - 2:30 p.m.	PS PM
2:30 p.m.	PS PM Dismissal

Kindergarten Schedule

8:25 a.m. - 8:35 a.m.	K AM Arrival
8:25 a.m. - 8:35 a.m.	K AM
11:05 a.m.	K AM Dismissal

12:20 p.m. - 12:30 p.m.	K PM Arrival
12:30 p.m. - 3:30 p.m.	K PM
3:30 p.m.	K PM Dismissal



3. Cohort Reporting Sequence – Grades 4, 5 & 6 – AA/V/BB

- a. In the event the district must go to an abbreviated schedule to respond to the Pandemic, students in *Grades 4, 5 & 6* would report to school for in-person instruction two (4) days weekly. An “All-Virtual” day will be scheduled in between (*usually on Wednesdays unless indicated otherwise*). The district also reserves the right to employ all virtual instruction as needed to respond to the pandemic and as per current legislative, governmental, and health department guidelines.

4. Cohort Reporting Sequence – Grades 1, 2 & 3

- a. Students in *Grades 1, 2 & 3* will attend school in-person four (4) days per week with (1) day of ‘All-Virtual’ instruction on Wednesday.

5. Cohort Reporting Sequence – PK & Kindergarten

- a. *Preschool and Kindergarten* students will attend school in-person four (4) days per week with one (1) day of ‘All-Virtual’ instruction on Wednesday and shall report in accordance with the split AM/PM schedule below. Students who choose Cohort V will remain in virtual instruction all week.

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A - AM In-Person	Cohort A - AM In-Person	All-Virtual Cohorts A, B & V	Cohort A - AM In-Person	Cohort A - AM In-Person
Cohort B - PM In-Person	Cohort B - PM In-Person		Cohort B - PM In-Person	Cohort B - PM In-Person
Cohort V Virtual	Cohort V Virtual		Cohort V Virtual	Cohort V Virtual



Staffing	
<u>Staffing</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. The District will evaluate and act on staffing needs relative to the need to provide hybrid and/or virtual programming while meeting the multitude of academic, special needs, enrichment and SEL requirements necessary to operate a public-school district. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. The following recommendations are made to address staffing amid COVID-19 pandemic:<ol style="list-style-type: none">a. Reassign elementary school teachers to help reduce class size, by Cohort, to maximize opportunities to socially distance students.
Educator Roles Related to School Technology Needs	
<u>Preparation</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Personalized laptops for each faculty member2. Adoption of a Learning Management System (LMS) – Google Classroom <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. Laptops for Faculty<ol style="list-style-type: none">a. At the start of the school year, each faculty member will receive a laptop with built-in camera for delivery of virtual instruction, which will help facilitate synchronous learning for students as well as synchronous teacher collaboration.



	<p>2. Adoption of an LMS – Google Classroom</p> <ul style="list-style-type: none"> a. To streamline the virtual learning experience, South Harrison has adopted Google Classroom as its Learning Management System (LMS). b. Additional supports, PD/training, and time with the new LMS will be afforded to teachers during the first week of September, which are designated as in-service days.
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POLICY & FUNDING

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readyng 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.

School Funding

<i>Critical Area</i>	<i>District Recommendations, Action Steps</i>
<u>School Funding</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning. The options the Board shall explore include, but are not limited to, the following: <ul style="list-style-type: none"> a. Elementary & Secondary School Emergency Relief Fund (ESSER) & Coronavirus Aid, Relief & Economic Security (CARES) Act; b. ESSER II, Mental Health & Learning Acceleration Grants c. ESSER III (ARP) Grant funds d. Federal Emergency Management Agency – Public Assistance; and e. State School Aid.



2. 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.

