

New Hanover Township School District COVID-19 Preparedness Plan

3/10/2020 (revised 3/19/2020) (Revised 3/23/2020) (Revised 4/3/2020) (Revised 5/15/2020)

Introduction

New Hanover Township School District (NHTS) is a small, diverse, PreK-8 district located in northern Burlington County. Per the New Jersey Department of Education (NJDOE) (2020), roughly one-half of the student population qualifies for free or reduced lunch, one-fifth are eligible for special education services, and one-fifth are English Learners. The district racial breakdown is as follows: 33% white, 37% Hispanic, 14% African American, 5% Asian, and 11% two or more races (NJDOE, 2020). Since New Jersey Commission of Education Dr. Lamont Repollet released his memo “Guidance Regarding Requirements for Public-Health Related Closure,” (Repollet, 2020), NHTS administration has met with multiple community stakeholders to develop a plan to meet the requirements contained in this memo. Dr. Repollet requested that planned services should include equitable instruction, provisions appropriate for students with special needs, and methods to continue providing school nutrition benefits (Repollet, 2020). The plan detailed in this document was developed in consultation with those stakeholders, is research-based, and specifically meets the requirements of the Commissioner. Additionally, district personnel are acutely aware of potential stigmatization of population subgroups including Chinese, other Asian Americans, and the Jewish Community. District staff has, and will continue to discourage associated stigma through daily education practices.

Rationale

As of March 11th, the Center for Disease Control (CDC), reported 15 confirmed cases of COVID-19 in New Jersey (CDC, 2020). The New Jersey Department of Health (NJDOH) described the risk assessment for the spread of COVID-19 as “a rapidly evolving situation and the risk may change daily” (NJDOH, 2020, p. 3). Additionally, Executive Order No. 103 stated that “additional cases of COVID-19 will be identified in the coming days, including more cases in the United States, and that person-to-person spread is likely to occur” (Executive Order No. 103, March 2, 2020, p. 2). While no evidence exists that children are more susceptible to COVID-19 and health agencies have found few confirmed cases of the virus in children, the Federal Drug Administration (FDA) currently does not recommend and has not approved any antiviral drug for COVID-19 (NJDOH, 2020). For these reasons and to meet the requirements stated above this section, NHTS administrators created this preparedness plan to allow for continuity of instructional in the event of a school closure or school dismissal.

Construct Framework

District administration studied CDC guidance prior to developing specific instructions for members of the community potentially affected by COVID-19.

Cleaning and Disinfecting

NHTS custodial staff follows CDC guidelines cleaning and disinfecting during all high risk periods for airborne contagions. This process occurred prior to COVID-19 risks and will continue. NHTS’ current, CDC-recommended cleaning procedures include use of disinfectant containing diluted household bleach or alcohol-based solutions with at least 70% alcohol (CDC, 2020). During closure, district personnel have cleaned the building weekly, following CDC

guidelines, during periods of meal distribution. To limit potential contamination, district administration have limited access to the building to these designated times. As the end of the academic year approaches, access to the building will be expanded to allow staff and students to retrieve personal items. Access will remain limited and will follow social distancing guidelines. Students and staff continue to use universal precautions including hand washing, staying home when ill, and communicating with local health professionals.

Administrative Guidance

On March 2, 2020, the NHTS emergency management team met to review and update our emergency plan to include preparedness for COVID-19. This included review of universal cleaning procedures for custodial staff, creation of agenda for faculty meeting, and gathering community resources.

Dr. Larkin has remained in contact with parents regarding plan updates through letters to families on March 9th and 10th. These letters were sent hardcopy with students, via email and, posted on the district website.

Staff Preparation

At our March 10, 2020 faculty meeting, the school nurse instructed staff how to address issues related to COVID-19. Per CDC recommendation (2020), staff encourage students to stay home if sick, clean frequently used surfaces, monitor absenteeism, and prepared work for students to be completed during a period of student dismissal or school closure. Additionally, staff mandate hand washing at specific times throughout the day and were encouraged to make plans for their own families.

