



August 18, 2021

RESTART & RECOVERY PLAN

The Safe Return to School

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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 (Updated 08/25/21)
2. Leadership and Planning (Updated 08/25/21)
3. Continuity of Learning (Updated 08/25/21)

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 3 to 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 regularly.
- Operational heating and A/C units will be utilized.
- Hand Sanitizing opportunities will be stationed throughout the school.
- Student's will be encouraged 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 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.**

- Staff and students shall be mindful of appropriate social distancing recommendations.

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

- Hampton Academy's Attestation/Screening Procedure follows all current UHS/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.
- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others in a designated area.
- 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.
- 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.

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.
- Breakfast/Lunch items brought in by students must be “ready to eat”. (No refrigeration/microwave will be available)

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

- During recess, 3 to 6 feet of open space is recommended.
- Indoor activities: Masks are required
- Individual students will participate in activities which support social distancing at all time.
- Outdoor activities: In general, masks do not need to be worn.
- 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.
- Staff and students should 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.

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 start of the 2021-2022 school year, Hampton Academy has planned 4 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 new 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 giving thought to prioritizing relationships and well-being, establishing routines, maintaining clear communication and support feeling safe, connected and hopeful.

Hampton Academy will implement its revised 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 Restart Committee

In late June 2020, 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 Governor's 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-pu 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 2020, 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. During the months of July and August 2021, committee members continued to monitor COVID-19 guidelines as they were announced, in preparation of the 2021-2022 school year.

The Following Subcommittees/teams/student organizations will meet regularly to address school specific needs as COVID-19 evolves:

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

2. Scheduling/Quarantine Accommodations

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. Hampton Academy's 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 and sending district, will be afforded appropriate accommodations, per NJDOE recommendations.

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 a 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 a 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 a 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.

b. 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).
- Remain familiar with Google Classroom and on-line supplemental materials.
- 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 the return to full time in-person learning.
- Review 2020-2021 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.

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 revised Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 20210-2022 school year.

c. 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).
- Assist instructional staff with providing updates to parents/guardians.
- Communicate regularly with sending districts.
- Support embedding social emotional learning into classroom experiences.
- 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.

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 revised Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 2021-2022 school year.

d. Critical Roles of Support Staff/Paraprofessionals:

- Lead small group instruction when directed and ensure social distancing.
- Provide students with consistent conditions for learning reminders.
- Supervise students at all times.
- One-to One Paraprofessionals complete daily log.
- 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 revised Recovery and Restart Plan they will combine this desire with a commitment to safety to ensure a successful 2021-2022 school year.

e. Critical Roles Technology Staff:

- Provide ongoing support with technology to students, families and staff.

C. **Continuity of Learning**

Hampton Academy staff anticipates the likelihood that many students made less than anticipated academic and emotional growth during the 2020-2021 school year. To ensure this revised 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 2020-2021 school year. 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 Staff with planning time/informational sessions on several Wednesday afternoons during the school year.

1. Assessment

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)

2. Professional Learning/ Career Education

The Hampton Academy Professional Development Committee has developed a comprehensive plan that provides professional learning to better equip staff to adapt to the current educational environments and real world experiences. Presentations will prepare staff in meeting the social, emotional, health and academic needs of all students.

Each staff members Professional Development Plan (PDP) and Personal Improvement Plan (PIP) will reflect areas relevant to these unprecedented times 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). Instructional/clinical staff are expected to attend the NJEA/ASAN convention

Hampton Academy seniors will receive additional support to maximize readiness for graduation and post-high school plans.

Supports 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 revised 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.