

Hillsborough Township  
Public Schools



**School Health-Related Closure Plan**  
**HTPS Flexible Learning Plan**

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**Hillsborough Township Public Schools  
Flexible Learning Plan**

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## DISTRICT DEMOGRAPHIC PROFILE

Hillsborough Township, recently named one of the top 100 places to live by *Money Magazine*, is a suburban community of 54 square miles located in Somerset County, New Jersey. Hillsborough Township Public School District enjoys a student enrollment of approximately 7400 students in grades Pre-K-12. While there is no state funded preschool in Hillsborough, the district comprises a total of nine (9) schools: six (6) elementary schools (grades K-4), one (1) intermediate school (grades 5-6), one (1) middle school (grades 7-8), and one (1) high school (grades 9-12). The district employs approximately 1000 certificated and non-certificated faculty and support staff members.

The enrollment trends by student group (as outlined in the 2018-2019 School Performance Report and the 2020-2021 ASSA Summary Report) remain consistent and are delineated as follows:

<b>Student Group</b>	<b>Percentage of Total Population</b>
Female	48.8%
Male	51.2%
Economically Disadvantaged Students	9.3%
Students with Disabilities	17.8%
English Learners	2.1%
Homeless Students	0.1%
Students in Foster Care	0.2%
Military- Connected Students	N
Migrant Students	N

The enrollment by racial and ethnic groups (as outlined in the 2018-2019 School Performance Report) also remain consistent and are delineated as follows:

<b>Racial &amp; Ethnic Group</b>	<b>Percentage of Total Population</b>
White	54.9%
Hispanic	9.8%
Black or African American	5.2%
Asian	28.9%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.1%
Two or More Races	0.6%

## **BACKGROUND OF COVID-19 AND PANDEMICS**

### *Coronaviruses (COVID-19) and Pandemics*

On February 11, 2020 the World Health Organization announced an official name for the disease that is causing the 2019 novel coronavirus outbreak, first identified in Wuhan, China. The new name of this disease is coronavirus disease 2019, abbreviated as COVID-19. In COVID-19, 'CO' stands for 'corona,' 'VI' for 'virus,' and 'D' for disease. Formerly, this disease was referred to as "2019 novel coronavirus" or "2019-nCoV".

There are [many types](#) of human coronaviruses including some that commonly cause mild upper-respiratory tract illnesses. COVID-19 is a new disease, caused by a novel (or new) coronavirus that has not previously been seen in humans. The name of this disease was selected following the World Health Organization (WHO) [best practice external icon](#) for naming of new human infectious diseases.

If you develop symptoms such as fever, cough, and/or difficulty breathing, and have been in close contact with a person known to have COVID-19 or have recently traveled from an area with [ongoing spread of COVID-19](#), stay home and call your healthcare provider. Older patients and individuals who have severe underlying medical conditions or are immunocompromised should contact their healthcare provider early, even if their illness is mild. If you have severe symptoms, such as persistent pain or pressure in the chest, new confusion or inability to arouse, or bluish lips or face, contact your healthcare provider or emergency room and seek care immediately. Your doctor will determine if you have signs and symptoms of COVID-19 and whether you should be tested.

A pandemic is defined as a disease affecting or attacking the population of an extensive region including countries and/or continents. A coronavirus pandemic occurs when a new coronavirus emerges for which people have little or no immunity and for which there is no vaccine. The disease spreads easily from person to person, causes serious illness, and can sweep across the country and around the world in a short time.

Coronaviruses are quite common and are a frequent cause of respiratory illnesses such as the common cold. Coronaviruses tend to circulate in the fall and winter months. COVID-19 is a coronavirus which was first identified in 2019 in China. It is a new type of coronavirus that is infecting people for the first time (which means that people do not have immunity to it). The typical symptoms include cough, fever, and shortness of breath. There is no vaccine to prevent COVID-19 at this time.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.

These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs. Most people who contract the virus will have mild or no symptoms. Those who are elderly or who have compromised immune systems are the most vulnerable to severe symptoms.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the Division of Public Health Infrastructure, Laboratories and Emergency Preparedness assuming the lead for the public health response. Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

## CONTINUITY OF OPERATIONS

### Superintendent of Schools

- Maintains authority over all pandemic or crisis management plans.
- District and building-based administrators in the communication process.