Action Steps:

1. Purchasing: 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.



<p><u>School District Budget</u></p>	<p><u>Recommendations:</u> 1. School district's should plan for and utilize funds related to COVID-19 relief for prepare for the 2021/2022 school year.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Administration will plan the FY22-23 budget and make recommendations for line item transfers to cover the costs associated with the re-opening of schools in September 2021. 2. Attempts will be made to obtain federal reimbursement for the purchase of PPE through a Request for Public Assistance through FEMA.
<p><u>Policies</u></p>	<p><u>Recommendations:</u> 1. The Board's Plan will specifically address the amendment of existing policies and the adoption of a new Policy #1648 – Restart and Recovery Plan, that will meet or exceed the requirements listed within the DOE's guidance document.</p> <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. In addition to the adoption of Policy #1648 – Restart and Recovery Plan, the District will review the following policies for potential amendment: <ul style="list-style-type: none"> • 2412 – Home Instruction Due to Health Conditions • 9150 – School Visitors • 7510 – Facility Use • 3216 and 5511 – Dress and Grooming • 2360 – Use of Technology • 2361 – Acceptable Use of Computer Network/Computers and Resources • 3283/4283 – Electronic Communication Between Teaching Staff Members/Support Staff Members & Students • 7522 – School District Provided Technology Devices to Staff Members • 7523 – School District Provided Technology Devices to Students



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 need 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.

Student Growth, Special Populations

Critical Area	District Recommendations, Action Steps
<u>Students with Special Needs</u>	<u>Recommendations:</u>
	1. Ensure the Delivery of Special Education and Related Services to Students with Disabilities.
	<u>Action Steps:</u>
	<ol style="list-style-type: none"> 1. 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. 2. 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.

Delivery of Special Education and Related Services

Students with Special Needs

Recommendations:

- 1. Ensure the Delivery of Special Education and Related Services to Students with Disabilities.**

Action Steps:

1. 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.
2. 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.



	<p>3. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:</p> <ul style="list-style-type: none"> a. 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. b. 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. c. 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. d. IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. <p>4. Tracking Service Delivery & Supports for Students with Disabilities:</p> <ul style="list-style-type: none"> a. South Harrison will develop tools to assist teachers and service providers with tracking the services and supports (accommodations and modifications) offered to students during Virtual learning. Tracking services and supports are essential, as it ensures that students' needs, as outlined in their IEPs, continue to be met across all learning environments. <p>5. Tracking Progress during Virtual/Hybrid Learning for Students with Disabilities:</p> <ul style="list-style-type: none"> a. Baseline data from diagnostic assessments will highlight students' deficits and strengths in the areas of Math and English Language Arts (ELA). Teachers will use this data to prioritize instruction. IEP teams will use this data to consider current IEP goals and objectives and any need for adjustment. <p>6. ESY:</p> <ul style="list-style-type: none"> a. Students whose IEPs included ESY will be offered a Virtual or in person learning ESY experience during the summer of 2022, dependent on state and local health guidance. Students attended synchronous learning sessions with their assigned teachers and related service providers for intensive, 1:1 or small group instruction/sessions. Teachers utilized the adaptive web-based platform IXL to determine skills deficits and to
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prioritize instruction in Math and ELA. Students used the platform both in real-time with the teacher to receive immediate intervention and teacher feedback, and individually, with IEP goals and objectives prioritized.

7. Addressing the needs of medically fragile students

- a. Guidance counselors and/or Child Study Team case managers will work collaboratively with the school nurse and parents of medically fragile students or those with physical or health-related impairments to ensure accommodations and modifications are in place to support virtual and in-person learning. Accommodations and/or modifications will be documented in a 504 Plan, health plan, or IEP and will be individualized based upon student need.

8. Compensatory Services

- a. The IEP Team will use data from a variety of sources (STAR/iReady, IXL, other sources named above) using the Compensatory Services Determination form as a guide. This form was developed by: Teresa Herrero Taylor, PhD BCBA-D, Chair of NJPSA Special Education Committee, Director of Special Services, Jackson Township Public Schools; Adapted from: *Special Education Connection*, March 2020 and NJPSA/FEA LEGALONE; NJPSA/FEA LEGALONE *Pandemic Response: Meeting the Needs of Special Education Students*, April 1, 2020; NJDOE Guidance March 2020; USDOE Guidance March 2020.

