

Introduction

On June 26th, 2020, the New Jersey Department of Education published “The Road Back - Restart and Recovery Plan for Education”, a guidance document to assist New Jersey School’s to develop, in collaboration with stakeholders, a Restart and Recovery Plan to reopen school in September 2020 that best fits the population served.

The NJDOE guidance presents information/guidance in four (4) key subject areas:

1. Conditions For Learning
2. Leadership and Planning
3. Policy and Funding
4. Continuity of Learning

Hampton Academy’s Restart and Recovery Plan has been developed to be consistent with the requirements in the NJDOE guidance with consideration to our sending district’s needs, written suggestions from staff, committee discussions, parent/staff survey’s, parent/guardian feedback, student discussions and the Hampton Academy Executive Board.

Hampton Academy’s Restart and Recovery Plan was developed to support the following school wide goals:

1. Sustain a full commitment to the CDC and NJDOE guidelines as they relate to the safety and security of **all** staff, students and their families.
2. Ensure that Hampton Academy is prepared to accommodate student’s unique needs during this unprecedented time.

A. Conditions For Learning

Conditions for Learning involve the social, emotional and environmental factors that can impact educator’s capacity to teach and student’s capacity to learn, including standards for maintaining healthy and safe school conditions. As Hampton Academy reopens, the impact of social isolation on both educators and students is a key area of focus.

Conditions for Learning include: Health and Safety standards for establishing safe and healthy conditions for learning; and academic, social and behavioral supports.

1. The Health and Safety section of Hampton Academy’s plan identifies 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 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.

Ten Critical Areas of Operation

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

- The Executive Director or Designee will establish and maintain communication with the Hampton Academy Executive Board and Local/State authorities to determine current mitigation levels in the community.
- The Hampton Behavioral Health Center and School Administration will ensure staff and students who are at higher risk for severe illnesses are supported.
- Hampton Academy will promote behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encourage the practice of hand hygiene and respiratory etiquette; require the use of face covering's; and signage in and around the school.

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

- Hampton Academy will allow for social distancing within classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least 6 feet apart.
- Desks are recommended to be facing the same direction.
- Face coverings are required for all students, staff and visitors unless it will inhibit the individual's health.
- All instructional and non-instructional rooms will comply with social distancing standards.
- Use of shared objects should be limited when possible or cleaned between uses.
- Operational heating and A/C units will be utilized.
- Hand Sanitizing Stations will be stationed throughout the school and in each instructional/non instructional area.
- Student's will be required to wash hands for at least twenty seconds at regular intervals during the school day, before eating, after using the bathroom and after blowing their nose, coughing and/or sneezing. Use of hand sanitizer is an acceptable alternative when washing with soap and water is not possible.

- Appropriate signage and scheduled overhead announcements will serve as reminders for critical area of operation #2.

c. Critical Area of Operation #3 - Transportation

- All Hampton Academy students are transported via their sending district's transportation provider. The school van will not be utilized for student transportation without prior approval from the Executive Director.
- Designated staff will monitor students as they exit their bus each morning to encourage social distancing and observe transportation practices.

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

- Hampton Academy will provide physical guides, such as tape on floors/sidewalks and signs on walls to help ensure that staff and student's remain at least six feet apart in lines or at other times.
- Hampton Academy has created "One-way routes" in hallways that do not allow for appropriate social distancing. Directional arrows on hallway floors and walls are in place to assist staff/students/visitors maintain proper flow.
- A hand sanitizer station has been placed at each entrance of Hampton Academy.
- A hand sanitizer station has been placed at each exit of Hampton Academy.

e. Critical Area of Operation #5 - Screening, Personal Protection Equipment (PPE) and Response to Students and Staff Presenting Symptoms.

- Hampton Academy's Screening Policy follows all current Center for Disease Control and Prevention (CDC), New Jersey Department of Health (NJDOH) and New Jersey Department of Education (NJDOE) provisions for COVID-19 for the protection of students, staff and visitors.
- Screenings will be conducted safely and respectfully and in accordance with any applicable privacy laws and regulations. Each screening will be conducted by a Hampton Academy Nurse using one appropriately social distanced area. Staff/Student arrival times will stagger to support social distancing.