### School Business Administrator

- Monitors and maintains the following departments prior to and during any emergency: facilities (buildings and grounds), transportation and food service.
- Work with supervisors in each area to ensure proper responses to any emergency.

### Assistant Superintendent of Curriculum & Instruction

- Maintains academics and student learning.
- Instructional materials for each New Jersey Student Learning Standard is suggested to be made available and designed to support student learning for up to four weeks.
- Teaching staff members will be expected to continue to monitor instruction and student assignments.
- We will be mindful of families who are not connected to internet service at home.
- Hard copies of material will be available on an as-needed basis and where reasonable and appropriate.
- Monitors and maintains the following departments/staff prior to and during any emergency: directors, administrators, supervisors, personnel office.

### Director of Human Resources

- Assists superintendent with implementing/monitoring all pandemic or crisis management plans.
- Maintains protocol for personnel policies appropriate for both possible long and short-term duration of pandemic absences.
- Will promote faculty/staff physical and mental well being.
- Plans for cross-training for “core” and “essential” jobs.
- Communicates with the media and parents.

### Director of Special Services

- Communicates as necessary with the Superintendent, the school physician and the county and state health officials.
- Monitors both student and staff absences with the Director of Human Resources.
- Communicates with all school nurses and assists the district in altering their plan as necessary.
- **Preparation for how evaluations, IEP reviews, eligibility and reevaluation meetings will be rescheduled?**
  - All evaluations were frontloaded and prioritized last week so that CSTs could write reports from home. All other outstanding evaluations will be completed upon return to

school. In circumstances where parts of an evaluation can be conducted such as rating scales, CSTs will complete those portions.

- CSTs were encouraged to conduct all meetings (IEP reviews, eligibility and reevaluation meetings) either through Google Meet or via Phone if they are able to secure all mandated participants in accordance with N.J.A.C. 6A:14. If any parents opt not to hold their meetings until school reopens, CSTs will reschedule those meetings accordingly. CSTs have been instructed to continue working towards meeting timelines wherever possible. Electronic signatures following the meetings are being collected through the use of Adobe Signature software.
- **Communication with parents in native language?**
  - CSTs will continue to try and secure translators for non-english speaking parents while holding meetings virtually or via phone. Additionally, any materials that are typically translated for parents, will continue to be translated.
- **Needs of students who are medically fragile?**
  - Wherever feasible and appropriate, teletherapy is being provided for related services including speech, OT, PT, social skills training, and counseling. Additionally, asynchronous learning is taking place for the aforementioned related services. Packets of activities for all related services for medically fragile students were sent home with families so they may continue working on gross motor, fine motor, speech and sensory needs. Make-up sessions for missed OT, PT, & Speech services will be determined upon return to school. Students with assistive technology needs will continue to have access to their devices and support from related services providers while at home. Other medical needs will be tended to by the students' family as they would during any regularly scheduled break from school. Nursing services are not being sent to students' homes.
- **Communication with out of district schools including what will happen if the district is closed and the school is not?**
  - Case managers contacted each family to inform them of the District's closure and the impact it would have on their child's ability to attend their OOD school should it remain open.
  - On Monday, CSTs will be advised to contact each OOD school directly to ensure that they are made aware of what will happen with our sending students.
- **Transportation for students attending out of district schools and when and how to inform vendors if schools close?**
  - The District will not be providing transportation for OOD students for as long as the District school remains closed.
  - Parents who have previously entered into an agreement with the district whereby they are responsible for transporting their own child to school may continue transporting their children to the OOD school for as long as the OOD school remains open.
  - While the District is not transporting students to OOD schools, some parents have opted to drive their own child so long as the OOD remains open.

- Vendors for related services will be notified by case managers and vendors for transportation will be notified by the Director of Transportation upon school closure.

**Director of Transportation**

- Assures clean and sanitized buses and drivers that are free of illness.
- Coordinates food delivery service with the business administrator, if necessary.

**Director of Buildings and Grounds**

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
  - Filling of soap and hand sanitizers
  - Ensuring all paper towel holders are filled and functioning at all times
  - Sweeping and wet mopping of all floors
  - Vacuuming of rugs
  - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
  - Cleaning and sanitizing of bathrooms - toilets, sinks, walls and floors
  - Cleaning and sanitizing of cafeterias - tables, chairs, food lines
  - Cleaning of vents
- The facilities manager, with assistance from the business administrator, assures the provision of power, heat and ventilation, water, sewer and custodial services.
- Ensures continual maintenance of the district grounds and assistance in the general upkeep of the district buildings and properties with the help of the maintenance and custodial team. This is essential for a safe, sanitary and healthy school environment for an efficient return for all staff and/or students, when permitted.

