



# Holland Township School

## 2020-21 School Re-Opening Plan

### Introduction

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

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

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

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

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



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

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

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

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

Holland Township’s plan was developed by a steering committee comprised of faculty members, administrators, BOE members, parents, medical professionals, and public safety personnel. Policy and procedures were established based upon recommendations in New Jersey Department of Education’s document “The Road Back”, guidelines from the CDC as well as Hunterdon Department of Health and feedback from our parent community.

There are four major components to meet for a successful re-opening:

1. Conditions for Learning - outlines the district’s procedure to meet ten critical areas of operation.
2. Leadership and Planning - decision-making structure.
3. Policy and Funding - funding sources and changes/additions to district policy.
4. Continuity of Learning - determines how the district will continue to meet student academic needs and provide structure to learning environment.



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### **Key Subject Area #1: Conditions for Learning:**

“In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

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.

The “Conditions for Learning” determines meeting the following ten Critical Areas of Operation:

- General Health and Safety Guidelines
- Classrooms, testing and therapy rooms
- Transportation
- Student Flow, Entry, Exit and Common Areas
- Screening, PPE and Response to Symptomatic staff/students
- Contact Tracing
- Facilities and Cleaning practices
- Meals
- Recess/Physical Education
- Extra-Curricular Activities/Building Use

### **Critical Area #1: General Health and Safety Guidelines:**

In all stages and phases of pandemic response and recovery, the Holland Township School District shall follow the recommendations from the [Centers for Disease Control](#).

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



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- The district communicates and meets regularly with local and state authorities, including, but not limited to, the Board of Education, municipal officials, NJASA, Hunterdon County Department of Education, Hunterdon County Superintendents, Hunterdon County Department of Health, Hunterdon County Office of Emergency Management, the NJ State Police, and local Police Officials.
  - In an effort to streamline the delivery of communications and materials, the district has created a stakeholder contact list. (See Appendix A.)
- B. Protecting and supporting staff and students who are at [higher risk for severe illness](#), such as providing options for telework and virtual learning. The district will utilize the CDC's [Guidance for Schools and Childcare Programs](#). 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.
- C. Holland Township School will promote behaviors that reduce spread through staff, student, and parent education, posters, newsletters, web postings, and emails including, but not limited to:
- Stay home if not feeling well
  - Hand hygiene and respiratory etiquette
  - Face coverings
  - Signs and messages
  - Daily screening and temperature checks
- D. Reasonable accommodations (including distance learning, desk shields, use of well health office) shall be provided for individuals that the [Centers for Disease Control 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 conditions, which may include:
- Chronic lung disease or asthma (moderate to severe)
  - Serious heart conditions
  - Immunocompromised
  - Severe obesity (body mass index, or BMI, of 40 or higher)
  - Diabetes



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- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

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

“Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable. School staff, students 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. Visitors will be prohibited from entering the physical school building between the hours of 7:45 am and 2:45 pm.

- A. Holland Township School will ensure social distancing within the classroom to the maximum extent practicable(6ft between student desks). When this distance is not feasible, additional modifications will be considered.
- All students (age 3 years and up) will be required to wear face coverings (masks). If a student does not have a mask one will be provided. Face masks will closely fit around nose and chin. A bandana or gaitor type covering will not be allowed.
  - If a student is required but unable to wear a face mask due an underlying issue that would inhibit the student’s health, a physician’s note will be required.
  - Classroom desks, whenever possible, will be separated and turned in the same direction.



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- It is acknowledged that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
  - Breaks will be provided to help alleviate mask fatigue. Students will be taken outside weather permitting.
  - Therapy rooms and Counseling rooms will have desk shields.
  - Therapists and Counselors will wear face shield in addition to the cloth face covering.
- B. Use of shared objects will be limited when possible or cleaned between use.
- Individuals should not share personal items.
  - The sharing of school items should be limited.
  - If items must be shared, i.e. desks, they must be cleaned after each use in accordance with district protocols.
    - Wipe down item with approved disinfectant
    - Quarantine item for 48 hours
- C. Schools and districts ensures that the indoor facilities have adequate ventilation, including [operational heating, and ventilation systems](#) where appropriate..
- All office and classrooms that have window air-conditioning units. Units have a fresh air component. Filters may be cleaned with HEPA filter vacuum daily
  - Windows are open in spaces where A/C is not provided, i.e. gymnasium, hallways.
  - Filter(s) for A/C units are maintained and changed according to manufacturer recommendations.
  - Large roof HVAC Units- Serviced twice a year through the contractor, in house filters are changed quarterly.
- D. Hand cleaning and sanitizing.
- Stations with alcohol-based hand sanitizers (at least 60% alcohol) are located and maintained in each classroom and office, at entrances and exits of buildings, and near lunchrooms and toilets.
  - Classrooms and offices that have existing handwashing stations have been prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
  - [Staff and students should wash hands](#) for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing



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their nose/coughing/sneezing. Staff and students should use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

- Use of electrostatic and hydrostatic cleaning technology daily in classrooms, restrooms and playground.

### Program Specifics:

#### A. For Early Childhood or Multiple Disability programs, when possible:

- Students will be kept six feet apart during nap time (can have cots oriented head to foot), when eating, and doing other activities.
- Close group learning activities like reading circles will be avoided.
- Times on the schedule will be designated to take students out of the classroom to wash hands with soap and water, including, at a minimum: at the start of the day when children enter the classroom, before snacks and lunch, after using the toilet or helping a child use a toilet, after sneezing, wiping, and blowing noses, after snacks and lunch, particularly if hands are sticky, greasy or soiled, when students come in from outdoor play or recess. (In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher. The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20 seconds, then wash hands with soap and water as soon as possible.)
- Appropriate cleaning solution will be used throughout the day on shared items (toys, playstations, etc)

#### B. For medically fragile students and students with complex disabilities:

- Mechanisms to secure PPE have been ensured prior to opening and ongoing supplies are being maintained.
- Continuous disinfecting will take place in classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
- Sharing of electronic devices, toys, books, and other games or learning aids, will be avoided or thoroughly clean and disinfect between use.
- Each child's belongings will be separated from others' and in individually labeled containers, cubbies, or areas.