9. Overdue and/or incomplete evaluations

- a. During the school closure, the Child Study Team held evaluation planning meetings virtually for all new referrals or re-evaluations that are past due or approaching. Evaluations or components of evaluations that could be conducted remotely have taken place (social history, psychiatric, completion of rating scales). Outstanding evaluations that must be done in-person will be conducted in the order received. All social distancing and district guidelines will be followed as per the Reopening Plan. Parents will be given the option to bring their student in for testing on days in which the student is receiving virtual instruction to reduce removing the student from in-person instruction.



Technology, Connectivity, Participation, and Platforms	
<p><u>Technology and Connectivity</u></p>	<p><u>Recommendations:</u></p> <p>1. 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.</p> <p><u>Action Steps:</u></p> <p>South Harrison Twp. School District:</p> <ol style="list-style-type: none"> 1. South Harrison will provide equitable access to technology and Wi-Fi along with considerations for families with multiple children in household: <ol style="list-style-type: none"> a. Advertise internet connectivity plans and purchase hotspots for those in need. 2. Conduct a needs assessment per family to determine how many additional devices are needed for every child to have access to a device. 3. Purchase additional Chromebooks to address this need along with outfitting Chromebook carts for usage at school. SH currently has 37 available Chromebooks. We have 220 families. We were able to determine needs for 143 families; and determined we need an additional 75 Chromebooks to ensure every student has a device. We are still awaiting responses from 78 families. 4. Provide parent training on how to navigate Google Classroom, Alma, and other necessary software. 5. Consider the attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.



	<ol style="list-style-type: none"> 6. Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment. 7. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student. 8. 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. 9. The district will transition from “daily” attendance to “meeting” attendance to track attendance of students in the virtual environment based on assignment or project completion. Each teacher will be responsible for entering “meeting” attendance for either completion of assignments or attendance in small groups or 1:1 session. Attendance for those attending in-person instruction will be taken as usual. 10. Integrate Clever with Alma to assist with synchronizing log on information for multiple online platforms: (Seesaw, Go Math/Think Central, Flipgrid, Reading A-Z, BrainPop, Big Ideas (6th Grade), Newsela, Wit/Wisdom (purchasing), Mystery Science 3-6, Starfall, prodigy (3-6) splash math, MAP) Students will maintain current usernames and passwords. This will support students and parents/guardians with navigating multiple applications. 11. Prior to the school year, create G Suite accounts for incoming Preschool students, Kindergarten students, and students new to the district. Provide this information to parents. 12. District will continue to utilize Google Classroom as the Learning Management System. Support and professional development will be provided to staff, students, and families.
Curriculum, Instruction, and Assessment	