**Food Services Manager**

- Review hand washing procedures with staff.
- Discuss the importance of staying home if sick.
- Direct staff to report if they or a family member went to an affected country.
- Increase inventory as needed for cleaning products and extra disposable gloves.
- Prepare for grab and go lunches. The district will provide grab and go breakfasts and lunches for all district students at Hillsborough High School daily from 10:00 a.m. - 12:00 p.m.
- Families who cannot get to the grab and go site(s), for any reason, including issues with transportation, have been instructed to contact their school nurse and arrangements will be made for deliveries to their home.

**Participation in National Breakfast and/or Lunch Program Information**

**SFA Name:** Hillsborough Township Board of Education

**Agreement #:** XXXXXX

**Date meal distribution will begin:** 3/16/2020

**Date meal distribution will end:** TBD dependent upon direction received from local, county, and state officials or upon re-entry of schools

**Schools/Site where distribution of meals will take place:** Hillsborough High School for all students

**Meals to be claimed for reimbursement per day:** Two meals per child per day (up to two meals or one meal and one snack, per child per day)

The district will utilize a grab and go method to provide breakfast and/or lunch to students. The meals will be distributed outside of the main entrance of Hillsborough High School. Staff will utilize the Point of Sale (POS) system and/or the student roster to verify eligibility and to keep track of meal counts. The meals will all include the proper components which include four components for breakfast and five components for lunch. All HACCP (Hazard Analysis Critical Control Point) standards will be followed in order to ensure food safety for our students. Currently, the district is not planning to provide meals for multiple days. We are expecting to provide meals daily.

**ESSENTIAL EMPLOYEES BY CATEGORY**

<u>List of Essential Employees by Category</u>	<u>Role of Employee</u>	<u>Duties/ Work Stream</u>	<u>How Many Essential Employees Per Category</u>
District Administration	Oversee the operations of the school district	Board business, Community Outreach Communication, Continuity of Instruction, Operations of Business Office Functions, Communication with the Municipality and local Health Department	14 people: Superintendent, BA, ABA, Asst. Superintendent, Director of Technology, Director of Human Resources, Director of Special Services, Director of Guidance, Director of Buildings and Grounds, Nutrition Services, Transportation Supervisor, Executive Secretaries, Payroll Specialist
Building Administration	Oversee the continuity of instruction at the building level	Communication with parents and students; communication with staff; assist students and staff	9-13 people: principals (9); VPs (4) as necessary
Custodial / Maintenance	Health and safety of work environment	Clean and disinfect all classrooms, common areas, door knobs, walls, surface areas, locker rooms, showers, etc. Continual maintenance of the district grounds and assistance in the general upkeep of the district buildings and properties to ensure a safe, sanitary and healthy school environment for an efficient return for all staff and/or students, when permitted.	Approximately 6-10 people: Maintenance Supervisor, Custodial Manager and members of the custodial and maintenance team. May vary depending upon situation and day.

## **FRAMEWORK FOR INSTRUCTIONAL CONTINUITY**

We continue to closely monitor information and guidance on the transmission of COVID-19 and recommended actions being taken across the state. Our best course of action is to be as prepared as possible. However, should the DOH and the NJDOE mandate a health related school closure, it will likely be done very quickly with little lead time; therefore, please be sure to take all materials you may require for a **minimum of 10 - 14 days** of teaching and learning from home.

As stated in previous correspondence, we have been notified by the New Jersey Department of Education (NJDOE) that if there are mandated, public health related school closures, districts that provide access to approved alternate instructional methods during the closure will be in compliance with the 180-day requirement.

During this time of uncertainty, please keep the lines of communication open with colleagues and administrators. This is new for everyone and we are all making our best effort to ensure reasonable learning expectations are provided to all students. When one's routine is abruptly altered due to circumstances beyond one's control, it can be unsettling. Please be sure to take care of yourselves and each other. If you find yourself having difficulty navigating this uncharted territory, please reach out. We are all here to support you, as well our students!

