

ABSECON PUBLIC SCHOOL DISTRICT
Safety and Security Handbook

Section IV

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2020-2021 Restart and Recovery Plan

CONDITIONS FOR LEARNING

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning

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

General Guidance

- The district will follow CDC guidance for Schools and Childcare Programs.
- The district will establish and maintain communication with local and state authorities to determine current mitigation levels in our community.
- The district will provide ongoing public notice to the school community regarding operations, facilities, procedures, and health protocols.
- Parents will be provided with a daily COVID-19 Screening Form to review prior to sending their student to school. The form will require initial signature of acknowledgement and will be kept on file.
- Staff will be provided with a daily COVID-19 Screening Form to review prior to arriving at work. The form will require initial signature of acknowledgement and will be kept on file.

Personal Hygiene Practices

- Hand washing with soap and water for at least 20 seconds is the preferred method for cleansing. When hand washing is not available, hand sanitizer with at least 60% alcohol will be utilized. All students are to be monitored when utilizing hand sanitizer.
 - Hand washing/Sanitizing upon entry and exit from the building
 - Hand washing/Sanitizing upon entry and exit from the classroom
 - Hand washing/Sanitizing before and after each bathroom visit
 - Hand washing/Sanitizing before and after each meal
 - Hand washing/Sanitizing after coughing/sneezing/or nose blowing
 - Encourage students and staff to use a tissue to cover each cough/sneeze. Expectations for coughing and sneezing will be presented during the opening days of school, for students and staff.
 - Throw away tissue after each use

Face Coverings

- All adults will wear facial coverings at all times, unless medically contraindicated or when consuming food/beverage.

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- The school district will provide facial coverings for staff or they may choose to wear their own.
- Students are required to wear masks at all times, unless doing so would inhibit the student's health.
- Students will be socially distanced in classrooms to the recommended space as possible; physical barriers will be provided when social distancing in the classroom is not possible.
- Social Distancing will occur in common areas; however, use of common areas will be limited by having students remain in classrooms whenever possible via rotating hallway schedules, and by reducing the total student population each day.

Reasonable accommodations will be provided, as applicable, for:

- Older adults (aged 65 years and older)
- Individuals with Disabilities
- Serious underlying medical conditions
- Medically fragile students 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)

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

General Guidance

- Capacity will remain within the guidance outlined by the NJDOE and NJ State regulations.
- Students are placed in assigned seating areas at least 6 feet apart when able
- All desks will be facing the same direction as able.
- Desks at the elementary level will be outfitted with individual clear barriers
- Desk barriers will be utilized for individual students assessment, related services, and direct student contact that occurs within the recommended 6 foot perimeter.
- PPE will be worn when students circulate through the classroom via designated pathways.
- Students will be provided with individual use writing utensils, supplies, instructional materials, and technology.
- Shared items will be limited to necessary items and sanitized after use
- Sanitizing stations with at least 60% alcohol sanitizer, or sinks with soap and water, will be located within each room.
- The district will ensure that indoor facilities have adequate ventilation,

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- including operational heating, and ventilation systems where appropriate.
- Recirculated air will have a fresh air component.
 - Windows will be open if air conditioning is not provided.
 - Air filters will be changed twice as often as recommended by the manufacturer, every 3 months.

c. Critical Area of Operation #3 Transportation

General Guidance

- Students will be required to wear facial coverings on school buses.
- Students must wear facial coverings at communal bus stops.
- Identification/Accommodations for students who are unable to wear a face due to an underlying medical condition(s).
- Students who are unable to wear a mask, as identified by School Physician and with proper documentation should sit at the front of the bus.
- Seating Charts/assigned seats will be created and will include families/siblings seated together whenever possible.
- Social distancing within the school bus will be put in place to the maximum extent possible.
- Parents have been given the option to provide their own transportation to reduce potential spread. This information will be documented and maintained by the Transportation Department at the Board of Education Office.

Cleaning and Sanitizing

- The school bus will undergo sanitizing protocols following each bus route within the CDC Best Practices for cleaning and disinfecting transport vehicles.