Academic Plan

In consultation with teaching staff, NHTS administration developed a comprehensive academic plan for teachers to provide home instruction during a period student dismissal or school closure. Assignments will be relayed to students/parents via email. The district contact for academic planning will be Mr. David Bramley. His best contact will be via email at dbramley@newhanover.k12.nj.us.

PreK-2

Teachers will provide assignments to students using textbooks, Reading Eggs, and Dream Box. Assignments will be updated once weekly and will follow these recommended minimum guidelines:

20 minutes/day for Reading

20 minutes/day for Writing

40 minutes/day for Math

Staff will allot 5 minutes/day to communicate with parents via phone conference or email exchange.

3-5

Teachers will provide assignments to students using textbooks, Achieve 3000, and Dream Box. Assignments will be updated once weekly and will follow these recommended minimum guidelines:

30 minutes/day for Reading

30 minutes/day for Writing

60 minutes/day for Math

Staff will allot 5 minutes/day to communicate with parents via phone conference or email exchange.

6-8

Teachers will provide assignments to students using textbooks, GoogleClassroom, Achieve 3000, and Dream Box. Assignments will be updated once weekly and will follow these recommended minimum guidelines:

75 minutes/day for ELA

75 minutes/day for Math

PE, Art, and Music

Teachers will post activities weekly via email and through the district website. Special area teachers will also communicate with classroom teachers to infuse special area instruction into daily lesson plans.

Instructional Plan Update

From the beginning of closure, this remote plan has remained a living document, subject to modifications needed to best meet student needs. In consultation with district administration, staff learning plans have evolved following the guiding principles of structure and consistency. Staff have focussed learning activities and core learning and expanded opportunities for supplemental learning. General education teachers co-teach their online classes with special education teachers to provide accommodations and differentiation for all students.

Staff monitor student progress and participation while communicating with families daily. If students fail to submit all required assignments, district administration contact families to ensure safety and adequate delivery of instruction.

The chart below details each grade level’s current learning plan. Because the district has one class per grade (with one exception), plans are evolved and tailored to meet the specific student needs. Variance in time or activities result from granular classroom need and represent a general framework rather than specific mandates.

Grade Level	ELA mins/day	Math mins/day	SS/Sc mins/day	Accommodations for Diverse Learner	Supplemental Resources Used
PreK	45	20	15	Read-aloud Translation Services	Weekly Zoom Cosmic Yoga Sci Show PreKinders Go Noodle Singer Walrus
K	60	60	60	Translation Service Leveled Reading software Individualized instruction Modified work	Zoom SeeSaw Reading Eggs Raz Kids Scholastic Brain Pop
1	60	45	60 (inclusive with reading instruction)	Translation services Direct Instruction Modified work	Class Dojo Google Forms Zoom Dream Box Reading Eggs
2	75	60	30	Translation service Direct instruction Audio functionality Modified work	SpellCity Reading Eggs Dream Box Class Dojo Virtual field trips

Grade Level	ELA mins/day	Math mins/day	SS/Sc mins/day	Accommodations for Diverse Learner	Supplemental Resources Used
3	75	60	60 (inclusive with reading instruction)	Translation service Direct instruction Audio functionality Modified work	Google classroom Google slides Google forms DreamBox Xtra math Boom Cards OnCourse Assessment Zoom Achieve 3000 FlipGrid
4	75	60	30	Individual instruction Translation service Modified work Leveled reading	Zoom Google classroom Spell City Reading Eggspress Reading A-Z Journeys Dream Box Achieve 3000 Prodigy Newsela
5	75	60	60	Individual instruction Translation service Leveled reading Audio functionality Modified work	Dream Box Prodigy Achieve 3000 OnCourse Classroom Google Classroom
6	40	40	30	Individual instruction Translation service Leveled reading Audio functionality Modified work	Google classroom Google slides EdPuzzle DreamBox DeltaMath Road to Grammar Screencast-o-Matic