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- Desks will be turned to face in the same direction

### **Critical Area of Operation 3. - Transportation**

“School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on busses.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

School districts should maintain social distancing practices on buses (at least six feet of distance between riders) to the maximum extent practicable.

- A. Holland Township School will provide transportation services on a school bus to all students in according with district policy.
  - All students will wear face covering at all times on the school bus.
  - 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. A physician’s note is required.
- B. To limit possible physical interaction among students, students in grades 1-8 will be required to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students shall exit in the opposite order. Kindergarten and Preschool students will be seated in the first three rows of seats behind the driver
- C. Students will be assigned seats on the bus
- D. Windows will be open whenever possible.
- E. School buses and other vehicles used to transport students will be cleaned and disinfect at least once daily, preferably between routes. The use of electrostatic sanitizers will be used nightly.
- F. Drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).
- G. Signs will be posted on the bus and in the transportation garage and office to reinforce social distancing and hygiene rules.
- H. Attendance of students riding the bus will be taken daily.

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





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“School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

- A. The process and location for student and staff health screenings is as follows:
  - a. Parents/Staff will complete daily questionnaire(App) regarding student/staff members’ health, exposure to virus, daily temperature
  - b. Any student/staff who do not complete the daily questionnaire may have a temperature screening performed
  - c. 72-hour exclusion for students/staff with fever above 99.9 degrees
- B. In the event that physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, a mask is required to be worn.
- C. Physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times shall be utilized throughout the building and school facility.
- D. Designated entrances for grade levels to limit the flow of students upon AM arrival.
- E. One grade level per cafeteria per lunch period, students seated 6ft apart. No cafeteria lines or snack choice.
- F. Staggered released time for dismissal.
- G. Minimize interaction of students between drop-off and entrance to school.
- H. Adopt a practice of “no-contact” pick up procedures for daily parent pick up. (Appendix B)
- I. Eliminate need for student classroom rotation, provide self-contained schedule for all grade levels.
- J. Minimize the number of non-essential interactions between students and staff throughout the school day.
- K. Limit commingling between classes or other district-set groups of students.
- L. Cancel all assemblies, group programs.



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- M. Physical barriers, such as sneeze guards and partitions, have been installed in all office areas, including Counseling and Child Study Team.
- N. Eliminate use of lockers for middle school students.

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

“School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

- A. The district has adopted Policy 1648 for screening students and employees upon arrival for symptoms and history of exposure. (See Appendix C.)
- B. The policy includes the following:
  - Staff will visually check students for symptoms upon arrival or prior to being transported by district transportation service (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - Results must be documented when signs/symptoms of COVID-19 are observed.
  - Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- C. The BOE adopted procedures include the following:
  - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. A separate sick well office has been developed for students/staff presenting with COVID-19 symptoms.
  - Follow [current Communicable Disease Service guidance](#) for illness reporting.
  - If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must



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immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

D. The district has implemented a policy to prepare for when someone tests positive for COVID-19 (See Appendix D)

E. Written protocols have been developed detailing the district's COVID-19 related response for symptomatic students and staff. Protocols are consistent with the district's contact tracing policy to the maximum extent practicable.

F. Protocols include:

- Establish a well/sick health office.
- Establishment of an isolation space (sick health office). 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.
- Follow current Communicable Disease Service guidance for illness reporting.
- Adequate amount of personal protective equipment (PPE) available (N95 respirators, face shields, clothing), accessible, and provided for use.
- Training on use of N-95 respirators.
- Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- Continuous monitoring of symptoms.
- Readmittance 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](#)
- Protocols to address a positive case.
  - Alert Hunterdon County Health Department
  - Initial contact tracing
  - Communicate to classroom community of need for quarantine
  - Initiate synchronous learning for all students in contact with positive individual

G. Parents are encouraged to be on the alert for signs of illness in their children and to keep them home when they are sick. Communication will be made so that parents can monitor for signs of illness.



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- H. 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. A physician's note is required.
- I. Students are required to wear face coverings when social distancing cannot be maintained, unless doing so would inhibit the student's health. A physician's note is required. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- J. 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. Social distance will be required for students not wearing a face covering.
- K. Exceptions to mask requirements:
- Doing so would inhibit the individual's health. A physician's note is required.
  - The individual is in extreme heat outdoors.
  - The individual is in water.
  - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
  - The student is under the age of two (2) and could risk suffocation.
- L. Visitors will be prohibited during the hours of 7:45am and 2:45pm
- M. Students and employees will be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
- A fever of 100° F or greater
  - Cough
  - Shortness of breath or difficulty breathing
  - Chills
  - Repeated shaking with chills
  - Muscle pain
  - Headache
  - Sore throat
  - New loss of taste or smell
  - Fatigue



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- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

### **Critical Area of Operation 6. – Contact Tracing**

“Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

- A. Upon notification that a resident has tested positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.
- B. All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease (see resources below). Schools and districts should engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing.
- C. Contact tracing policies should
  - Be developed in consultation with the board’s local health department and with school nurses employed by the board;
  - Identify the criteria an individual must meet in order to activate the board’s contact tracing policy;



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- Clearly describe the school or district's responsibilities regarding notification of:
  - Its local health department
  - Staff, families and the public;
  - Identify the school or district's role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
  - Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
  - Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
  - Designation of a staff liaison or liaisons responsible for providing notifications and carrying out other components of the board's contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.
  - Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.
- D. Upon notification of a student/staff testing positive the district may mandate remote learning for all students for a 24 hour period to disinfect the building and perform contact tracing.