### **Core Guiding Questions**

- How will equitable access to instruction be provided for all students?
- How will special education and related services be provided for students with disabilities?
- How do we foster student learning and ensure continuity of instruction in the midst of uncertainty and local and/or state-wide pandemic mandates?

### **Core Guiding Principles**

- Leverage the tools available and do not reinvent the wheel.
- Consider interdisciplinary projects and/or assignments.
- Remember to develop a mechanism or provide opportunities for teacher feedback and student check-ins.
- Be sure to maintain a communication log or daily record of interaction with students and / or parents.
- Awareness and sensitivity to homes with multiple children as related to technology issues.
- Please keep the lines of communication open with colleagues and administrators, and be sure to take care of yourselves and each other.

## FLEXIBLE LEARNING PLATFORMS

- Should the school district decide to close schools, it will likely be done very quickly with little lead time; therefore, please be sure to take all materials you may require for a **minimum of 10 - 14 days** of teaching and learning from home. It is VERY likely that there will be zero or very limited access to the building for any reason. There will be no exceptions.
- All students will be expected to “sign-in” to class daily. This will provide student accountability and record a student’s daily attendance which will be monitored administratively.
- Google Classroom and / or Google Sites will be utilized for daily learning assignments / lessons. Packets of learning and information will be provided to students Pre-K-1.
- All communication with students and parents ought to originate from an HTPS account. For your protection, please do not utilize your personal accounts.
- HTPS email must be utilized to communicate formally with parents. Please be sensitive and use BCC for group emails to parents.
- We are lucky that we have several platforms available to use with students. Continue to utilize the platforms most familiar to students.
- The first 14 days of a health-related school closing may require teachers to adjust plans for a flexible learning environment. These activities, projects, lessons, etc. may be shared in any number of platforms, including, but not limited to Google Classroom. Learning plans may not be any different from what would typically be taught in the classroom, however, activities may also reinforce prior content or be stand alone units that support the curriculum and extend learning.
- Should staff members need to “call in sick”, students will be able to continue their learning and remain in contact for when the teacher “returns to school”.
- We will continuously monitor and revisit the plan during the initial 14 days and beyond, as necessary.
- Please keep in mind that if the staff member has not utilized a particular platform/tool, this MAY not be the time to try it. While it will likely be okay, it may also add a level of anxiety and/or frustration for students and parents.
- The district ensures that every student has a device at home grades 5-12 or will be issued packets. For the very low number of students (15 or less) without internet access, hot spots will be distributed if necessary, however, information regarding free home access from Comcast has been distributed. Technology support is available to assist as necessary.
- Teachers have developed lesson plans with differentiated instruction for students with disabilities.
- Teachers have prepared differentiated work for students in accordance with the goals and objectives of their individualized education plans.
- Teachers are making themselves available to students with disabilities and families who need assistance with academic support or support with transition of the learning environment.

## **DELIVERY OF VIRTUAL AND REMOTE INSTRUCTION**

### **Attendance/Student Participation**

Parents/Students are required to document attendance daily and students are expected to participate daily in remote learning, unless sick and marked absent. Attendance policies noting the reason for the absence continue to be required. Parents/Students are required to register themselves as PRESENT or ABSENT in Genesis to start each remote learning day. Nurses, secretaries, and teachers are following up with families who have not documented attendance. Teachers confirm attendance through the participation in activities and completion of assignments.

Student attendance at the high school level for graduation and course completion follows the same practice outlined in the Parent/Student Handbook as when in the brick and mortar environment. Teachers notify vice principals and school counselors of chronically absent students so that parents can be contacted and engagement in learning can continue.

Student attendance and its impact on promotion and retention at the K-8 level also follows the same practice outlined in the Parent/Student Handbook as when in the brick and mortar environment. When a student is not participating in virtual learning via online instruction and/or submitting assignments, teachers initially reach out on multiple, subsequent occasions via email, telephone, and/or videoconference. To maintain open communication, missing assignments are noted in Genesis gradebook for review by parents and students. If contact or a change in participation/submission is not attained, teachers will reach out to the student's school counselor and/or building administrator for support in communicating the importance of participation in learning.

School counselors and building administrators will contact parents/students via email, telephone, and/or videoconference. Law enforcement and, if necessary, DCPD will be contacted for a wellness check for families who are unresponsive to school personnel following repeated attempts to secure engagement in learning.