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

General Guidance

- Health screenings will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- The screening protocol will take into account students with disabilities and accommodations that may be needed in the screening process for those students and employees.
- Temperature checks will occur in all schools and district facilities at designated areas.
- Students, staff, and permitted visitors must enter through designated entrances.

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- Designated staff will monitor student, staff, and permitted visitor entry into schools and buildings. Staff will be trained in the temperature scanning device.
- If a permitted visitor's temperature is elevated, he/she will be denied access to the building.

Student Flow, Entry, Exit, and Common Areas

- Students arriving and departing via school bus will enter the building at a designated location.
- Students arriving via their own transportation will enter through the school building using assigned entrances per grade level on a staggered start time schedule.
- Students are required to wear facial covering upon entry into the building and throughout the school day.
- Social Distancing will occur in common areas; however, use of common areas will be limited by having students remain in classrooms whenever possible via rotating hallway schedules, and by reducing the total student population each day, and throughout the hours of the day as accomplished through staggered start and dismissal times.
- Age-appropriate [Signs](#) will be printed posted throughout the buildings.
- Floor markers may be utilized for line spacing and hallway flow directions.
- No visitors will be permitted into the buildings, unless deemed necessary by the principal or District Administration.
- The District will utilize a tiered bussing system that allows for staggered drop-off and pick-up times between designated grade levels.
- Use of "One-Way" routes in specific areas of our campus will be used whenever possible.
- Staff will ensure that proper social distancing is followed when students are lined up in hallways.

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

Screening Procedure:

- General Guidance
 - Health screenings will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
 - Results will be documented when signs/symptoms of COVID-19 are observed.
 - The screening protocol will take into account students with disabilities

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and accommodations that may be needed in the screening process for those students and employees.

- Temperature checks will occur in all schools and district facilities at designated areas upon entry and again during the course of the school day as needed and when possible.
- Students, staff, and permitted visitors must enter through designated entrances.
- Designated staff will monitor student, staff, and permitted visitor entry into schools and buildings. Staff will be trained in using the temperature scanning device .
- If a permitted visitor's temperature is elevated, he/she will be denied entry.

- Staff

All staff will be provided with the [COVID-19 Screening Form](#) to be completed each day prior to their arrival to work. Temperature scans will be taken at each designated entrance upon staff arrival. Any staff member with an elevated temperature, or exhibiting designated symptoms of illness will be excluded from entering the building.

- Students

All families will be provided with a [COVID-19 Screening Form](#) to be reviewed each day prior to a student's arrival to school. Temperature scans will be taken at each designated entrance upon arrival. Any student with an elevated temperature, or exhibiting designated symptoms of illness will be excluded from entering the building.

- Visitors

Visitors are encouraged to communicate with the school via remote means (phone/email) or through our intercom system located at the main entrance of each school. Entrance into any school building will be limited to extenuating circumstances. All visitors will complete the [COVID-19 Screening Form](#), participate in a temperature scan, and must wear a mask upon entry into a building. Access to areas within the building will be limited to the immediate needs of their visit. No visitor will be allowed entry into the building without a facial covering.

Personal Protective Equipment:

- All Absecon Personnel and district visitors over the age of 2 years must wear a face covering at all times unless doing so would inhibit the individual's health.
- Reasonable accommodations will be made as appropriate for individuals unable to wear a face covering
- District staff are provided with a complimentary mask and face shield as appropriate.
- Students are provided with one reusable mask. Students are required to provide their own masks thereafter; however, school buildings are equipped

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- with replacement masks for students who are without.
- Transparent dividers are affixed to student desks to maximize safety within the classroom settings.

Response to Symptomatic Individuals:

Staff members are to report to their immediate supervisor and school nurse when symptomatic. Students who arrive at school with an elevated temperature or exhibiting designated symptoms of illness will be removed from the entryway. A staff member on duty will notify the school nurse, who will then accompany the student to a designated Isolation Room, that will be. After an assessment, the nurse may contact the parent/guardian to retrieve the student and take them home. A student may not return to school unless they present as symptom free for 24 hours, or have a physician's note.