### **Critical Area of Operation 7. – Facilities Cleaning Practices**

“School districts 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. School districts must also sanitize bathrooms daily and between use as much as possible.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

Districts 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. Each school district must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. Districts must:



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- A. Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.
- B. Routinely clean and disinfect 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). Use 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. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) This includes:
- Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - Drinking fountains
  - School bus seats and windows
- C. Sanitize bathrooms frequently throughout the school day, using [protocols outlined by the Environmental Protection Agency \(EPA\)](#).
- D. Students will be asked to use only bottle filling stations at water fountains.
- E. Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.



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- F. Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- G. Use of Electrostatic sanitizers in school buses and classrooms each evening.
- H. Ensure adequate supplies to support cleaning and disinfection practices.
- I. Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- J. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:
  - a. 24 hour school closure- remote learning will be provided
    - i. CDC recommends the following procedures:
      - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
      - Open outside doors and windows to increase air circulation in the area.
      - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- K. Additional training will be provided to personnel responsible for cleaning and sanitizing school. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

### **Critical Area of Operation 8. – Meals**

“If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service





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items.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

Cafeteria restrictions:

- A. Stagger times to allow for social distancing, and clean and disinfect between groups.
- B. Encourage students to bring lunch from home. Cafeteria meals may be delivered to student tables.
- C. Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined [here](#) by the Environmental Protection Agency (EPA).
- D. Space students at least six feet apart.
- E. Individuals must **wash their hands after removing their gloves or after directly handling used food service items.**
  - Use of all both district cafeteria spaces for serving meals, stagger lunch times to ensure social distancing requirement.
  - Serve individually plated meals or meals in pre-packaged boxes or bags.
  - Ensure students are not sharing food.
  - Use disposable food service items (e.g., utensils, dishes).
  - If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
  - Encourage proper hand washing before and after eating meals

### **Critical Area of Operation 9. – Recess/Physical Education**

“School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:



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- A. Use cones, flags, tape, or other signs to create boundaries between groups.
- B. Always wash hands immediately before and after outdoor playtime.
- C. Stagger the use of playground equipment to allow for sanitation of frequently touched equipment surfaces
- D. Close Locker rooms
- E. Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- F. Designate specific areas for each class during recess to avoid cohort mixing.
- G. Ensure all handles, shared surfaces are properly sanitized between group usage.
- H. Custodians will disinfect frequently touched surfaces between recess groups.

### **Critical Area of Operation 10. – Extracurricular Activities and Use of Facilities Outside of School Hours**

“All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

In light of this guidance, Holland Township School will implement the following:

#### **Extra-Curricular Activities:**

- A. Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities.
- B. Close the school building to all outside usage during pandemic.
- C. Temporarily cancel all after school clubs/groups.
- D. Cancel field trips, assemblies, and other large gatherings.
- E. Cancel Fall sports.

#### **Elements to Address Impact of Social Isolation on Students and Staff:**

“Conditions for learning involve the social and emotional and environmental factors that can impact educator capacity to teach and student capacity to learn, including



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standards for maintaining healthy and safe school conditions. As schools reopen in the fall, the impact of social isolation on both educators and students must be a key area of concern. In addition to taking these steps to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students. "The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

### A. Social Emotional Learning (SEL) and School Climate and Culture

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, school districts are encouraged to thoughtfully plan around the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

- Provide staff with SEL tools and lessons that should be embedded into the core academic curriculum. This information will be available in the SEL shared folder on google drive.
- Encourage staff to consider implementing a more gradual reintroduction of academic rigor, while focusing on social and emotional well-being of our students and strengthening self-regulation skills and self-advocacy skills.
- Recognize stigmas that may occur as a result of COVID-19.
- Promote and prioritize feelings of safety, connectedness, and hope for students, staff, and parents.

### B. Preparation for Return/Re-Entry for the 2020-2021 school year

- Back-to-school transitions will likely require more time than usual.
- Facilitate grade level virtual back-to-school social events to allow peers to re-connect. Virtual social events and Zoom invitations will be posted in all grade level "Specials" Google Classrooms. Communication will be sent via email to students and parents.
- Record virtual school tours, social story read alouds, and informational videos to prepare students for reentry to school or reconvening of virtual learning. Topics to be addressed include: "Going Back to School", "Riding the Bus During COVID-19", "What is Social Distancing", "How to Video Chat with Other People" and "Wearing a Mask to School". Recordings will be posted in all grade level "Specials" Google Classrooms and on counselor webpages.



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- Provide all students opportunities to voice concerns, challenges and needs.
- Acknowledge that students, staff, parents, and community members are coping with grief, trauma and loss in different ways.
- Encourage staff to prioritize making social connections and building relationships with students before formal instruction occurs.
- Establish a morning routine that includes having staff greet students to make them feel comfortable and safe amidst the health requirements they may have to comply with as they enter the building each morning.

### C. Mental Health Supports

#### **Staff:**

- Prioritize educator self-care and wellness through the summer and at the start of the 2020- 2021 school year.
- Provide time, space, and resources to process traumatic events, re-establish connections with each other, and receive support that promotes their well-being. (May request support from Hunterdon Behavioral Health/Traumatic Loss Coalition for additional counseling support onsite if needed.)
- Support educators' access to mental and behavioral resources and encourage them to utilize these services. (Employee Assistance Program offered through Prevention Resources <https://njprevent.com> (908)782-3909 or Hunterdon Behavioral Health at Hunterdon Medical Center <https://www.hunterdonhealthcare.org> (908) 788-6401, or NJEA HELPLINE: 1-866-AID-NJEA (1-866-243-6532) or email [AID-NJEA@ubhc.rutgers.edu](mailto:AID-NJEA@ubhc.rutgers.edu)).
- Collaborate with SCTP representative at Rutgers to provide the district with resources to support staff members and the school community. (Lori Guerriero, [lguerri@gsapp.rutgers.edu](mailto:lguerri@gsapp.rutgers.edu) )
- Educate and support staff about ways to meet their personal, social, and emotional needs and the needs of their students.
- Encourage staff members to share student concerns with an administrator, the school nurse, or school counselors.
- Facilitate opportunities for staff members to reflect and process feelings, concerns, and ways to cope.