<p><u>Delivering High-Quality Instruction in Hybrid Environment</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Ensure that all students have access to high-quality instruction through the use of a Multitiered System of Support (MTSS) 2. Adopt a Learning Management System (LMS) <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Adoption of LMS – Google (South Harrison) <ol style="list-style-type: none"> South Harrison will continue with Google Classroom as its LMS for the 2021-2022 SY. The District will ensure that all students have access to high quality, differentiated, culturally responsive core academic and behavioral instruction whether learning virtually or in-person (in hybrid setting). As noted previous, to ensure this high-quality instruction for all students, we will use a multi-tiered system of support. Specifically, Tier I instruction will focus on the following components in either a whole-group, or small group format: <ol style="list-style-type: none"> All curriculum is aligned to the NJSLS Tier I instruction will be delivered by whole group explicit instruction and then small group instruction with levels of differentiation: on-level instruction, re-teaching for struggling students, and extensions for advanced students. Small group and 1:1 targeted instruction will also occur when appropriate. Tier II and Tier III will be outlined in the district’s RTI handbook and posted on the website. Students identified as “at-risk” will be offered extra supplemental support from a certified teacher. 3. Individualized Supports for Special Populations: <ol style="list-style-type: none"> Students with Disabilities: <ol style="list-style-type: none"> Instructional Guidance and Accessibility Features for Supporting Students with Special Need in Virtual/Hybrid Learning will be developed and made available to faculty, staff and parents. English Language Learners (ELL):
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	<p>ii. Additional Support – Guidance: Student support is offered with a dedicated guidance counselor and ESL teachers who offer individualized student and family support. The dedicated ESL school guidance counselor tracks student grades and meets with them regularly to discuss academic progress, adjust schedules, and offers support on an ongoing basis.</p>
<p><u>Virtual and Hybrid Learning Environment – Instruction</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. Set Clear Instructional Expectations for Each Environment. 2. The district will develop a shared understanding among staff, students, and families across grade-levels regarding learning expectations, learning environments, and expectations for interactions to ensure all students have access to high-quality instruction. <p><u>Action Steps:</u></p> <p>A. South Harrison</p> <ol style="list-style-type: none"> The district has established a <i>Teacher’s Best Practices and Guidelines for Hybrid/Virtual Teaching</i> and <i>Parents/Students Best Practices and Guidelines for Hybrid/Virtual Teaching</i> that will aim to identify the level of interaction expected between students and teachers to maintain a quality learning environment. Definitions of each setting and its purpose, instructional expectations, things to avoid, and examples will be established for each of the following: 1. Hybrid In-Person Learning (HIL); 2. Hybrid Virtual Learning (HVL); and Fully Virtual Learning. Additionally, the following will be considered: <ol style="list-style-type: none"> Establish addendum for SPED, ESL, and RTI Type and length of activities Hybrid and Virtual Teaching Schedule Interactions (whole group, small group, and office hours)