### **Differentiation of Instruction/Maximizing Student Growth**

As is the norm, teachers provide instruction that offers choice in process, product, and content for class assignments, independent work, and assessments. Teachers offer live virtual sessions and recorded lessons for synchronous and asynchronous learning. Co-teachers and instructional assistants modify instruction and provide support, respectively to ensure student learning needs are met.

Teachers use both formative and summative assessments to monitor and maximize student growth and learning to the greatest extent possible. Teachers provide ongoing feedback regarding student understanding and mastery of the standards. Teachers are encouraged to be flexible regarding timelines for completion of work and due dates to ensure that individual student and familial needs

are met. Teachers maintain open communication with parents and students to ensure that they are supporting student growth and learning.

### **Meeting the Needs of English Language Learners (ELL)**

Google Classroom is the main platform utilized to provide remote instruction and deliver related services. ESL teachers, and instructional assistance work in collaboration with general education teachers to meet student learning needs and provide related services. Additionally, phone calls, emails, and virtual sessions are utilized to provide support and related services for English Language Learners (ELL).

Google translate is used by teachers, parents, and students to enhance communication with our ELL population. Ellevation software is utilized to collect data on student performance and for identification and notification of performance and possible continued services in June. Ellevation software is also used to identify those students who may be ready to exit the program. The data collected informs student progress towards meeting individual language profiles and goals. ESL teachers differentiate by content to meet the students' needs and help them attain their learning goals.

The needs of ELL are met through the continued collaboration between general education teachers and ESL teachers via high intensity ESL. Spanish is the predominant second language in the district and ESL students are receiving an extra period of instruction a day that is built into the middle school and high school schedule. At the elementary level, ESL teachers assist students on a push-in basis for literacy-based assignments through the reinforcement of grammar, vocabulary, sentence structure, etc. Hillsborough Township Public Schools receive a waiver for bilingual education.

Communication with ELL families is achieved through phone calls, email, and Google classroom. We have not encountered any barriers due to language. School Messenger communications and other appropriate correspondence is translated into Spanish to the extent possible and necessary. Additionally, families and ESL teachers use Google translate when necessary.

Instruction and differentiation of instruction is provided using the district Google Classroom platform and through ESL teachers working collaboratively with general education teachers. Powerpoint presentations and videos are leveraged to provide direction through visual cues so that language is not a barrier. Continued communication between ESL teachers and parents is encouraged to ensure all supports needed are provided.

As HTPS is a one-to-one district all students in grades 5-12 have access to Chromebooks. A survey of technology needs was sent to the K-4 community to assess network and device access. Chromebooks have been distributed to all those who indicated a need for a device. Communication between ESL teachers and parents is encouraged to ensure all supports needed are provided.

## **Meeting the Needs of Students with Disabilities**

A combination of both synchronous and asynchronous instruction takes place for all students in accordance with their IEPs. Platforms such as Google Classroom, Google Meet, Learning A-Z, and Wilson Reading materials are utilized to work towards the goals and objectives of each student's IEP. Time is spent delivering asynchronous lessons and assignments for students as well as small group/individual instruction through Google Meet for students to gain more individualized support from the special education teachers.

The provision of related services are documented on a tracking log including format of delivery and duration of service provision. The accommodations and modifications are documented in teacher lesson plans.

Case managers and teachers reach out to families telephonically, via email and through video conferencing to ensure that the provision of services are being implemented. Additionally, consultations with teachers and CSTs continue to take place. Interventions are implemented for all at-risk students to ensure the continuation of learning.

Meetings (Initial Identification, Annual Reviews, Reevaluations and other related meetings) are taking place in accordance with NJAC 6A:14 timelines through video conferencing (Google Meet platform). In cases where parents prefer not to use video conferencing, telephonic conferencing take place.

All standardized assessments relating to child study team evaluations are on hold for the time being until face-to-face contact with students is permitted. Parts of the evaluation that do not require student contact, such as the use of rating scales are given to appropriate informants. Furthermore, existing data is used, where applicable, to make team decisions in the absence of updated testing.