- The Nursing Team will train two (2) designees to conduct screening in their absence of if they are involved in an emergency situation.
- Screening results will be documented and regularly submitted to the Hampton Behavioral Health Centers Infection Control Personnel.
- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others in a designated area.
- Symptomatic employee/student/visitor will stay at home until at least 3 days (72 hours) have passed since recovery (defined as resolution of fever without the use of fever-reducing medication and improvement in respiratory symptoms (e.g., cough, shortness of breath); and at least 7 days have passed since symptoms first appeared.
- If Hampton Academy becomes aware that an individual who has spent time in school tests positive for COVID-19, the Executive Director or Designee must immediately notify appropriate Hampton Behavioral Health Center staff, local health officials, staff and families of a confirmed case while maintaining confidentiality.
- Illness reporting will follow current Communicable Disease Service guidance.
- All Hampton Academy staff will be required to wear a facial covering at all times. Staff is asked to provide their own facial covering. If needed, Hampton Academy will provide staff with facial coverings and (1) face shield.
- All Hampton Academy students will be required to wear a facial covering at all times. Students will be asked to provide their own facial covering, however Hampton academy will provide a facial mask if a student does not have one.
- Prior to the opening of school, Hampton Academy will develop a protocol for staff and students entering the building at arrival time that best promotes social distancing, privacy, contractual conditions and bus arrival times.

f. Critical Area of Operation #6 – Contact Tracing

Hampton Academy’s Certified School Nurse/Registered Nurse (CSN/RN) successfully completed the Johns Hopkins University COVID-19 Contract Tracing Course.

The CSN/RN will work collaboratively with the Hampton Behavior Health Center Infection Control staff and the Burlington County Department of Health to appropriately conduct contact tracing as it relates to Hampton Academy.

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

Hampton Academy, in collaboration with the Hampton Behavioral Health Center, has developed policies, procedures and protocols on cleaning and sanitizing that reflects increased routine cleanings and disinfection.

The custodial/maintenance team and Hampton Academy staff will routinely clean and disinfect surfaces and objects that are frequently touched. (e.g., door knobs, light switches and sink handles).

All cleaning products will be used according to the directions on the label. Products used will be EPA approved for use against the virus that caused COVID-19.

Examples of frequently touched areas in Hampton Academy:

- Classroom desk and chairs.
- Door handles and push plates.
- Hands on equipment.
- Shared telephones.
- Staff/student desks.
- Shared computer keyboards and mice.
- Hallway walls.
- Exit push buttons.

Staff and student bathrooms will have cleaning/disinfection logs posted to monitor daily routines.

Staff will be encouraged to depart for the day, once required working hours are completed, to allow for a thorough cleaning and disinfection of the facility and to minimize contamination.

Hampton Academy will implement the following short-term closure procedure if an infected person has been identified to be in the school:

- Close off areas used by the infected person and do not use before cleaning and disinfection. Wait up to 24 hours before cleaning and disinfection.
- Open outside doors to increase air circulation in the area.
- Cleaning staff should clean all areas used by the infected person, focusing on frequently touched areas.

h. Critical Area of Operation #8 - Meals

- Hampton Academy will require all students to consume breakfast/lunch in classrooms, practicing appropriate social distancing at all times.
- Weather permitting, Instructional staff may allow for an outside lunch period adhering to social distancing guidelines at all times.
- Students will not be permitted to share food / drink.
- Food service staff will deliver individually plated meals or meals in pre-packaged boxes or bags to each classroom during breakfast/lunch
- Disposable food service items will be utilized (e.g., utensils, dishes).
- Proper hand washing/sanitizing before and after meals will be encouraged.

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

- During recess, if two or more groups are participating at the same time, 6 feet of open space will be between them.
- Individual students will participate in activities which support social distancing at all time.
- Cones, flags, tape or other signs will be used to create boundaries between groups when needed.
- Physical Education class will not be held in confined spaces with limited ventilation and/or areas with large amount of high contact surfaces.
- To mitigate risks the Physical Education staff and recess supervisory staff will limit and/or eliminate direct contact with equipment and discourage sharing of equipment. If equipment must be shared, it will be cleaned and disinfected before another use.
- Staff and students will wash hands immediately after recess and Physical Education.

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

Hampton Academy's Student Council will meet regularly, wearing facial coverings and practicing social distancing at all times.

All field trips and usage of facilities outside of school grounds will be postponed while Hampton Academy's Restart and Recovery Plan is in-force.

2. Social Emotional Learning and School Culture and Climate

Hampton Academy understands the critical role of Climate and Culture, more specifically, Social and Emotional Learning.