	<p>2. Build parent capacity such that parents can monitor and support student learning and effectively communicate with teachers in a hybrid setting. Provide accessible, and user-friendly resources or training for parents/caregivers and community members for safe use of the technology.</p> <ul style="list-style-type: none">a. Host virtual parent workshopsb. Instructional & Technology Coaches support teachers, students, and parents.c. Prioritize the purchase of digital resources:<ul style="list-style-type: none">i. Continue to support usage of applications identified by staff (e.g., Zoom, Seesaw, Flipgrid).ii. Purchased Phonics Chip Kit Digital Resources (small group and 1:1 instruction)iii. Utilized ELA resource (Wit & Wisdom) for grades 4-6: Resource supports teacher toggling in between In-Person and Virtual instruction, provides pre-created PowerPoints, lessons recorded in both English and Spanish, and recorded lesson videos (In-Sync), recorded vocabulary videos, virtual assessments, and student access to authentic, complex text onlined. Continue to use OnCourse for Lesson Plans and Websites:<ul style="list-style-type: none">i. Include lesson plans for small group instruction, Supplemental Instruction, Gifted and Talented, and Tier II interventions:<ul style="list-style-type: none">1. Lesson Objective2. Instructional Activities3. Groupings4. Student Expectations During Google Meet - Set up at desk, camera on.
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<u>Virtual and Hybrid Learning Environment – Assessment</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. Reconsider the use of traditional assessments.2. Determine and utilize online pre-assessments and formative assessments in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and areas for improvement. <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. Increase use of our district's data management system, LinkIt, to collect additional data points such as fluency scores, diagnostics, and formative assessment tasks.<ol style="list-style-type: none">a. Provide virtual PD (and live) opportunities to increase engagement and use among teacher groups to support progress monitoring and the aforementioned formative assessment collection.b. Create Focus Groups to enhance data tracking and progress monitoring of sub-groups of students.<ol style="list-style-type: none">i. <i>Creating Focus Groups (video tutorial)</i>ii. <i>Creating Focus Groups (step-by-step slides)</i>2. Determine appropriate assessment tools:<ol style="list-style-type: none">c. Math: The staff will utilize a BOY, MOY, and EOY assessment to monitor student growth through staff member's Student Growth Objectives (may pull questions from CSAs). Staff will select questions and be mindful of test taking time. Tests will be administered in grades 4-6 virtually to safeguard in-person time. Time will be provided at the In-Service to create the
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	<p>pre-assessment using google forms (4-6), and for those in the virtual environment. K-3 will utilize Seesaw and 1:1 performance task assessment conducted virtually.</p> <p>d. ELA: Continue with current district approved assessments (lower grades will review SBRC tasks and confirm those to be used in a virtual learning environment). F&P will be administered on an as-needed basis, NE will be used on report cards, when appropriate. The district will utilize the MAP Reading Fluency assessment to determine reading levels, and Raz-kids to assess students virtually. Grades 4-6 will use online Wit & Wisdom assessments.</p> <p>3. Provide teachers with opportunities to collaborate and plan for selecting standards-based assessments that can be administered both in-person and virtually.</p> <p>4. Teachers will continue to use the district's Grading Policy.</p>
Career & Technical Education (CTE)	
<u>Work-Based Learning</u>	<p><u>Recommendations:</u></p> <p>1. The District will continue to provide work-based learning experiences in a virtual environment including service-learning, simulations, virtual field trips, & videoconferencing with expert speakers.</p> <p><u>Action Steps:</u></p> <p>1. Not applicable.</p>
<u>Career Advisement & Development</u>	<p><u>Recommendations:</u></p> <p>1. Strong career advisement in conjunction with business and community partnerships are essential components of the school experience and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.</p>