#### **Students:**



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- Provide all students access to virtual and in-person counseling sessions/check-ins to process feelings about social isolation, social distancing, stress, and any other academic, social, or emotional concern they may have.
- Provide students with social opportunities to connect virtually with peers (games, social stories, read alouds).
- Provide stress reduction techniques and coping skills to help students manage academic, social, and emotional concerns.
- Facilitate in person and virtual psychoeducational classroom lessons and information on google classroom to address mindset and behavior, learning strategies, self-regulation, time management skills, and social skills. These will follow models already in place in the building (social and emotional lessons).
- Establish a check in procedure for students who struggle with attendance or school refusal.
- Provide students with emergency and crisis phone numbers including 2nd floor.org 1-888-222-2228, Hunterdon Behavioral Health: (908) 788-6400, National Suicide Prevention Hotline:1-800-273-8255.

### **Parents and Community:**

- Provide parents and guardians with resources to support mental health and wellness, including local and state crisis numbers including Hunterdon Behavioral Health/Hunterdon Medical Center Crisis Line: (908) 788-6400, Perform Care/Mobile Response and Stabilization: 1-877-652-7624, Hunterdon Helpline: (908) 782-4357, National Suicide Prevention Hotline: 1-800-273-8255, Domestic Violence Hotline:1-800-572-7233.
- Provide families with resources for virtual and in person opportunities and activities in our community through our school website and school counselors' websites.
- Provide specific support to families who experienced a significant loss or stress related to COVID 19 (i.e. job loss, financial hardship, personal, social, medical/physical issue). ([www.nj.gov/dcf/coronavirus\\_families\\_youth.html](http://www.nj.gov/dcf/coronavirus_families_youth.html))
- Communicate frequently with parents, guardians, and community members to request input and feedback.



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MTSS is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. In partnership with leaders and educators from districts experienced with implementing MTSS the NJDOE identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision making as critical components for districts moving toward MTSS.

- Utilize a comprehensive guidance model to provide support.

**Tier 1: District Wide Support:** Provide universal prevention to students through push-in classroom guidance lessons, SEL lessons delivered by classroom teachers and school assemblies (in-person or virtual) that support SEL. Utilize SCTP resources and framework to improve school climate.

**Tier 2: Small Group/At Risk Students:** Use feedback and referrals received from administration, teachers, and parents to identify specific students who may be struggling or lacking skills. Develop small group interventions with targeted goals and objectives designed to address skill deficits.

**Tier 3: Intensive, Individualized Support:** Create individualized support plans, provide intervention services and/or referrals to students who are in crisis or are experiencing deficits in social, emotional, academic or behavioral skills. (I&RS, counseling referrals)

### E. 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. These include mental health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

- District staff will identify students and families who are in need of services.
- Develop a referral system to identify at risk students who may need support and access to school and community mental health resources.



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- Administrators, support staff (school nurse, school counselors, CST) will assist in providing community resources and referrals to families.
- F. Food Service and Distribution  
In the event of another school closure, Holland Township will engage in services provided by DVRHS to ensure meals are delivered to students in need.
- G. Childcare  
Holland Township School will continue to partner with the Hunterdon YMCA to provide before/aftercare services for families in need.

### **KEY SUBJECT AREA #2- LEADERSHIP AND PLANNING**

This section references guidance, requirements, and considerations for school districts regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools. Before working to develop plans for fall operations can begin, the appropriate structures for leadership and planning must be in place.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

#### **Critical Areas for Leadership and Planning:**

1. Restart Committee
2. Pandemic Response Team
3. Scheduling
4. Staffing
5. Educator Roles Related to Technology Needs
6. Athletics

#### **Core Guiding Principles:**

The health, safety, and wellness of students and staff is our top priority.

1. We will strive to maintain the continuity of learning.
2. We will facilitate equity and ease of access to communications and resources.
3. We will flexibly accommodate the needs and varying circumstances of all learners.
4. We will incorporate educators, students, parents, and school boards and other community members



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### **Critical Areas for Leadership and Planning 1. – Restart Committee**

“All school districts will be expected to develop reopening plans. Collaboration is critical to the development of a district reopening plan. Therefore, every school district should establish a Restart Committee that includes districts and school-level administrators, members of the local boards of education or charter school boards of trustees, the presidents of the local education associations, or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Implementation of Minimum Standards:

Holland Township School Fall 2020 Restart Committee:

District Level Administration

Teachers

Union Representation

Nurses

Technology Coordinators

Building and Grounds

Guidance

Board of Education Members

Parents

Community safety officials

School Physician

At least four weeks before the start of the 2020-21 school year school leaders shall work with their restart committee, municipal and county government, outside agencies for mental health and trauma support to develop a plan that addressed the ten critical areas of operations as well as scheduling, staffing and athletics.