Social and Emotional Learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

a. Educator Well-being

Prior to the students return to on-site learning, Hampton Academy has planned 2 staff in-service days to re-establish connection with each other and acclimate themselves to a social distanced approach to instruction. Time will be allotted to review the Hampton Behavioral Health Center's COVID-19 updates which address the following:

1. Security Precautions in place to assist in protecting all staff from the spread of COVID-19.
2. Wellness tips for improving your Mental Health.
3. Available resources, including Hampton Behavioral Health Centers Employee Assistance Program (EAP).

Hampton Academy Administration and Clinical Staff will continue its Collaboration Supervision Program as an opportunity for all staff to regularly practice and reflect on their social and emotional competencies during the school year. "Tips of the Week", focusing on school safety, will be e-mailed regularly to all staff.

b. Trauma - Informed Social and Emotional Learning.

Hampton Academy staff will plan and prepare for the return of students to On-site Learning or a continuation of Remote Learning that give thought to prioritizing relationships and well-being, establishing routines, maintaining clear communication and support feeling safe, connected and hopeful.

Hampton Academy will implement its Restart and Recovery Plan with the benefit of the following data:

1. Formal / informal assessments
2. Surveys
3. Small group meetings
4. Parent / Guardian Reflection

Implementation of on-going data collection throughout the school year will ensure quality Social and Emotional Learning is programmed each marking period.

Clinical staff will be proactive in preparing access to mental health and trauma support for students and their families.

Appropriate staff will conduct conversations and consider instructional strategies that lead to discussions on the past, current and future impacts of COVID-19 on themselves and the world around them.

Conversations should take place in a “Safe Space” where participants demonstrate respect for each other. Suggested topics to consider, but not limited to:

1. Grief, Loss and Trauma
2. Mental Health and Supportive Behaviors
3. Preparedness, Hope and Resilience
4. Fear and Anxiety

B. Leadership and Planning

1. Establishing a Re-open Committee

In late June the Governor announced to the public that absent a shift in the public health data, school buildings will open in some capacity for in-person instruction in the Fall. In response to the Governors announcement, Hampton Academy established a Re-open Committee to collaboratively discuss plans for the 2020-2021 school year, following the New Jersey Department of Education’s guidance. Additional guidance and in-put was received by parents/guardians, local sending districts, staff questionnaires, surveys, executive board members and the local health department. Members of the Re-open Committee are:

- ❖ Executive Director/Principal
- ❖ Assistant Director
- ❖ School Psychologist
- ❖ Administrative Assistant
- ❖ School Nurse
- ❖ Student/Teacher Discipline and Activity Advisor
- ❖ Teacher of Students with Disabilities
- ❖ Instructional Paraprofessional.

During the month of July the Re-open Committee provided input for revisions on policies and procedures due to COVID-19. Committee Members actively discussed key areas of the proposed plan with colleagues and communicated their feedback to the Committee Chairperson. Additionally, the committee created a Staff Survey to collect data from on-site Summer School staff. The Survey was instrumental in assessing the effectiveness of the 2020 Summer Programs conditions for learning. Recommendations for a successful implementation of the Restart and Recovery Plan focused on the following areas: Continuity of Learning, Leadership and Planning and Conditions for Learning.

Subcommittees were established to meet during the 2020-2021 school year. A liaison was named to report directly to the Executive Director/Principal to ensure school-wide coordinated actions. The Following Subcommittees/teams/student organizations will meet regularly to address school specific needs:

- School Climate Committee (Pandemic Response Team)
- Professional Development Committee
- Student Council
- School Leadership

2. Scheduling

To accommodate Parents/Guardians and Sending Districts, Hampton Academy's scheduling will address the health, safety and wellness of students and staff as the top priority during the scheduling process. While schools remain open, focusing on staff strengths, students will receive IEP driven instruction and services, following the approved school calendar, either in-person or virtually. Hampton Academy's Primary Learning Model will be a 5-day on-site platform that allows for full-time in person instruction. School hours for all students are from 8:20am to 2:40pm.

If a directive is given requiring schools to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency, students will transition

to a 4 hour instructional schedule that begins at 9:00am and ends at 1:00pm\). Staff will follow a full day schedule to offer additional supports for students/ parents/guardians and maintain open communication with our sending districts and collaborate with colleagues to maintain a continuity of learning. Standards-based learning will be in place for all learning models.

For the duration of the COVID-19 Pandemic any student who is unable to attend On-site Learning for a reason deemed appropriate by the Executive Director and/or Certified School Nurse will be afforded the opportunity to participate in synchronous learning by joining their Google Classroom (s) or Zoom Lines.

a. In-Person Learning

Utilizing instructional and clinical staff strengths, students will remain in cohort groups to minimize a potential spread of COVID-19.