Confirmed Cases:

NJ law requires the investigation of all reportable communicable diseases including COVID19. With every positive COVID19 case, initial contact with the individual is done as soon as possible by the Local Health Department where the case-patient resides. During the course of this interview, attempts are made to collect information about the case-patient's course of illness and exposures, which would generally include where the case-patient may have been exposed and where they potentially exposed other individuals. Following NJ Dept of Health guidelines, information obtained here will subsequently dictate our next course of action including contact tracing, additional education, and notification of appropriate individuals or entities. Due to HIPAA confidentiality laws, the Division of Public Health is not permitted to reveal the person's identity however the administration most likely will be contacted in order to provide information regarding any close contacts.

f. Critical Area of Operation #6 Contact Tracing

Upon notification that a resident has tested positive for COVID-19, the Atlantic County Health Department will call the school district 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 ten minutes.

The school district will assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual/student/staff member and/or their contacts.

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The school district will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them. District staff will participate in the [COVID-19 Contact Tracing: A Course from Johns Hopkins](#) and turn-key relative information to necessary staff.

The district will adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).

A staff liaison(s) shall be designated by the Superintendent or designee to assist the Health Department for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

The school district will develop a system to allow staff, students, and families to self-report symptoms and/or suspected exposure which could assist school districts to provide prompt notification.

Health departments are responsible for conducting COVID-19 case investigations and contact tracing and have legal mandates to investigate cases of communicable disease and a duty to notify contacts of exposure. The district will continue to work with the health departments whenever necessary.

g. Critical Area of Operation #7 Facilities Cleaning Practices **Maintenance and Custodial Procedure Manual**

Increased Cleaning and Disinfection

- The custodial staff will clean objects/surfaces frequently touched on a daily basis (i.e. doorknobs, light switches, classroom sink handles, countertops).
- Cleaning and disinfection is included in policy 3510.
- The custodial staff will use all cleaning products according to the directions on the label. Staff will follow the manufacturer's instructions for all cleaning and disinfection products (i.e. concentration, application method, contact time, etc.).
- [A list of products that are EPA-approved for use against the virus that causes COVID-19 will be used as a reference when cleaning.](#)
- In addition to normal nightly cleaning, all areas will be fogged with an electrostatic sprayer.
- Air scrubbing filtration devices will be utilized within the nursing offices and isolation space.
- Daily cleaning checklists will be used for all areas of the building.
- Filters will be changed twice as often as recommended by the manufacturer, every 3 months.

High Touch Areas

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- Water fountains will be closed. Students will be instructed to bring their own water bottles or will be provided with single use disposable cups.
- All high touch points will be disinfected prior to the start of the day, and once again mid day to the maximum extent possible.
- Buildings and Grounds staff will provide teachers and staff with EPA-registered disposable wipes so that commonly used surfaces can be wiped down regularly at their discretion, in addition to scheduled cleaning times identified within our District Cleaning Guidance.

Bathrooms

- Bathrooms will be monitored by district staff, and sign in sheets will be used to monitor contact tracing in all buildings.
- Number of students in bathrooms at the same time will be reduced, not to exceed the number of stalls in one area.
- Bathrooms will be cleaned daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency and District Cleaning Guidance.
- Bathrooms will be equipped with paper towels.

h. Critical Area of Operation #8 Meals

General Guidance

- Meals will not be consumed within the course of the shortened school day.
- There will be no family style, self-service, or buffet options for meal distribution.
- Custodial staff will clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA) to the maximum extent possible.
- Meal preparation staff individuals will wash their hands after removing their gloves or after directly handling used food service items.
- The Food Services Department will following outlined guidance from the New Jersey Department of Agriculture regarding compliance with the Child Nutrition Program rules and regulations.
- The food services staff will supply, and students will utilize, disposable food service items such as utensils and dishes.
- Hand washing and/or hand sanitizing will occur before and after eating food to the maximum extent possible and students will be socially distanced.

Breakfast and Lunch

- All students have access to carry out breakfast and/or lunch at the designated full/reduced/free rate.
- Students will place an order each morning for their requested meal choices and they will be delivered a meal bag to their room at the conclusion of the day.
- Students ordering breakfast will be provided with a breakfast for the following

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day/s.