### **Critical Areas for Leadership and Planning 2. – Pandemic Response Team**

“School districts should establish school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team should have a liaison that reports to district-level administrators to ensure coordinated actions across the district.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Implementation of Minimum Standards:





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Holland Township School Pandemic Response Team:  
Stephanie Snyder, Superintendent  
Susan Wardell, Principal  
Ed Pico, Head Custodian  
Brian McCarthy, Building and Grounds/School Safety  
TJ Hirsch, School Nurse  
Lori Matthews, School Nurse  
Jennifer Leap, Guidance Counselor  
Kristen Deniz, Guidance Counselor  
Lauren Aversa, Psychologist  
Lina Delasey, Administrative Assistant  
Nancy Holzworth, Transportation Coordinator  
Tom Welsh, Public Safety  
Nancy Daniels, Faculty  
Robin Nugent, Faculty

### **Critical Areas for Leadership and Planning 3. – Scheduling**

Districts' reopening plans must account for resuming in-person instruction. Scheduling decisions shall be informed by careful evaluation of the health and safety standards and the most up to date guidance from New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities of each unique district. The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Holland Township School Fall 2020 Return to School Schedule:

All students, whose family choose to do so, will return to in person school as of August 31, 2020.

Students shall return to in-person instruction daily from 8:00 am to 2:30 pm.

Class size will be limited in classrooms used for in-person instruction to 15 students.

Families will choose to keep their children on virtual learning may be provided with a schedule reflective of synchronous teaching with a grade appropriate classroom through the use classroom Zoom lessons (live or pre-recorded) in content areas as well as Google Classroom guided practice and reinforcement.

Families who choose to remain on virtual instruction need to provide the district with written documentation of this choice prior to July 31st.



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District grade level staff will be assigned to provide a synchronous teaching experience to families who chose virtual instruction. Students will need to attend to a specific schedule each day for instruction (4 hours). Reinforcement and practice activities will be assigned through Google Classroom each day.

School day: 8:00 am to 2:30 pm

Inclement weather closures shall be replaced by remote learning days. In the event that the district needs to close due to inclement weather students and staff will transition to a remote learning schedule (8:00-12:00). The calendar will be amended to reflect this change.

The district shall meet the needs of special populations in alignment with the New Jersey Specific Guidance for Schools regarding student accommodations.

- For special education and ELL students, the BOE will provide educators with professional development to best utilize the accessibility feature and accommodations tools made available through technology-based formats. Individual supports will continue to be provided as outlined in students' IEP and 504 plans.
- For medical fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for extended periods of time.

### **Critical Areas for Leadership and Planning 4. – Staffing**

“Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, teachers should clearly understand expectations and be supported and held accountable for student learning. Districts should consider access and equity for all staff to ensure continuity of student learning. School reopening plans and decision-making throughout the school year should consider unique needs of each staff member.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

#### **Implementation of Minimum Standards:**

##### **A. In-person and Hybrid Learning Environments: Roles and Responsibilities**

In a fully in-person or hybrid learning (synchronous teaching) environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff



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schedules can include designated time to support school building logistics required to maintain health and safety requirements.

### B. Instructional Staff Should:

- Reinforce social distancing protocol with students and co-teacher or support staff.
- Limit group interactions to maintain safety.
- Support school building safety logistics (entering, exiting, restrooms, etc.).
- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students. Parent and Student Code of Conduct for remote learning must be received by district.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).

### C. Administrators:

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

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- Provide time for staff collaboration and planning (Common daily prep for grade level partners/ PLC district staff daily 2:30-3:00pm)



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- Prioritize vulnerable student groups for face-to-face instruction.
- Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- Home collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.
- Define and provide examples of high-quality instruction given context and resources available.
- Assess teacher, student, and parent needs regularly.
- Ensure students and parents receive necessary supports to ensure access to instruction.
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (*N.J.A.C. 6A:9*).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student's experience and learning while out of school.
- Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.



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Counselors/Certified support staff:

- Lead small group instruction in a virtual environment as necessary.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platform for small groups of in-person students while teacher is remote.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

D. Paraprofessional:

Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home.

Paraprofessionals may:

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines
- Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning.
- Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

E. Substitutes:



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- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist

### **Critical Areas for Leadership and Planning 4. – Educator Roles Related to School Technology Needs**

- A. Designate staff members to provide ongoing support with technology to students, teachers and families. Develop a schedule and assign a technology point person to teachers by grade level or content area.
- B. Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
- C. To the extent possible, provide district one-to-one instructional devices and connectivity.
- D. Prior to the start of the school year, provide district email addresses and access to online platforms (*usernames/passwords/organizational credentials*).

### **Critical Areas for Leadership and Planning 5. – Athletics**

According to the NJSIAA: “If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision.”

### **KEY SUBJECT AREA #3- POLICY AND FUNDING:**

The COVID-19 pandemic has created a variety of fiscal challenges related to the delivery of instruction and related services to students. Readyng facilities, purchasing supplies, and transporting and feeding students will look drastically different in the upcoming school year than in past years.



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The district finalized the FY 20 budget year and has finalized the FY21 budget. Because of timing of the budget process, many of the activities listed have not been, and cannot be, factored into either budget year without additional revenue outside the amount anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

### **Policy and Funding Considerations:**

1. Purchasing
2. Use of Reserve Accounts, Transfers, and Cash flow
3. Costs and Contracting
4. Elementary and Secondary School Emergency Relief Fund
5. Federal Emergency Management Agency – Public Assistance
6. State School Aid

### **Policy and Funding Considerations 1 - Purchasing**

“School districts will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies) and experience increased demand for previously purchased goods and services. Districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Implementation of Considerations:

- Use of CARES grant to purchase additional health and cleaning supplies
- Use of reserves to ensure classrooms have appropriate furniture for social distancing

### **Policy and Funding Considerations 2 - Use of Reserve Accounts, Transfers, and Cash flow**

“As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses. To the greatest extent possible, districts should consider making expenditures from various accounts or over budgeted line items to meet unanticipated costs and to manage their cash flow. School districts may be able to



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use funds on deposit in their emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Use of reserve accounts may be utilized to purchase additional furniture/supplies related to the COVID-19 pandemic and school functioning. 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.