## **Measuring and Addressing Ongoing Digital Divides**

A survey of technology needs is sent to the K-4 community to assess network and device access. Chromebooks are distributed to all those who indicate a need for a device. As HTPS is a one-to-one district, students in grades 5-12 have Chromebooks to use for remote learning. Biweekly Chromebook swaps are scheduled for broken and damaged devices that cannot be fixed remotely. Wherever possible, we continue to work with network providers to ensure access for those in need.

## **SAMPLE FLEXIBLE LEARNING PLAN**

### **Hillsborough Township Elementary Schools**

#### ***Flexible Learning Model***

*Use the information presented in this document to guide your child in understanding instruction in the event of an extended school closure.*

#### ***Flexible Learning General Expectations***

- *We will follow a half day schedule (4 hour school days).*
- *We will follow the 6-day-cycle from home during this time.*
- *Staff will use district email to communicate with students/parents.*
- *Should your child become ill the same procedure applies to report your child's absence through Genesis Parent Portal or call the Attendance Line.*

#### ***Expectations for Teaching and Learning***

##### **Daily Student "Sign-in"**

- *All students/parents are expected to sign-in to class each day. This will serve as an unofficial attendance count for the day for your class.*

##### **Instructional Calendars**

- *Teachers will provide you with instructional calendars for subject areas.*
- *Paper copies of the instructional calendars will be sent home to each student if we know ahead of time the days school will be closed. In the event we cannot supply paper copies of the instructional calendars, teachers will email them home to students/parents as soon as possible.*
- *Students are expected to complete the day's assignments found on the instructional calendars. Your child's teacher will communicate with you expectations for uploading their work or handing it in at the end of this event.*

#### ***Daily Communication Expectations***

##### **Staff Members**

- *In the morning, your child's teachers will send you and your child a daily Morning Message which will detail work to be completed and any classroom announcements for the day.*
- *Students and parents are encouraged to ask questions during the 4 hour school day.*
- *At approximately 12:00 p.m, teachers will send a Daily Closing Message to you and your child closing the day's activities.*

## **EXPECTATIONS FOR TEACHING AND LEARNING**

Staff members are expected to work a full day, just as you would if present in the building, including communicating with students, parents, planning with colleagues, updating technology platforms, etc. A minimum of four (4) hours is required and will count as a full day of work/school. As planning is transitioned to the online format, please consider interdisciplinary projects and similar opportunities.

### **Communication Expectations**

- Staff must post daily. Posting includes instructions, materials, videos, etc.
- Staff must "check-in" with his/her classes daily via email, Google Classroom, etc.
- Staff will provide a simple and general update at least one time per week.
- Students/ Parents must actively sign in to each of their assigned classes daily.
- Be sure to report any concerns to the counselor or building administrator, just as you would typically.

### **Feedback, Assessment, Student Progress Monitoring**

- Teachers will track student progress and participation. If it is recognized that students are "absent" or non-participatory, please be sure to check-in with the identified students.
- Common assessments and tests will be suspended during any health-related closure. Other forms of formative assessment may continue (i.e quizzes, entrance and exit tickets, etc.) We will revisit the plan after the initial 14 days as necessary.

### **General Expectations**

Staff are expected to work four (4) hours per day to meet their professional responsibilities through an asynchronous flexible learning model. This includes communicating with students/parents, planning with colleagues, maintaining online resources, posting/sharing assignments, instructions, videos, monitoring and recording student work, providing feedback, etc. There may be more specific guidelines forthcoming depending upon your specific job category.

### **Communication**

Teachers are expected to post at least once per day per class (as per your schedule). A posting could include any variety of items - a new assignment, a check-in document, an open-ended reflection, a video link, etc. Additionally, HTPS email must be utilized to communicate formally with parents. Please be sensitive and use BCC for group emails to parents.

### **Email to Parents/Students**

Provide a simple and general update at least one time per week. All communication with students and

parents ought to originate from an HTPS account. For your protection, please do not utilize your personal accounts.

### **Student Workload**

Students must be engaged in learning for a minimum of four (4) hours per day in order for the day to count toward the 180-day requirement.

### **Staff Attendance**

Should a staff member become ill or it becomes necessary to take a personal day, the same procedures apply. Please place your absence in Frontline and follow-up with your class(es) via email indicating that you are “out” for the day. Your building administrator will be aware of your absence via a daily report. There will be no mechanism for actual substitutes; therefore, alternate work ought to be provided to students.