- Counting and claiming procedures include the use of student rosters and input into the POS system.
- Meals will contain reimbursable breakfast and reimbursable lunch components based upon school nutrition guidelines.
- Safety requirements will be met as documented in production records and within the use of time and temperature logs.

Distribution of Meals for Virtual Students

- Parents will be provided with a number to call and request meals. A week's worth of provisions will be provided to parents who request the service.
- All students have access to meals. Students will be identified as required to pay full price or receive a free/reduced rate in advance of distribution site food provision.
- Counting and claiming procedures include the use of student rosters and input into the POS system.
- Meals will contain reimbursable breakfast and reimbursable lunch components based upon school nutrition guidelines.
- Safety requirements will be met as documented in production records and use of time and temperature logs.

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

To address the needs of students in accordance with New Jersey Department of Education regulations and guidance, Recess and Physical Education will be provided through a virtual environment within our Hybrid In-Person Learning Model and All Virtual Models.

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

Field Trips

- There will be no field trips approved until further notice.

Extra-Curricular Activities

- The number of extracurricular and/or non-academic activities will be temporarily postponed or significantly reduced.
- Approved extracurricular and/or non-academic activities will meet in person with social distancing requirements. This will necessitate reduced student participation limits and scheduling to support cohort meetings.
- Activity advisors and administrators will ensure adherence to all applicable social distancing requirements and hygiene protocols during any approved extra-curricular and/or non-academic activities.

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Use of Facilities Outside of School Hours

- Use of facilities outside of school hours is limited to the Before and After Care PALS Program. The district will not approve the use of inside facilities for external groups.
- PALS will adhere to all requirements associated with the Camp and Childcare Standards.
- Facilities will be cleaned and sanitized in accordance with the school standards and EPA guidelines.

2. Academic, Social, and Behavioral Supports

a. Social Emotional Learning (SEL) and School Climate and Culture

Educator Well-Being

The district will provide educators with resources and a list of mental health providers both on the staff resources page of the district website and through principal's bulletins and communications. To the maximum extent possible, the district will encourage teachers to utilize telehealth services and communicate any workshops or opportunities to support mental health and care that may arise.

Social Emotional Learning

- The district will make deliberate efforts to communicate the importance of SEL and how it relates to student success to parents, students and community members.
- Elementary students will be provided with a designated period of instruction to address Social Emotional Learning.
- Middle School students will have SEL opportunities infused within the curriculum and will plan an active part in cross-curricular endeavors.
- The district will establish consistent routines for students while learning virtually and in-person to the maximum extent possible. Staff will model those routines and establish an environment that promotes well-being and support in both the virtual and in person settings.
- Individual consultations and long-term counseling will continue to be available to students through the Guidance Department, Child Study Team, and outside therapist.

School Culture and Climate

- The district will prioritize the health and emotional well-being of staff and students to the maximum extent possible.
- Administrators and staff will assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs.

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- The district remains an active member of the School Climate Transformation Project with the NJDOE and Rutgers University, and the Strengthening Teaching, Leading, and Learning Grant through FEA.

b. Multi-Tiered Systems of Supports (MTSS)

General Guidance

- Students will be provided with benchmark assessments in language arts and math in grades Preschool-8, in addition to curriculum-based measures within individuals content areas to ensure progress monitoring and data-driven instruction.
- Preschool will be provided benchmark assessments as infused through the implementation of Creative Curriculum, and monitored by Teaching Strategies Gold data collection.
- Continued implementation of the Preschool Intervention and Referral Team, as well as the Intervention and Referral Services Team and Child Study Team will continue to individually assess student needs following referral and provide appropriate intervention and services.
- A focus on tier one and tier two strategies regarding the Response to Intervention Model, RTI, will be utilized to deliver instruction and identify individual students' strengths and weaknesses through differentiation and smaller class sizes.

Family Engagement

- The district recognizes students have many different levels of in-home support and will continue to facilitate family participation to the maximum extent possible, and will utilize multiple platforms to reach families. These platforms include, but are not limited to, the district and schools' webpages, social media, messaging applications, and emails.
- The district will continue to involve parents/guardians in district and school level planning teams to the maximum extent possible.
- The district will continue to communicate plans/information in both English and Spanish.