- All Elementary aged students will be assigned to one socially distanced classroom and one academic instructor, giving careful consideration to staff strength to minimizing the spread of COVID-19. Art Therapy (AT) will be held in the elementary classroom or AT room when social distancing can be maintained. Physical Education (PE) will be held in the classroom, gym/recreation room or outside. Life Skills/Social Skills will be delivered by the assigned classroom clinician and/or topic specific social worker. Applicable conditions for learning listed in section 1 will be followed at all times.
- Middle School aged students will be assigned to one of three socially distanced classrooms strategically placed in a "Middle School Wing" to minimize the spread of COVID-19. Teachers/Clinicians will be scheduled, giving careful consideration to staff strengths, moving from class to class. AT will be held in the middle school classroom or AT room when social distancing can be maintained. PE will be held in the classroom, gym/recreation room or outside. Life Skills/Social Skills will be delivered by the assigned classroom clinician and/or a topic specific social worker. Applicable conditions for learning listed in section 1 will be followed at all times.
- High School Aged Students will be assigned to one of five socially distanced classrooms strategically placed to minimize the spread of COVID-19. Teachers/Clinicians will be scheduled, giving careful consideration to staff strengths, moving from class to class. AT will be held in the high school classroom or AT room when social distancing can be maintained. PE will be held in the classroom, gym/recreation room or outside. Life Skills/Social Skills will be delivered by the assigned classroom clinician and/or a topic specific social worker. Applicable conditions for learning listed in section 1 will be followed at all times.

Lunch/Recess will be scheduled for each classroom, utilizing applicable conditions for learning.

Students will be assigned a personal Chromebook and refrain from sharing learning materials and supplies (e.g., pencils, pens, coping skill objects).

b. Hybrid/Full-Virtual Learning

To accommodate Parents/Guardians who have requested a Virtual Learning Model while school is open and have received approval from their sending district, Hampton Academy will work collaboratively to construct a daily schedule that best meets the students IEP needs. All students will follow their in-person schedule to promote a synchronous learning model that maximizes support and guidance. The following tools are available to help promote a positive hybrid or fully virtual learning experience:

- Zoom Teleconferencing
- Google Classroom
- Appropriately Assigned Textbooks/Workbooks/Supplemental Materials
- Pre-Recorded/Live Instruction and Services
- Use of a School Issued Chromebook
- Access to a 24hr Physical Drop Box
- Hot Spots

3. In-Person and Hybrid/Virtual Learning Environments: Staff Roles and Responsibilities

During an in-person or hybrid/virtual learning environment, Hampton Academy will have support staff in-place to monitor student movement, hallway traffic, and virtual instruction to maintain the safety of staff and students by enforcing applicable critical areas of operation. A staggered schedule will be utilized to establish on-site/virtual coverage throughout the day.

a. Critical Roles of Instructional Staff:

Reinforce social distancing protocol with students and paraprofessionals and embrace the challenge of establishing a positive learning climate.

- Limit group interactions to maintain safety.
- Fully support building logistics (e.g., entering, exiting, one-way hallways).
- Become familiar with Google Classroom and on-line supplemental materials.
- Promote digital citizenship for virtual models.

- Lesson plans are standards-based with instruction that meet the needs of students at various levels.
- Routines should be predictable and structured.
- Maintain student engagement.
- Increase Parent/Guardian communication and note on Realtime.
- Set clear expectations for remote and in-person students.
- Review 2019-2020 4th marking period report card for signs of regression.
- Assess professional development needs.
- Assess student progress early and often.
- Adhere to all applicable IEP modifications.
- Communicate with immediate supervisor.
- Relevant duties required from immediate supervisor.

The Hampton Academy Instructional Staff are a well-seasoned group of educators with a wide variety of experiences. Each one displays a constant desire to improve the academic success and emotional well-being of all students. During the enforcement of this Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 2020-2021 school year.

b. Critical Roles of Clinical Staff:

- Reinforce social distancing protocol with staff and students when appropriate.
- Limit group interactions to maintain safety.
- Fully support building logistics (e.g., entering, exiting, one-way hallway).
- Become familiar with on-line platforms for use with your caseload.
- Promote digital citizenship for virtual models.
- Assist instructional staff with providing updates to parents/guardians.
- Communicate regularly with sending districts.