### **Student Attendance**

All students will be expected to “sign-in” to each class daily (grades 5-12). Students/parents for grades pre-school through grade 4 will be expected to “sign-in” to school daily. This will provide student accountability and record a student’s daily attendance which will be monitored administratively. If a student is not responding, please loop in the counselor and / or school administrator for follow-up. If a student becomes ill, parents must comply with the typical absence call-in procedures.

### **Student Check-in and Feedback**

Teachers will track student progress and participation. If it is recognized that students are "absent" or non-participatory, please be sure to check-in with the identified students.

### **Assessments**

Common assessments and tests will be suspended during any health-related closure. Other forms of formative assessment may continue (i.e quizzes, entrance and exit tickets, etc.). We will revisit the plan after the initial 14 days as necessary.

### **Staff Accountability**

Lesson Plans on Genesis; Google Form for staff input summarizing how teachers provided learning/support services.

### **Office Hours**

The expectation is that staff will be available (at least four (4) hours per day), during the regular work hours to quickly respond to student/parent emails and provide timely feedback on student work. You are NOT expected to be sitting/working on your computer all day, however you will need to make your best effort and time to answer student questions and provide timely feedback on student work.

### **Special Education Services**

The district ensures that every student has a device at home or will be issued packets. Students with IEP needs will be met through collaboration with teachers in delivering lesson plans. Teachers have developed lesson plans with differentiated instruction for students with disabilities and have prepared differentiated work for students in accordance with the goals and objectives of their individualized education plans. Additionally, teachers are making themselves available to students with disabilities and families who need assistance with academic support or support with the transition of learning environment.

### **Nutrition for Students Qualifying for Free and Reduced Lunch**

The district will provide grab and go breakfasts and lunches for all district students qualifying for free and reduced lunch at Hillsborough High School daily from 10:00 a.m. - 12:00 p.m. Families who cannot get to the grab and go site(s), for any reason, including issues with transportation, have been instructed to contact their school nurse and arrangements will be made for deliveries to their home.

### **Responding to a Sudden Loss and Grief During COVID-19**

In the event the Hillsborough Township Public Schools experience a traumatic loss of a student or staff member during an extended school closure, the District will implement the Remote Traumatic Loss Response Plan. The plan will facilitate the distribution of information regarding the crisis to faculty, students, parents, and the community. The Remote Traumatic Loss Response Team will provide support services for any faculty member and students affected by the crisis. In the event there is a loss of a parent that adversely affects the school community, the Traumatic Loss team will determine which aspects of the plan are to be implemented to best support students and staff. Individual circumstances will be taken into consideration each time this plan is enacted.

## NON-INSTRUCTIONAL STAFF EXPECTATIONS / RESPONSIBILITIES

Staff Member	Responsibilities
<b>CST</b>	<p><i>IEP Meetings:</i> Writing IEPs and/or holding IEP meetings with mandated participants over the phone or via video conferencing where possible.</p> <p><i>Log SEMI:</i> Log SEMI from home</p> <p><i>Projections:</i> Update Projection Sheets</p> <p><i>ESY:</i> Fill out and submit ESY Forms</p> <p><i>Testing:</i> Must be rescheduled for when school reopens for portions that cannot be completed through flexible learning, such as rating scales</p> <p>Report writing from home for testing that has been completed.</p> <p><i>Consultation:</i> Consult with teacher via phone or Google messaging</p>
<b>Related Service Providers</b>	<p><i>Speech:</i> Writing IEPs and report writing for assessments already completed. Functional packets to be sent home for students to work on skills in accordance with goals and objectives of their IEP. Multiple modalities may be used. Log SEMI from home. Consultation with the teacher via phone or Google messaging. Provide teletherapy through electronic means (video or phone). Asynchronous learning will take place.</p> <p><i>OT/PT:</i> Writing IEPs and report writing for assessments already completed. Functional packets to be sent home for students to work on skills in accordance with goals and objectives of their IEP. Multiple modalities may be used. Log SEMI from home. Consultation with the teacher via phone or Google messaging. Provide teletherapy through electronic means (video or phone). Asynchronous learning will take place.</p> <p><i>Counseling:</i> Counseling providers will check in with students and families periodically via multiple modalities. Provide teletherapy through electronic means (video or phone). Asynchronous learning will take place.</p> <p><i>ESS:</i> Counseling providers will check in with students and families periodically via multiple modalities. Provide teletherapy through electronic means (video or phone). Asynchronous learning will take place.</p> <p><i>Consultation:</i> Consult with teacher via phone or Google messaging</p> <p>*Potential in all these areas for compensatory services for missed sessions to be determined upon return to school.</p>
<b>Behaviorists</b>	<p><i>BIPS:</i> Develop behavior plans at home</p> <p><i>Consultation:</i> Consult with teacher via phone or Google Messaging</p>
<b>CST Secretaries</b>	<p><i>IEP Support:</i> Create and send out notice of meetings for IEP Meetings. Update projection sheets and enter data into Genesis. Check/respond to emails, forward phone messages, check and forward faxes. Send out Adobe Signature requests for all documents that need to be signed by parents.</p>