### **Policy and Funding Considerations 3– Costs and Contracting**

“All school districts are strongly encouraged to participate in the federal [E-rate program](#). School districts should consider using cooperative contracting when possible.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

The district currently participates in the federal E-rate program.

### **Policy and Funding Considerations 4 - State School Aid**

“In the wake of the COVID-19 public health emergency, State revenues have declined precipitously. The impact of the COVID-19 pandemic presents many fiscal challenges for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the upcoming school year.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

If state aid is further reduced, the district may need to utilize reserve accounts for operational use. The DOE will be consulted.

### **KEY SUBJECT AREA #4: CONTINUITY OF LEARNING:**

“Ensuring continuity of learning is critically important during this time of great stress for families, educators, and students. The degree to which districts will be able to return students to brick and mortar education remains uncertain. The NJDOE anticipates that many students likely made less than one full year of academic growth during the 2019-2020 school year. 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. Districts





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should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are most in need of in-person instruction.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

### **Focus Areas for Continuity of Instruction:**

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities
2. Technology and Connectivity
3. Curriculum, Instruction, and Assessments
4. Professional Learning
5. Career and Technical Education

### **Critical Tenants:**

1. All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade band and content area.
2. This unique time provides opportunities for innovation: new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders.
3. Strong instruction, student engagement, and effective assessment are interdependent and benefit from a strong feedback loop between administration, educators, students, and families.
4. Anxiety may be reduced by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability.
5. Thoughtful planning is necessary to provide necessary support for instructional shifts.
6. Approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
7. Holland Township School will engage in early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.



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### **Focus Area for Continuity of Instruction 1. - Ensuring the Delivery of Special Education and Related Services to Students with Disabilities**

“Districts must continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario.”  
The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Implementation of Considerations:

- 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. The school nurse will communicate weekly with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student’s return to school.
- B. IEP teams will 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. Additional benchmarking assessments may be utilized to determine the amount of student learning loss and adjust programing.
- C. For students who remain on remote/virtual instruction accommodations will be identified by the IEP for this delivery of instruction.
- D. Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

### **Focus Area for Continuity of Instruction 2. - Technology and Connectivity**

“Each school district should strive to ensure that every student has access to a device and internet connectivity. Districts should prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access. Additionally, these 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.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

Implementation of Considerations:



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- A. Release a family/parent survey to determine community need for technology and purchase additional supplies/hot spots. Prioritize purchases based on survey results.
- B. Provide student/parent training to students who will continue virtual learning.
- C. For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
- D. Holland Township School will track participation rates in remote learning. Attendance should not be based exclusively on student online participation. School districts should use assignment or project completion as an alternative for attendance purposes and conduct targeted outreach to help students overcome barriers to participation([Equitable Education During COVID-19](#)).
- E. Holland Township School will continue to utilize Zoom and Google Classroom for remote/virtual instruction. Parent/student training will be provided to those who remain on remote/virtual instruction.
- F. Training and technical assistance – Holland Township School will provide training and/or technical assistance to teachers, parents and guardians who are not experienced in remote learning methods, including use of technology. Support should be made available for family members who are limited English proficient or have a disability.

### **Focus Area for Continuity of Instruction 3. - Curriculum, Instruction, and Assessments**

“In planning curriculum, instruction, and assessment for re-opening, a key focus for districts should be on building capacity of their staff to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

#### Implementation of Considerations for Remote/Virtual Learning:

##### A. Virtual Learning Environment—Curriculum

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level.
- Train teachers and leaders to evaluate students’ unfinished learning and provide acceleration support.



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- Plan approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during virtual instruction, the type of learning experiences that are appropriate will vary based on grade band and content area.
- Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
- Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

### B. Virtual Learning Environment—Instruction

- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems) and expectations for interactions (e.g., connecting with students and their family) to ensure all students have access to high-quality instruction.
- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction.
- Recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences.
- Understand how trauma and other challenges related to students' social and emotional needs can impact learning.
- Leverage students' strengths.
- Consider fostering student voice and choice to promote engagement and independent learning.
- Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
- Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
- Provide effective feedback that helps students anticipate and be successful on next steps.
- Provide clear and flexible expectations: Type and length of activities



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- Interactions: Small group instruction, regular check ins, office hours (for students and/or family and caregivers).
- Identify criteria to demonstrate mastery of standard(s) or grades on projects.
- Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, screen casting, independent, analog].
- Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules.
- Use a “show me” what you have learned approach when possible.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts; tools for students to demonstrate learning, collaborate with peers and experts, digital instructional resources ([Teacher Resources for Remote Learning](#), [NJTV Learning Live](#)) and provide consistent support via IT team.
- Design learning experiences that:
  - Build student understanding by linking together concepts within and across grades
  - Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts.

### C. Virtual Learning Environment— Assessment

- Determine Appropriate Assessment Tools: Develop an inventory of various assessment tools available (LinkIt, PBLs, portfolios, etc.) and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.
- Professional Development: Provide educators and parents with guidance to support assessment and data literacy.
- Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.



# Holland Township School

## 2020-21 School Re-Opening Plan

“It is imperative that districts provide professional learning that will better equip leaders, staff, substitutes, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.” The Road Back: Restart and Recovery Plan for Education, NJ Department of Education, June 2020

### Implementation of Considerations:

#### A. Professional Learning Prior to the Beginning of the School Year

- Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used.
- Professional learning must grow each educators’ professional capacity to deliver developmentally appropriate, standards-based instruction remotely.
- Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
- Frequently and consistently communicate with all stakeholders prior to and during the school year
- Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school and individual educator.
- NJDOE regulations support the inclusion of a broad range of activities in a teacher’s annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.
- PDPs are considered living documents subject to change as circumstances require.
- Teachers, supervisors and administrators may want to consider the learning of new technologies, virtual instructional methods, peer supports and other collaborative efforts as professional development that count towards the 20 hours.