- Support embedding social emotional learning into classroom experiences.
- Assist in facilitating a positive virtual experience.
- Conduct formal and informal assessments to measure the emotional well-being of returning students and identify emotional regression.
- Identify high risk students.
- Supply caseload with continuous guidance and support.
- Communicate with immediate supervisor.
- Relevant duties required from immediate supervisor.

The Hampton Academy Clinical Staff are a well-seasoned group of educators with a wide variety of experiences. Each one displays a constant desire to improve the academic success and emotional well-being of all students. During the enforcement of this Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 2020-2021 school year.

c. Critical Roles of Support Staff/Paraprofessionals:

Instructional Paraprofessionals that usually serve in physical classrooms or other learning environments supporting Instructional/Clinical staff may also provide support in the virtual environment, especially for struggling students. Other roles may include:

- Lead small group instruction when directed and ensure social distancing.
- Research websites, videos and links for accessible activities that instructional staff can incorporate into lessons.
- Provide students with consistent conditions for learning reminders.
- Supervise students at all times.
- One-to One Paraprofessionals complete daily log for all learning models.
- Other duties as requested by instructional staff and immediate supervisor.

The Hampton Academy Support Staff/Paraprofessionals are a well-seasoned group of educators with a wide variety of experiences. Each one displays a constant desire to improve the academic success and emotional well-being of all students. During the enforcement of this Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 2020-2021 school year.

d. Critical Roles Technology Staff:

- Provide ongoing support with technology to students, families and staff.
- Ensure all virtual learning models are operating effectively.
- To the extent possible, provide loaner devices to establish a positive virtual experience for students, families and staff.

All Staff will be encouraged to depart for the day, once required working hours are completed, to allow for a thorough cleaning and disinfection of the facility and to minimize contamination.

C. Policy and Funding

1. School Funding and Purchasing.

The impact of the COVID-19 pandemic has the potential to present fiscal challenges to Hampton Academy for the delivery of instruction, related services and other basic operational needs during the 2020-2021 school year. To assist in avoiding any interruptions to daily operations for the Fall, an on-going assessment of critical needs are currently in place to address the following areas:

- ✓ Staff Shortage- Postings are in place for all vacant positions.
- ✓ Personal Protective Equipment (PPE) - The Hampton Behavioral Health Center will supply all PPE needed to support the Conditions for Learning listed in section 1.
- ✓ Instructional/Clinical Supplies (e.g., classroom needs, textbooks, consumables, office supplies) - Instructional/Clinical staff will submit purchase order requests, with brief justifications when needed, to the Executive Director/Principal for review. Recommendations for final approval will be submitted to the Chief Financial Officer (CFO) for final approval or alternate actions. Virtual learning tools will be prioritized.
- ✓ Technology Needs (e.g., laptops, Chromebooks, hot spots- The Executive Director/Principal, Assistant Director, Technology Staff and CFO will work collaboratively to secure appropriate technology needs to support a successful virtual learning experience or in-person/hybrid platforms.

- ✓ Miscellaneous Purchases- (e.g., necessary classroom/building supplies) - Item items may be approved following the current request procedure for necessary classroom/office/maintenance/repair expenses.

(2) Policies, Procedures and Protocols.

The impact of the COVID-19 pandemic will have wide ranging effects on the daily operations of our school. In preparation for the 2020-2021 school year, Hampton Academy has updated policies and procedures, and developed protocols that will assist in implementing a successful Restart and Recovery Plan. This process will be on-going and re-visited as the school year progresses. The following are examples of updated Policies, Procedures and Protocols that have been re-visited.

- Student Attendance Policy
- Cleaning Protocols
- Employee/Student/Visitor Screening Policy/Protocols
- Social Distancing Policy
- Hand Hygiene Policy
- Visitor Policy
- Summer Program held during COVID-19-Public Health Emergency Policy.
- Personal Protective Equipment Policy.
- Environmental Cleaning Policy
- Acceptable Use of Technology Agreement.

All Policies will be maintained in the Master Policy Manual upon Executive Board approval.

D. Continuity of Learning

Hampton Academy staff anticipates the likelihood that many students made less than anticipated academic and emotional growth during the 2019-2020 school year. The move to a fully remote learning environment happened quickly and created significant challenges for staff, students and their families. To ensure this Restart and Recovery Plan is delivered in a manner that allows students to reach their full potential, the instructional and clinical staff will thoroughly review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was provided. If a learning loss is noted, Hampton Academy will work collaboratively with their sending districts to implement additional services when appropriate.