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c. Wraparound Supports

Mental Health Supports

The school counselors, CST, teachers, and administrators will assess and monitor students' mental health according to a mental screening protocols and assessments. Services and supports will be offered in accordance with district resources and local agencies.

Primary Health and Dental Care

The district will continue to coordinate referrals to government agencies such as the NJ Department of Children and Families and the Department of Human Services to the maximum extent possible.

Family Engagement

- The district administered a survey to parents in both English and Spanish to assess the needs of families during the reopening phase.
- Parent & Community events were held on July 28th and July 30th to address our reopening plan and respond to questions or concerns. These meetings were held in a hybrid model of in-person participation and online participation.
- The district will continue to utilize multiple platforms to reach families. These platforms include, but are not limited to the district and schools' webpages, social media, messaging applications, and emails.
- The district will continue to involve parents/guardians in district/ school level planning teams to the maximum extent possible.
- The district will communicate in writing, in English and Spanish, to outline plans for the upcoming academic year. This correspondence will include expectations for students and families.
- The district will continue to utilize multiple platforms to disseminate information and updates to all stakeholders. These platforms include, but are not limited to, the district and schools' webpages, social media, messaging applications, and emails.

d. Food Service and Distribution

- The district recognizes our community's need for food service and distribution and will continue to provide meal distribution options previously identified within this planning document.
- The district will continue to follow health and safety guidelines during meal services and distribution. In addition, the district will continue to work with the Departments of Agriculture and Health to ensure that concerns are addressed.
- The food distribution/ service plans are located in Critical Area #8 of this

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document.

e. Quality Child Care

- The district will offer childcare through our Before and After Care PALS program, which will adhere to childcare and camp guidance provided by the NJDOE
- The district understands and anticipates that children will need additional social emotional supports and coping strategies during drop-off and throughout the day

LEADERSHIP AND PLANNING

1. Establishing a Restart Committee

- a. Administration: Dr. Daniel J. Dooley, Superintendent; Tina Maruca, Business Administrator; Lindsay Reed, Director of Special Services/Curriculum; Kevin Burns, Emma C. Attales Principal; Dr. Shelly Richards, H. Ashton Marsh Principal; Brian Mills, Director of Facilities; Michael Morris, Technology Coordinator
- School Board Member: Christopher Cottrell, Megan Marczyk, Linda Wallace, Thomas Grites
- District Physician : Dr. Jeffrey Gong
- AEA Representative: Mariella Deleener, President
- Educators: Danielle Bergeron, Allene Brady, Robert Broomhead, Janice Clark, Brianna Cooper, Jessica Fey, Carol Hargrove, Barbara Horner, Catherine McGowan, Kelly Montgomery, Jessica Newkirk, Nilcy Ramirez, Currie Roberts, Douglas Scholder, Elizabeth Tully, Melissa VanEmbden, John White, Amanda Witmer
- Parents: (7)
- Students: (5)
- School and Community Stakeholders
Kimberly Horton, Mayor; Kim Parker, Food Services; Cinthya Llerena, Preschool Coach

2. Pandemic Response Teams

- a. H. Ashton Marsh Elementary
- Administration: Dr. Daniel Dooley, Superintendent; Dr. Shelly Ward Richards, Principal; Lindsay Reed, Director of Special Services/Curriculum
- Teacher: Donna Nastasi, Tori Brady, Marybeth Cugini, Michelle Miller, Rose Guerrera, Beverly Fahy
- Child Study Team: Teri Calloway
- Counselor: Mary Alvarado
- School Nurse: Mariella Deleener
- Safety Personnel/Team Members: Rita Brown

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Custodial: Brian Mills

Parent (4)

b. Emma C. Attales Middle School

Administration: Dr. Daniel Dooley, Superintendent; Kevin Burns, Principal; Lindsay Reed, Director of Special Services/Curriculum

Teachers/Staff: Nilcy Ramirez, Shana Caputo, Currie Roberts, Catherine McGowan, Hillary Pelly, Brian Kehoe, Caroline Bell, Bob Evans