Grade Level	ELA mins/day	Math mins/day	SS/Sc mins/day	Accommodations for Diverse Learner	Supplemental Resources Used
7	40	40	30	Individual instruction Translation service Leveled reading Audio functionality Modified work	Google classroom Google slides EdPuzzle DreamBox DeltaMath Road to Grammar Screencast-o-Matic
8	40	40	30	Individual instruction Translation service Leveled reading Audio functionality Modified work	Google classroom Google slides EdPuzzle DreamBox DeltaMath Road to Grammar Screencast-o-Matic

Special Areas

Art-Students in Grades K-3 participate weekly virtual tutorials. Students create artwork that they then post to a Google Classroom site. Students in 4-8 participate in weekly, teacher-led tutorials through Google Classroom.

Media-Students in grades PreK-2 participate in a virtual Read-Along biweekly. Students in grades 3-8 are linked into a Media-specific Google Classroom for biweekly lessons.

PE-Students in grades PreK-8 participate in weekly PE activities via teacher-designed video activities.

Spanish-Students participate in weekly lessons posted in Google Classroom using various online platforms.

Summer Programming

The district intends to provide extended school year (ESY) services virtually. ESY will be taught by certified district staff and monitored by the Director of Special Services to ensure adherence to IEP's. Administration is also planning to conduct a virtual Title I program taught by district staff. The program will provide supplemental instruction to eligible students following the current remote learning plan. The district is also planning an alternate, on-site program, if regulations allow. Administration is currently auditing all federal grant spending with emphasis on Title IV spending. If possible, the district will utilize Title IV monies to expand at-home STEM opportunities for students.

Currently, teachers are assessing student learning in real-time using Reading Eggs, Achieve 3000, and Dream Box. These programs provide updated Lexile/DRA and grade levels in ELA and Mathematics. At the end of the academic year, teachers will complete a standards-based assessment to evaluate student learning across subject area. District personnel will use this data to determine student progress and develop learning plans for SY 20/21.

District officials are developing multiple graduation plans accounting for varying allowable ceremonies. Current plans include an all-virtual model and a hybrid model that includes a virtual and delivery-based component.

Alternative Methodology

All assignments will be available to students in paper copy. Parents were instructed to consult the school if they do not have access to WiFi. Students in grades 3-8 will take home district-purchased Chrome Books if they do not have a device at home. As staff and administration conduct on-going program assessment, students identified as not having access to

WiFi can pickup paper copy materials outside of the building during periods of meal delivery.

The contact person for alternative methodology will be Dr. Scott Larkin. His best contact will be via email at slarkin@newhanover.k12.nj.us.

Measuring and Addressing Digit Divide

New Hanover Township School District teaching staff closely monitor student digital access. As of May 13th, all NHTS students have accessed digit platforms. One (1) family reported difficulty connecting to WiFi, but resolved that challenge without requiring district assistance. Prior to closure, the district distributed devices to all students in grades 3-8. Following the initial days, teachers in grades K-2 expanded their use of digital platforms. The district responded by distributing devices additional devices to any student in need. Throughout closure, district officials have replaced defective devices on a rolling basis during meal distribution period. To date, the district has replaced approximately fifteen (15) devices.

Previsions for Students with Special Needs

Patterson and Tullis (2007) recommended that staff review IEP documents prior to beginning a period of home instruction. Under this circumstance, they stress that communication with families is vital (Patterson and Tulles, 2007). In the NHTS context, special education and general education teachers are reviewing student IEP's and communicating with families and student case manager to determine best methods for delivering appropriate instruction.

In typical home instruction scenarios, rate and frequency of instruction varies (Petit & Patterson, 2014). To guard against this potential inequity, the students' case manager and Director of Special Service will review assignments to ensure that they meet required rate and frequency, and contain mandated accommodations. Students in inclusive settings participate in

class activities with appropriate modifications as determined by IEP's and executed by certified special education teachers. Students in pull-out settings participate in ELA/SS and Math/Science learning blocks using Google Classroom, Class Dojo, Reading Eggs, Brain Pop, Prodigy, Dream Box, and PBS Kids. A dedicated special education teacher provides instruction and ensures adherence to IEP requirements. The contact person for matters related to special education and related services will be Mr. David Bramley. His best contact will be via email at dbramley@newhanover.k12.nj.us.