	<p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Not applicable.
Professional Learning	
<u>Professional Learning</u>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none"> 1. The District will evaluate and act on various professional learning needs with the intent of supporting school leaders, faculty, staff, students and parents in the difficulties resulting from extended school building closures and in planning professional development for the new school year. 2. The District will pay particular attention to training that addresses the learning loss for the most vulnerable populations (students with disabilities, English Language Learners, students without proper technology or internet access, undocumented students, etc.) and preparing and supporting school leaders, faculty, and staff in meeting the social emotional, health, and academic needs of all students. 3. The District will provide professional learning that will better equip school leadership, faculty, staff, substitutes, students and parents/caregivers with the resources necessary to adapt to altered educational environments and experiences. <p><u>Action Steps:</u></p> <ol style="list-style-type: none"> 1. Identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms. <ol style="list-style-type: none"> a. Provide user-friendly resources or training for parents/caregivers and community members. b. Support novice provisional teachers and ensure sufficient training c. Utilize a newly appointed technology coach to support staff with technology.



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| | <ol style="list-style-type: none">2. Utilize professional time to participate in data discussions and analyzing data: Flexible grouping and differentiation by content using the 80/20 Rule.3. Adjusted the district calendar to provide five in-service days: Prioritize professional development topics and upload videos in district's Safe Schools platform to document training (including mandated annual trainings):<ol style="list-style-type: none">a. Reconnection Activity w/ Staffb. Technology training for new staff laptop.c. Create Material/Consumable List for materials (in-person and virtual instruction)d. Zoom Traininge. New Attendance Protocol and Reporting in PowerSchoolf. New Operational Proceduresg. LinkIth. STAR & iReadyi. Go Math Training/Create online assessmentsj. How to give concise, actionable feedback (include in best practices handbook)k. Mandated Trainings, Coronavirus Awareness, and Health Emergencies Overviewl. Differentiated Training for new staff/ new rolesm. Teacher Classroom Set-up |
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<p><u>Mentoring & Induction</u></p>	<p><u>Recommendations:</u></p> <ol style="list-style-type: none">1. The District will offer its New Faculty Orientation (NFO) prior to September2. The District will continue with its Mentoring Program in a virtual setting throughout the 2021-2022SY <p><u>Action Steps:</u></p> <ol style="list-style-type: none">1. New Faculty Orientation (NFO):<ol style="list-style-type: none">a. The District's NFO will be conducted virtually the last week of August. During this time, new faculty will have access to tutorial videos on various topics such as: <i>Curriculum & Instruction, Ensuring all Students Succeed, Lesson Planning, PowerSchool, SGOs, Classroom Management, Code of Conduct, Teacher Evaluation & Instruction, Professional Expectations & Policy, and Technology.</i>b. New faculty will also have time to meet with administrators of the topics noted above who will conduct virtual Office Hours for additional clarification and questions.c. The District will also continue to implement its New Teacher Program through the entire school year at each of the schools (which is led by administration or the Instructional Coach) for which virtual meetings on a variety of topics will take place in cohorts
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	<p>2. Mentoring Program</p> <ul style="list-style-type: none"> a. The District will continue to implement all components of its Mentoring Program virtually, including but not limited to: <ul style="list-style-type: none"> i. Prior to the start of the school year, train mentors to be a mentor in a virtual environment and set expectations of mentors ii. Pairing new teachers with qualified mentors as per state guidelines iii. Meeting state requirements for the first few weeks of school meetings for CE and CEAS holders iv. Conducting virtual peer observations throughout the year v. Meeting for no less than 30-weeks within the school year and capturing meeting dates, times, and topics using the District’s mentoring log b. The District will also continue to integrate discussions about possible adjustments to its Mentoring Plan into its ScIP meetings at each building.
<u>Evaluation</u>	<p><u>Recommendations:</u></p> <ul style="list-style-type: none"> 1. The District will implement evaluation in accordance with state mandates. <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> 1. The District will wait for further guidance from the state regarding requirements for educator evaluation as it applies to all Teachers, Principals, and other Certificated Staff for School Year (SY) 2021-2022. 2. Non-certified staff evaluation procedures will be developed in-line with the state’s guidance for certified staff to ensure a fair and equitable process.



Appendix A – Qualified Child Care Programs

All Children Smile Preschool and Learning Center, Inc.

39 Colson Lane
Mullica Hill, NJ 08062
856-478-6000
allchildrensmile@hotmail.com
www.allchildrensmile.com

Amazing Place Learning Center

1566 Center Square Road
Swedesboro, NJ 08085
856-467-9252
bcps1566@aol.com
www.amazingplacelearningcenter.com

Bambi Preschool, Inc.

621 Ferrell Road
Mullica Hill, NJ 08062
856-478-2468
<https://www.facebook.com/pg/Bambi-Preschool-185429664858707/reviews/>

Blooming Buds Learning Center

700 Second Street, Ste A&B
Swedesboro, NJ 08085
856-241-7611
bloomingbuds@comcast.net
www.bloomingbudslc.com

Bright Beginnings – West

536 Lambs Road
Pitman, NJ 08071
856-256-1166
www.brightbeginningswest.com

Children's Montessori Schoolhouse

730 Barlow Avenue
West Deptford, NJ 08096
856-848-0922
info@cmsnj.com
<https://www.cmsnj.com/>

Christian Playcare LLC

1737 Cooper Street
Deptford, NJ 08096
856-227-5596
https://childcarecenter.us/provider_detail/christian_playcare_center_deptford_nj

Comet Care

1771 Oldmans Creek Road
Woolwich Twp, NJ 08085
856-467-4091
https://childcarecenter.us/provider_detail/comet_care_swedesboro_nj