Child Study Team : Lindsay Reed, Director of Special Services/Curriculum

Content Representatives: Barbara Horner, Kelly Montgomery

Counselor/Safety Personnel/Team Members: Jessica Torcicollo, Det. Sgt. Rich Huenke

School Nurse: Mariella Deleener

Custodian: Brian Mills

Parents (10)

3. Scheduling

General Guidance:

- [Absecon Schedule for Instruction](#)
- Educational staff members will be present within their assigned building for the complete contractual day, with exceptions made for those requiring reasonable accommodations for health-related conditions
- The school day for both in-person hybrid and remote learning will include the required 240 minutes of instruction of the NJSLS. Student breaks, transitions, lunch and recess within the school day are not included within the 240 minutes of instruction.
- Remote instruction will include synchronous and asynchronous learning opportunities. All live remote instruction will be recorded and posted for later viewing to account for factors related to equity and access to instruction.

H. Ashton Marsh Elementary School

- Virtual Learning is an option for parents to commit to from September 2020 through January 2021.
- Students will participate in core content areas of Language Arts, Mathematics, Social Studies, Science, and Social Emotional Learning in person. Virtual learning will continue for the special areas, recess, and lunch.
- Students will remain in learning cohorts (assigned classroom) while participating in in-person learning to minimize extended exposure to individuals outside of the learning cohort.
- Preschool through Fourth grade will attend school Monday through Friday.
- Arrival and End Times:
 - Preschool - 2nd Grade - Arrive at 9:15am, End time: 1:15pm
 - 3rd - 4th Grade - Arrive at 8:30am, End time: 12:30pm

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Emma C. Attales Middle School

- Virtual Learning is an option for all Attales parents to commit to from September 2020 through January 2021.
- Fifth Grade (In-Person Model) will attend school Monday through Friday from 8:30am until 12:30pm. Students will participate in core content areas of Language Arts, Mathematics, Social Studies, and Science in person. Virtual learning will continue for the special areas, recess, and lunch.
- Sixth through Eighth Grade (Hybrid Model) will arrive at 7:45am and end at 11:45am while participating in an alternating day schedule. Students will participate in-person on Monday and Tuesday or Wednesday and Thursday, while Friday is a virtual learning day for all students in grades 6-8. Virtual learning will continue for the special areas, recess, and lunch.
- Students will remain in learning cohorts while participating in in-person learning to minimize extended exposure to individuals outside of the learning cohort.

Full Time Remote Virtual Learning

- The district's plan for virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
- The schedule for remote learning will be utilized by the district if there is a need to eliminate the in-person hybrid model for instruction as determined by the NJDOE, State government, and/or health officials.
 - [2020-2021 Absecon School Health Related Closure Plan](#)
- A school day will consist of not less than 120 minutes of student engagement.
- The school district will accommodate opportunities for synchronous and asynchronous instruction to the maximum extent possible.
- Families can request to participate in a full time remote learning model by completing the 2020-2021 Virtual Learning Agreement and submitting to the office of the Superintendent.
- Requests to begin the school year in a remote learning model must be received by the designated deadline to ensure appropriate planning.
- Requests to transition from an in-person/hybrid learning model to a full time remote model may do with completion of the Virtual Learning Agreement.
- Once a student enters a full time remote learning model, they are to remain in virtual learning through January 2021.
- Requests to transition into full time remote learning will be considered and approved notification will be distributed by the Superintendent within one week.

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- A student may transition to an In-Person learning model following participation in virtual learning beginning beginning with the 3rd marking period.
- Families requesting to transition from virtual to in-person learning must submit a formal request by way of completed transition request form to the office of the Superintendent by November 15, 2020.
- Students transferring into the Absecon School District will be given the option to choose an in-person hybrid model or full time virtual model for instruction.

4. Staffing, In-Person and Hybrid Learning Environments: Roles and Responsibilities, and Technology Needs

General Guidance

- The district will continue to consider access and equity for staff to ensure continuity of student learning to the maximum extent possible.
- The district will clearly communicate with teachers and staff regarding expectations and support for student learning.
- The district will strive to accommodate educators working in-person and virtual learning, and allow students to meet their required instructional hours for the day by participating in work virtually, while other students receive in-person instruction to the maximum extent possible.
- The school district will comply with all applicable employment laws when making staffing and scheduling assignments.
- The school district will follow the Mentoring Guidance, Educator Evaluation Guidance, and certification guidance.