#### B. Mentoring and Induction:

- Induction must be provided for all novice provisional teachers and teachers new to the district.



# Holland Township School

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- One-to-one mentoring must be provided to novice provisional teachers by qualified mentors.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring must be provided in both a hybrid and fully remote learning environment.
- Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.
- Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

### C. Evaluation:

- Holland Township School will modify evaluations as needed due to the synchronous teaching schedule or mandates from the NJDOE.
- Holland Township will utilize the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

### **In Conclusion:**

In view of the constantly changing nature of state-issued guidelines in response to the COVID-19 pandemic and the relevant public health data, that this plan is subject to modification at any time if the NJDOE or the State adopts new guidance or rules regarding the restart and re-opening of the New Jersey's public schools.



# Holland Township School

2020-21 School Re-Opening Plan

## Appendices



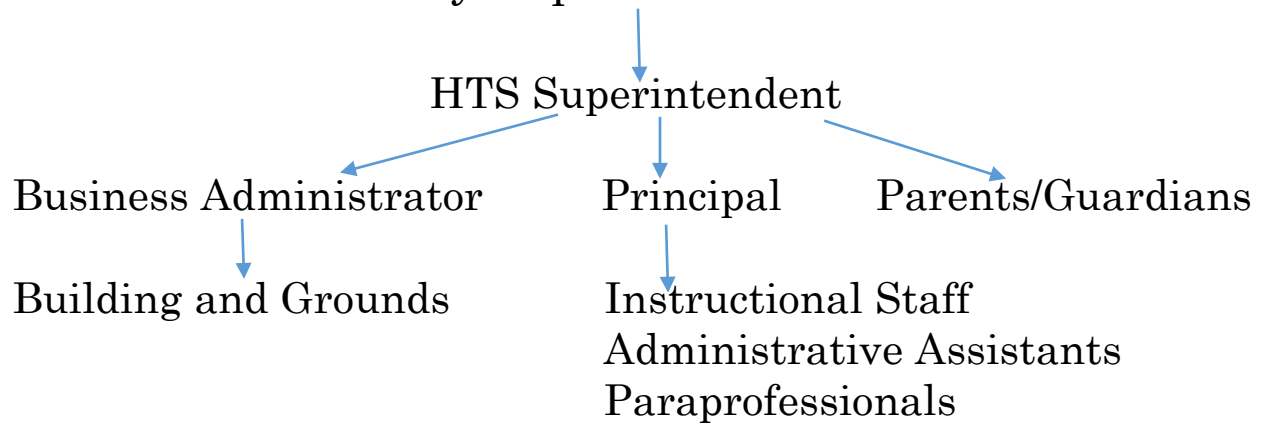


# Holland Township School

## 2020-21 School Re-Opening Plan

### Appendix A Communication

Hunterdon County Department of Health  
New Jersey Department of Education





# Holland Township School

## 2020-21 School Re-Opening Plan

### Appendix B Parent Pick Up Procedures Daily Dismissal

1. Parents will communicate to main office(via online app) prior to 1:30 pm students/grades who will be picked up
2. A queue of cars will form in the South parking lot beginning at door # 24.
3. Parents will post a sign with their last name in the front passenger side window.
4. Beginning at 2:20, student will be dismissed from door # 24 to the parent's vehicle.

### During School Hours

- Parents will communicate(via Genesis) time, date, and children who will be picked up.
- Upon arrival to school, parent will ring the main office using the communication system at the front door.
- Student/Students will be released to parent from the vestibule by district staff. Parents will sign out child from front door without entering building.



# Holland Township School

2020-21 School Re-Opening Plan

Appendix C  
BOE Policy 1648  
Restart and Recovery Plan  
August Approval by BOE

BOE Policy 1648.02  
Remote Learning



# Holland Township School

## 2020-21 School Re-Opening Plan

### Appendix D Protocols for Quarantine/Containment

Situation:	Containment Response	Note:
Confirmed Case (student or faculty)	<ul style="list-style-type: none"> <li>School wide virtual instruction for 24 hours to allow for contact tracing(DOH) and disinfecting</li> <li>All students and faculty in class or on bus with a confirmed case are quarantined for 14 days</li> <li>Confirmed Case will isolate as per existing CDC guidance</li> </ul>	
Probable Case (student or faculty)	<ul style="list-style-type: none"> <li>School wide virtual instruction for 24 hours to allow for contact tracing(DOH) and disinfecting</li> <li>All students and faculty in class or on bus with a probable case are quarantined for 14 days or until Probable Case tests negative</li> <li>Probable case will isolate as per existing guidance</li> <li>Probable case is recommended for testing</li> </ul>	
Reported symptoms (student or faculty) with no known exposure to a confirmed case	<ul style="list-style-type: none"> <li>Student or faculty member with symptoms stays home until 72 hours after the symptoms resolve</li> <li>Testing for COVID 19 recommended but not required</li> </ul>	
Close Contact (student or faculty)	<ul style="list-style-type: none"> <li>Student or faculty member that are close contacts of confirmed cases outside the school will quarantine for 14 days</li> </ul>	

Assumptions:

- Holland Township School will follow NJDOE and NJDOH guidance for reporting of COVID cases.