Cornerstone Montessori School

240 Sickie Lane
Deptford, NJ 08096
jlee.cms@gmail.com
www.cornerstonemontessorinj.com/

Creation Academy

360 Garwin Road
Woolwich Twp, NJ 08085
856-467-0988
creationacademy8@gmail.com
www.creationacademy.com

Free To Be Me

63 Woodstown Road
Mullica Hill, NJ 08062
856-478-4204
info@freetobeme.org
<https://www.mullicahillpreschool.com/>

Gateway CAP (Tri County) Swedesboro Head Start

1225 Kings Highway
Swedesboro, NJ 08085
856-241-8590
www.gatewaycap.org

Golden Gate Wenonah

645 Georgetown Road
Wenonah, NJ 08090
856-464-6865
www.goldengateinc.org

Grow n Learn Nursery School & Day Care Center

4 E Lecato Avenue
Thorofare, NJ 08086
856-853-0569
<http://www.grownlearn.com/>

Holding Hands Family Child Care & Play Center

138 Tomlin Station Road
Mullica Hill, NJ 08062
856-467-6811
sw@holdinghandsfamily.com
www.holdinghandspreschool.com

KG&J Childcare and Learning Center LLC

195 Woodstown Road
Woolwich Twp, NJ 08085
856-975-6027
kgandjllc@gmail.com
<https://www.facebook.com/pg/KGJ-Childcare-and-Learning-Center-LLC-100900824692130/about/>



Kiddie Garden Preschool Inc.

510 Heron Drive, Suites 111-112

Logan Twp, NJ 08085

856-241-2878

https://childcarecenter.us/provider_detail/kiddie_garden_preschool_inc_logan_township_nj

Let's Be Friends Pre-School

1 Budd Blvd, Budd Professional Bldg Ste 1

Woodbury, NJ 08096

856-848-5544

letsbefriendsschool@verizon.net

<http://www.letsbefriendsschool.com/>

Little Angels Daycare & Learning Center

203 Kings Highway

Mt. Royal, NJ 08061

856-423-9343

www.littleangelsdaycare.org

Little People Day Nursery

11 Griscom Lane

West Deptford, NJ 08096

856-848-8809

office@lpdn.net

<https://lpdn.net/>

Little Sprout's

26 Main Street

Harrisonville, NJ 08039

856-769-3613

littleprouts-homechildcare@comcast.net

<https://www.facebook.com/Little-Sprouts-Family-Home-Child-Care-105671680856955/>

Logan Township Kindercare

1603 Center Square Road

Logan Twp, NJ 08085

856-241-1307

https://www.kindercare.com/our-centers/logan-township/nj/301815?utm_campaign=kc-lg&utm_source=gmb&utm_medium=pro&utm_keyword=&utm_platform=&utm_matchtype=&utm_adgroupid=&utm_content=301815

Luv N Joy Day Care

546 Green Street

Woodbury, NJ 08096

856-848-9900

https://childcarecenter.us/provider_detail/luv_n_joy_day_care_woodbury_nj

Our Father's House at Pitman UMC

758 N Broadway

Pitman, NJ 08071

856-589-5812

OurFathersHouse@PitmanUMC.org

http://pitmanumc.org/wp/?page_id=117

Shady Lane Child Development Center

256 County House Road

Clarksboro, NJ 08020

856-224-8701

kbaker@gcianj.com

<https://www.gcianj.com/child-development-center/>



The Goddard School of Mullica Hill

233 N Main Street
Mullica Hill, NJ 08062
856-478-4045

https://www.goddardschool.com/philadelphia/mullica-hill-main-street-nj?utm_source=google&utm_medium=business_listings&utm_campaign=school&utm_content=main_button

The Goddard School of Swedesboro

553 Beckett Road
Swedesboro, NJ 08085
856-467-8477

https://www.goddardschool.com/philadelphia/swedesboro-beckett-road-nj?utm_source=google&utm_medium=business_listings&utm_campaign=school&utm_content=main_button

Toddlers N Tots Private Preschool

270 Landing Road
Clarksboro, NJ 08020
856-423-4242

toddlersntots@aol.com
www.toddlersntotspreschool.com

Under the Sun Learning Center of West Deptford

1111 Mantua Pike (Rt.45) & 1107 Mantua Pike, Ste 708
West Deptford, NJ 08096
856-468-5454

<https://utslc.com/>

Watch Me Grow

400 Swedesboro Road
Gibbstown, NJ 08027
856-224-5868

https://watch-me-grow.business.site/?utm_source=gmb&utm_medium=referral

Watch Me Learn Preschool

1980 Township Line Road
Woolwich Twp, NJ 08085
856-241-2330

watchmelearn@comcast.net
www.watchmelearn.net