Instructional Staff:

- Reinforce social distancing protocol with students and co-teacher, and/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.
- 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.).

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- 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.
- Teacher leaders should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families.
- Limiting on-line activities for preschool students.

Mentor Teachers:

- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
- Continue to maintain logs of mentoring contact.
- Mentor teachers should consider all health and safety measures when doing in-person observations.
- Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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.
- 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.

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- Hone 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).
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to 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.

Educational Services Professionals:

- Lead/monitor small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Provided targeted academic support and coaching to teachers.

Support Staff:

- 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.
- Lead small group instruction to ensure social distancing, when assigned
- Pre-record read-alouds around SEL activities and routines
- Provide real-time support during virtual sessions.
- Support families and students in accessing and participating in remote learning.
- Lead small group instruction in a virtual environment when assigned.

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- Facilitate the virtual component of synchronous online interactions.

Substitutes:

- District has developed a fixed schedule for substitute teachers to report to the building to support staffing needs.
- 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.
- Designate substitutes to a single school building or grade level to avoid too much movement between schools.
- Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

5. Athletics

Athletics will not take place for the Fall/Winter Season. The district will follow the guidance outlined through the NJDOE and NJSIAA regarding implementation of middle school sports.

POLICY AND FUNDING

1. School Funding

The district will likely need to purchase items not needed in the past (i.e. PPE and Cleaning Supplies) and experience increased demand for previously purchased goods and services. The district will 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 district has submitted an application through the NJDOE EWEG system to obtain its allotment of funds through the Elementary and Secondary School Emergency Relief (ESSER) Fund through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Additionally, The District will apply for financial assistance through the Federal Emergency Management Agency (FEMA) and the governor's newly created initiative to eliminate the digital divide between and among students.

2. Policy Updates

- [1250 Visitors](#)
- [3510 Operations and Maintenance of Plant](#)
- [3541.33 Transportation](#)
- [5141.2 Illness](#)
- [5141.3 Health Examinations and Immunizations](#)
- 6173.1 Remote Learning

CONTINUITY OF LEARNING

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1. Ensuring Delivery of Special Education and Related Services to Students with Disabilities

Special Education Instruction:

- Special education accommodations and modifications to instructional content will be implemented in accordance with a student's IEP.
- Case managers are in contact with out of district placements to ensure instructional plans are in place for attending students.

Special Education/504 Related Services:

- Related Services will be provided in person for those students attending school in our buildings. Within the scope of students participating in virtual learning, related services will be delivered in accordance with NJAC regulations as it applies to telepractice.
- Delivery of in-person services will align with the district's hygienic practices and space regulations as able, and will be performed with clear barriers separating the therapist from the student.
- (4/1/20) Upon NJ State Board of Education adoption of temporary rule changes to NJAC 6A:14 as it relates to the provision of Teletherapy for related services, services shall be offered in accordance to the individual IEP to the greatest extent possible.
- Related Services include, but are not limited to: Speech, Occupational, and Physical Therapies; Counseling; Interpreter Services; and Aides.
- Provision of services will be in an appropriate form based upon student needs, and may include, but are not limited to: Paper Instruction, Email, Voice Call, Google Classroom Lessons, and Video Conferencing.

IEP/504 Meetings:

- To remain in alignment with the district procedures for visitors, all meetings will take place within the virtual format with few exceptions.
- Meeting participants who enter the building will be required to follow the visitors procedures outlined within this plan.

2. Technology and Connectivity

General Guidance

- The district has conducted a needs assessments and determined the number of district provided devices and or internet access the students need in order to access remote learning/hybrid learning.
- The district will address the needs of all the students including those with learning disabilities, assistive technology needs, and language barriers to the maximum extent possible.
- The district will provide students and parents with resources to better use technology and digital platforms.
- The district will distribute individual devices prior to the reopening of school,

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and provide pods (hot spots for connectivity) at the district expense to ensure connectivity and equity for all students.