# Holland Township School

## 2020-21 School Re-Opening Plan

### Appendix E Schedules

In person schedule:

Master Schedule 20-21.pdf - Adobe Acrobat Reader DC

File Edit View Window Help

Home Tools Master Schedule 2... x

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Share

	K	1ST	2ND	3RD	4TH	5TH	6TH	7TH	8TH
7:50-8:00									
8:00-8:10									
8:10-8:20									
8:20-8:30	CIRCLE TIME 8:05 - 8:40	CIRCLE TIME 8:05 - 8:30	CIRCLE TIME 8:05 - 8:30	Morning Meeting 8:05-8:30	Morning Meeting 8:05 - 8:30	ADVISORY 8:05-8:40	ADVISORY 8:05-8:40	ADVISORY 8:05-8:40	ADVISORY 8:05-8:40
8:30-8:40									
8:40-8:50	Special 8:45-9:23	ELAY Guided Reading 8:30 - 9:20 80 min	ELAY Guided Reading 8:30 - 9:20 80 min	ELAY Guided Reading 8:30 - 9:20 80 min	ELAY Guided Reading 8:30 - 9:20 80 min	Core 1 8:43 - 9:43 60 min	Core 1 8:43 - 9:48 65 min	Core 1 8:43 - 9:48 65 min	Core 1 8:43 - 9:48 65 min
8:50-9:00									
9:00-9:10									
9:10-9:20									
9:20-9:30									
9:30-9:40									
9:40-9:50									
9:50-10:00	Reading/ELA 9:25-10:45 80 min	Science 9:50 - 10:20	Science 9:50 - 10:20	Character ed	Character ed	Core 2 9:45-10:45 60 mins	Core 2 9:51 - 10:56 65 min	Core 2 9:51 - 10:56 65 min	Core 2 9:51 - 10:56 65 min
10:00-10:10									
10:10-10:20									
10:20-10:30									
10:30-10:40									
10:40-10:50	Science 10:45-11:00	Math 10:20 - 11:30 70 min	Math 10:20 - 11:30 70 min	Special 10:03-10:43	Special 10:03-10:43				
10:50-11:00									
11:00-11:10	Recess 11:00-11:30								
11:10-11:20									
11:20-11:30									
11:30-11:40	LUNCH 11:30 - 12:00	LUNCH 11:30 - 12:00	LUNCH 11:30 - 12:00						
11:40-11:50									
11:50-12:00									
12:00-12:10									
12:10-12:20									
12:20-12:30	Math 12:00 - 1:10 70 min	Recess 12:00 - 12:30	Recess 12:00 - 12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Lunch 12:00-12:30	Core 3 11:33 - 12:38 65 min	Special 11:30 - 12:10	Special 11:30 - 12:10
12:30-12:40									
12:40-12:50									
12:50-1:00									
1:00-1:10									
1:10-1:20									
1:20-1:30									
1:30-1:40									
1:40-1:50	SS 1:40 - 2:10 30 min	SS 1:40-2:10	SS 1:40-2:10	Special 1:30-1:50	Special 1:30-1:50	Core 3 12:33 - 1:33 60 min	Core 3 12:13 - 1:18 65 min	Core 3 12:13 - 1:18 65 min	Core 3 12:13 - 1:18 65 min
1:50-2:00									
2:00-2:10									
2:10-2:20	Character Ed 2:10 - 2:25	Character Ed 2:10 - 2:25	Character Ed 2:10 - 2:25	Character Ed 2:10 - 2:25	Character Ed 2:10 - 2:25	Character Ed 2:15 - 2:25	Special 1:45-2:25	Core 4 1:20 - 2:25 65 min	Core 4 1:20 - 2:25 65 min
2:20-2:30									
2:30-2:40									
2:40-2:50									
2:50-3:00									
3:00-3:10									

NOT  
2:40-3:10



# Holland Township School

## 2020-21 School Re-Opening Plan

### Appendix F Schedules

#### Remote Learning schedule:

Remote Master Schedule 20-21

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
10	9:10-9:20	PPW2A	9:00-9:50 Ind Practice 80 min PPW2A-2B	9:00-9:50 Ind Practice 80 min PPW2A-2B	9:00-9:50 Ind Practice 80 min PPW2A-2B	9:00-9:50 Ind Practice 80 min PPW2A-2B	9:23-9:43 Ind Practice 60 min PPW2A-2C	9:20-9:48 Ind Practice 65 min PPW2A-3B	9:20-9:48 Ind Practice 65 min PPW2A-3B	9:20-9:48 Ind Practice 65 min PPW2A-3B	Yellow Special Teachers Prep 9:23-10:03								
11	9:20-9:30																		
12	9:30-9:40																		
13	9:40-9:50	Reading/ELA 9:25-9:55 Zoom 10:45-11:00	Science 9:50-10:20 Zoom PPW2C	Science 9:50-10:20 Zoom PPW2C	Character ed PPW2C-4A	Character ed PPW2C-4A	Core 2 9:45-10:45 9:45-10:20 Zoom 10:20-10:45 Ind Practice 60 mins PPW3A	Core 2 9:51-10:56 9:51-10:15 Zoom 10:15-10:56 Ind Practice 65 min PPW3A-5A	Core 2 9:51-10:56 9:51-10:15 Zoom 10:15-10:56 Ind Practice 65 min PPW3A-5A	Core 2 9:51-10:56 9:51-10:15 Zoom 10:15-10:56 Ind Practice 65 min PPW3A-5A									
14	9:50-10:00																		
15	10:00-10:10																		
16	10:10-10:20																		
17	10:20-10:30																		
18	10:30-10:40																		
19	10:40-10:50																		
20	10:50-11:00																		
21	11:00-11:10																		
22	11:10-11:20																		
23	11:20-11:30																		
24	11:30-11:40																		
25	11:40-11:50																		
26	11:50-12:00																		
27	12:00-12:10																		
28	12:10-12:20																		
29	12:20-12:30																		
30	12:30-12:40																		
31	12:40-12:50																		
32	12:50-1:00																		
33	1:00-1:10																		
34	1:10-1:20																		
35	1:20-1:30																		
36	1:30-1:40																		
37	1:40-1:50																		
38	1:50-2:00																		
39	2:00-2:10																		
40	2:10-2:20																		
41	2:20-2:30																		
42	2:30-2:40																		



# Holland Township School

2020-21 School Re-Opening Plan