<b>Nursing</b>	<p><i>Health/Safety:</i> Develop materials to disseminate to families. Update student records in Genesis.</p> <p><i>Follow up:</i> Follow up with families who may be impacted by illness.</p> <p><i>Registration:</i> Review and enter Kindergarten registration packets (elementary)</p> <p><i>Sports Physicals:</i> Review and enter sports physical info into Genesis (HMS/HHS)</p> <p><i>Immunizations:</i> Immunization requests for 6th grade immunizations (ARIS)</p>
<b>Home Instruction</b>	<p>If possible and where application home instruction will be provided virtually. There is NO expectation that home instructors enter a student home.</p>
<b>Instructional Assistants</b>	<p>If schools are open, instructional assistants will be available to teachers and students for virtual support.</p>
<b>Computer Support Teachers</b>	<p>Assist remotely any staff with technical issues. Develop a wealth of online resources for future technology implementation documenting new tools and resources on helpdesk.</p>
<b>Secretaries/Clerks</b>	<p>Check/respond to emails, forward phone messages, check and forward faxes.</p>

## **SUMMER PROGRAM/PRELIMINARY OUTLINE (MAY 2020)**

### **Extended School Year**

At this time, ESY is delivered to all students in accordance with the provision of their IEPs. As the District awaits guidance from the NJDOE regarding the format of ESY, a plan is in place to deliver all services within school facilities. However, should we receive guidance from the State that prohibits access to school facilities, a virtual program will be offered to all students in accordance with their IEPs.

### **Assessment of Credit Loss/Credit Recovery**

The Director of Guidance, in conjunction with vice principals, is in contact with the high school school counselors to identify high school seniors at risk of not graduating. The initial plan is to have them spend the next month engaged in online credit recovery. Teachers of seniors have also been contacted to identify seniors at risk of failing their courses to promote engagement and/or identify seniors in need of participating in online credit recovery.

### **Plan for Assessment and Addressing Learning Loss**

Upon return from school, the determination of regression without recoupment within normal limits will be examined for all students with disabilities based on the progress towards goals and objectives in their IEPs. CST will engage in a conversation with parents of students who regress and are unable to recoup skills within an appropriate amount of time. The cwill will determine if compensatory services are warranted.

LinkIt! Benchmarks will be used as pre-assessments in September to assess student mastery of the standards and to inform gaps in knowledge and skills that need to be targeted for remediation and growth. The typical district diagnostic assessments will also be used in September to identify student starting points to plan for instruction. Based on the data from the pre-assessments and diagnostic assessments, pacing of instruction of the curriculum will be modified to accommodate remediation and to pare down the curriculum to the essential learning that builds from year to year.

## **COMMUNICATIONS TO COMMUNITY**

[School Messenger communications](#) from the superintendent regarding COVID-19 began on February 28, 2020. Communications continue at regular intervals as important information is received from state and local officials and as needed to keep parents and students connected to enhancements to our virtual learning environment and other school-related updates. All COVID-19 related information can be found on the [district website](#).

### **LINKS TO RELATED DISTRICT POLICIES ON DISTRICT WEBSITE**

- [2412 - Home Instruction Due to Health Condition](#)
- [5305 - Health Services Personnel](#)
- [5307 - Nursing Services Plan](#)
- [5310 - Health Services](#)
- [5320 - Immunizations](#)
- [7420 - Hygienic Management](#)
- [8420 - Emergency and Crisis Situations](#)
- [8441 - Care of Injured and Ill Persons](#)
- [8451 - Control of Communicable Disease](#)