- Pods are provided through AT&T and will be distributed per household with capability of servicing multiple devices.
- Families are to report instances of device malfunction to the school and a replacement device will be provided immediately.

3. Curriculum, Instruction, and Assessments

Curriculum

- The district participates in the Strengthening Teaching, Leading, and Learning Grant through NJDOE and FEA. This project will continue implementation of the CAR model to collaboratively develop cohesive instructional units that maximize learning and drives content delivery with assessment data
- Benchmark assessments and curriculum based measures will assist in the identification of learning gaps to be addressed with the delivery of grade level content
- Essential standards and skills will be highlighted to promote student achievement and growth within the Hybrid and Virtual Learning Models.

Instruction

- The district engaged school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations and committees regarding instruction.
- The district will continue to develop age appropriate and unique learning experiences based on the needs of early elementary, elementary, middle, and high school students.
- The district will continue to develop a flexible learning plan that accounts for trauma and other challenges related to students' social and emotional needs to the maximum extent possible.
- The district will implement a design for learning and student engagement that fosters student ownership of learning, leverages student strengths, and promotes independent learning by engaging students in a variety of activities, eliciting feedback from students and remaining flexible in addressing changing academic needs.
- The district will use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material.
- The district's learning plan prioritizes process over product and provides rubrics for students that include criteria that will demonstrate a performance of understanding of essential standards.
- The district's learning plan utilizes multiple instructional approaches such that are both synchronous and asynchronous.

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- The district will provide regular time for educators and leaders to collaborate with colleagues to the maximum extent possible. This collaboration will be focused on the coordination of assignments; cross-curricular planning and common lessons and modules.
- The district will continue to assess collected data about how English language learners experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels to the maximum extent possible.
- The district will assess English Learners' levels of engagement and access in an in-person, virtual, or hybrid learning environment.

Assessment

- Assessments will be a driving factor in identifying individual student learning needs and will support differentiation for instruction.
- The district's assessment plan focuses on locally developed and other commonly selected baseline assessments (pre-assessments) and formative assessments to be delivered upon students' return to school.
- The district will identify sources of prior assessment data in order to inform remediation efforts.
- The district's assessment plan leverages online baseline assessments and formative assessments in either a fully virtual environment or hybrid learning environment to support the evaluation of students' strengths and areas for growth.

4. Professional Learning

General Guidance

- The district Professional Development Plan will include ongoing professional learning that is collaborative and ensures high-quality instructions for all students.
- The district will provide professional learning to assist staff in delivering developmentally appropriate, standards based instruction remotely to the maximum extent possible.
- The district will survey the staff to gain input relative to professional learning needs.

Mentoring and Induction:

- Induction will be provided for all novice provisional teachers and teachers new to the district in August 2020.
- The district's Mentor Plan outlines the requirements carried out by the district

Evaluation:

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- The district will conduct professional evaluations in accordance with the guidance outlined by the NJDOE
- The district will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- The district will develop observation schedules with a hybrid model in mind.
- The district will review and adhere to the requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans to the maximum extent possible.

5. Career and Technical Education (CTE)

Not Applicable

APPENDIX A

1. Parent Reopen Survey
 - [H. Ashton Marsh Elementary School Reopening Survey](#)
 - [H. Ashton Marsh Elementary School Reopening Survey \(Spanish\)](#)
 - [Emma C. Attales Middle School Reopening Survey](#)
 - [Emma C. Attales Middle School Reopening Survey \(Spanish\)](#)
2. 2020-2021 Absecon School District Remote Learning Agreement
 - [Learning Agreement](#)
 - [Learning Agreement \(Spanish\)](#)

As district physician Dr. Jeffrey Gong, I have reviewed the Absecon School District's Restart and Recovery Plan, and I am in agreement with the provisions outlined within the plan in accordance with NJDOE guidance and health protocols.

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As district physician Dr. Jeffrey Gong, I have reviewed the Absecon School District's Restart and Recovery Plan, and I am in agreement with the provisions outlined within the plan in accordance with NJDOE guidance and health protocols.

Signature 

8/10/2020
Date