Related Services for Eligible Students

Currently, 28 students receive a variety of related services including behavioral intervention consultation, counseling services, occupational therapy, physical therapy, and speech-language therapy. District providers will work with students remotely when possible. The district case manager and Director of Special Services will log missed service time during a period of student dismissal or school closure. This lost time will be made up for through compensatory services offered once students have returned and/or school has reopened.

Tracking and Progress Reporting

Upon direction of the district Director of Special Services, Child Study Team (CST) members will conduct all appropriate conferences via telephone and schedule through IEP Direct. As of March 18th, staff had completed all third quarter progress reporting through IEP Direct. CST members remain in communication with families and staff to provide information, support, and guidance. Additionally, district staff monitors and records delivery of services to ensure students receive full entitlements.

Meeting the Needs of English Language Learners

The district employs one ELL teacher. During this period of closure, that teacher participates in her students' classroom activities including Google Classroom, Class Dojo, SeeSaw, and Zoom. She maintains her own Google Classroom to provide direct, supplemental instruction and communicates with families via phone and email. The district utilizes ParaPlus to translate written material and to attend virtual meetings when necessary. Individual classroom teachers use online applications, such as Class Dojo, that offer translation and bilingual functions.

Nutrition Plan (SFA Agreement No. 00503540)

District administration communicated with its vendor, NutriServe. Through collaboration, the district will provide breakfast and lunch to all students. Students eligible for free/reduced lunch will receive both meals automatically. Staff volunteers will deliver meals to individual residences each morning for the first week. Beginning March 23rd, district officials will prepare five (5) days of breakfast and lunches for eligible students. Meals can be picked up at the school on Mondays between 11am and 1 pm. To date, the district has distributed meals to approximately 1/2 of eligible families, including during spring break. Distribution location is in the rear of the building. District personnel leave meals on a table, one at a time, for families to pick up. This allows staff and families to maintain social distance. Reminders are sent to families via email, text, and voice communication. The contact person for matters related to food security and the district's nutrition plan will be Dr. Scott Larkin. His best contact be via email at slarkin@newhanover.k12.nj.us.

Attendance and Academic Progress

Students are marked present unless school personnel become aware that he/she is ill or unwilling to complete assigned class work. Attendance is recorded daily by staff members and checked by office support personnel. When a student fails to complete required assignments, class room teachers contact families first. If this does not resolve that matter, the teachers alerts district administration who will then make contact with the students' family via telephone call. District administration recognizes the unique and challenging nature of this learning environment. Therefore, students will not be penalized based upon attendance/level of work completion. Staff will complete a full year end standards-based evaluation of student progress to serve as an individualized roadmap for the upcoming academic year.

Board Approval Dates

3/19/2020, 4/30/2020, 5/21/2020

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential
Administration- Dr. Scott Larkin	School Principal	Supervise staff Attendance Officer Community Liaison	1
Maintenance-Danny Nelson	Head Custodian	Custodial Supervision Building Maintenance	1
Custodial-Scott Mattarese	Custodian	Cleaning Maintenance	1
Technology-David Bramley	Director of Curriculum	Teacher Supervision Remote Learning Plan Assessment	1
Food Service Personnel Lisa Goretski	Food Service Supervisor	Food Service Planning Meal Distribution	1
Food Service Personnel Anna Truffa	Food Service Worker	Meal Distribution	1
Teachers	Hours per day	Remote	Onsite
	6.5	6.5	0

Conclusion

District administrators recognize that information and data regarding COVID-19 is rapidly evolving. District officials intend to review this document as information becomes available and make appropriate revisions as needed. Additionally, district administrators have empowered staff to alter, as needed and in consultation with the Director of Curriculum, program specifics to best meet the needs of individual students.

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