Hampton Academy will provide Instructional Staff with planning time each Wednesday afternoon effective December 9th, 2020. Students will be dismissed at 12:30PM to accommodate.

1. Technology and Connectivity

A large portion of the re-open committee meetings were devoted to discussions and recommendations which lead to the assurance that every student has access to a device and connectivity. While a good portion of our current students have access to a device and connectivity, a survey conducted in July noted a digital divide, especially amongst our high risk population. Hampton Academy collaboratively agreed that this key subject area be a top priority in our re-opening plan.

Therefore, Hampton Academy has conducted a needs assessment that addresses its technology deficit and is working to resolve the following issues as we approach the 2020-2021 school year:

- Update existing Technology Use Agreement to support the implementation of virtual learning platforms and deployment of appropriate devices.
- Upgrade staff technology (e.g., laptops)
- Upgrade student used Chromebook and prioritize use
- Address on-site connectivity issues (e.g., streaming ability)
- Secure "Hot Spots" and prioritize use

Addressing these issues will allow instructional/clinical staff the ability to establish a plan that are innovative, cultivate a clear sense of shared purpose and goals, encourages collaboration among co-workers and fosters an effective partnership approach with students, family members and caregivers.

2. Curriculum, Instruction and Assessments

Even during these unprecedented times, Hampton Academy has a duty to plan instruction and utilize curriculum that meet the New Jersey Learning Standards (NJSLs) and are Individual Education Plan (IEP) supported. A complete inventory of existing curricular materials and a needs assessment to support virtual learning will be executed to ensure a seamless transition to all learning models. Instructional plans will provide flexibility, promote innovation and take advantage of school/staff strengths. This year, more than ever, Hampton Academy will strive to develop the student's metacognition. Metacognition is critical for the learning process. This approach teaches the why, not just the how. It helps our students to be active readers and critical thinkers. Above all this approach increases confidence and empowers students to transfer the concepts they learn in the classroom to other disciplines and to real life as they face transitions from various learning platforms.

To accomplish these goals instructional/clinical staff will plan using the following:

- Textbooks/Consumables using approved curriculum.
- Pre-recorded virtual/on-site lessons.
- Live instruction, guidance and support.
- Approved digital platforms (e.g., google classroom, zoom).
- Teleconferenced instruction, guidance and support.
- Current event periodicals.
- Other materials approved by the immediate supervisor.

The Hampton Academy Instructional and Clinical Staff will utilize the following forms of assessment to identify progress and/ or the possibility of existing regression:

- ❖ Pre-assessment (e.g., Informational surveys, questionnaires, inventories).
- ❖ Formative Assessment (e.g., weekly quizzes, 1 minute reflection writing assignments, in-class discussions, homework assignments).
- ❖ Interim Assessment (e.g., chapter test, mid-term grades, extended essay, project scored with a rubric).
- ❖ Summative Assessment (e.g., Final essays, final projects, final grades).

Regular assessment protocol will remain in place for the upcoming school year that address academic achievement and mental health functioning (e.g., KTEA, CGAS)

3. Professional Learning/ Career Education

The Hampton Academy Professional Development has developed a comprehensive plan that provides professional learning that will better equip staff to adapt to the current educational environments and experiences. Presentations will prepare staff in meeting the social, emotional, health and academic needs of all students. Professional learning opportunities will be presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards based instruction remotely.

Each staff members Professional Development Plan (PDP) and Personal Improvement Plan (PIP) will reflect areas relevant to these unprecedented times, but display flexibility and adaptability to the changing needs of the school and individual educator. Progress on professional learning opportunities will be monitored throughout the school year via mid-year progress reviews, annual performance (self-report) and end of the year performance review (immediate supervisor).

Using the strengths of staff, all Hampton Academy seniors will be placed in a cohort environment to maximize readiness for graduation and post-high school plans. Features of this strategic placement include:

- A centralized location that provides individualized guidance for transition planning.
- Knowledgeable staff.
- Through partnerships with state and local agencies, students have access to a variety of post-secondary education, military options, community living and independent living services.
- Parents/Caregivers are actively encouraged to participate in planning and programming.
- Expectations are set for student's to make informed decisions about their future, personal, educational, work and financial goals.

The Hampton Academy Restart and Recovery Plan provides parent/guardians, sending districts, students and staff with guidance that include necessary limitations to protect the health and safety of our students and staff. This guidance is built upon that premise, but with the recognition that we must be ready to adjust our educational models and staffing should the spread of the virus and consistent health data require it.