

**Pace Charter School of Hamilton
Reopening Plans for
2020-2021 School**

Revised 7/30/20



**COVID-19
Planning**

Pace Charter School of Hamilton

52 Lafayette Ave

Hamilton, NJ 08610

Approved by the Board of Trustees 7/14/20

Pace Charter School of Hamilton

Conditions for Learning

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

Pace Charter School of Hamilton will:

- Establish and maintain communication with local and state authorities to determine current mitigation levels in Hamilton Township and Mercer County.
- Protect and support staff and students who are at higher risk for severe illness, by providing options for telework and virtual learning.
- Follow CDC's Guidance for Schools and Childcare Programs
 - Promoting behaviors that reduce spread:
 - Stay home when appropriate
 - Proper hand washing hygiene and respiratory etiquette
 - Wearing Face coverings
 - Avoid touching face
 - Signs and messages posted throughout the building most predominantly in the entrance area.

Reasonable accommodations will be provided for individuals that the [Centers for Disease Control](#) identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities 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).

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NJDOE Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms

Learning Model chosen for the reopening of schools for Elementary, Intermediate and Middle

Pace Charter School of Hamilton has chosen a Hybrid Learning Model. Whereas, some students will be in the school building while others are learning remotely. Group A will attend school on Monday and Tuesday while Group B learns remotely. Wednesday all students will learn remotely and the school will complete a deep clean between groups. Group B will attend school on Thursday and Friday, while Group A works remotely.

CLASSROOM PRACTICES

Pace Charter School of Hamilton will allow for social distancing within the classroom to the maximum extent practicable.

- Pace Charter School of Hamilton will ensure students are seated at least 6 feet apart and that all desks are turned to face the same direction (rather than facing each other).

In a classroom setting where social distancing can take place (desks are 6 feet apart) face coverings can be removed while students are seated at desks, but will be worn when moving about the classroom or throughout the school building.

Pace Charter School of Hamilton will ensure that each room in the school has adequate ventilation, and will keep windows and doors open to afford fresh air.

Pace Charter School of Hamilton will prepare and maintain hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):

- In each classroom (for staff and students)
- At entrances and exits of buildings
- Near lunchrooms
- Near bathrooms
- In all staff gathering areas
- In the main office
- In the nurse's office
- All students will be supervised when using hand sanitizer
- Classrooms that have existing hand washing stations (KA and cafeteria), will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol)
- Students will wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, after blowing their nose/coughing/sneezing, after recess and physical education.
- Students and Staff will use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible.

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Pace Charter School of Hamilton will provide students with individual supplies and equipment. All teachers will ensure adequate supplies to minimize sharing of high touch materials to the extent possible.

- Teachers will avoid having students share electronic devices, supplies, materials, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- Teachers will keep each student's belongings separated from others' and in individually labeled containers, cubbies, or areas.

Pace Charter School of Hamilton will increase circulation of outdoor air as much as possible, by opening windows and doors.

When/if needed, alternative rooms will be used as classrooms to allow for additional social distancing.

The same guidelines will be used as in other classroom settings and include but not be limited to the following:

- Desks will be arranged at least 6ft apart and faced in the same direction (rather than facing each other) and students will sit on only one side of tables, spaced apart.
- Classes will be kept together to include the same group of children each day (cohorts) as much as possible with minimal mixing between groups/cohorts.
- Times for lunch and recess periods to ensure students have time to wash their hands.

Note: Instruction in the practice of hand washing will be provided throughout the day, and during transition times.

Procedures for all Classes

- Staff will wear a mask at all times.
- Students will be required to wear a mask, if they can not maintain social distancing.
- Students will use hand sanitizer before class begins.
- Students will not share tangible materials.
- If materials need to be shared between classes, all materials will be disinfected after use and before the next set of students arrive in the room.
- Students will wash their hands before returning to their classroom.
- After each class, all furniture will be sanitized before another group of students arrive.

Procedures for Student Use of Technology in the Classroom

- Students must use hand sanitizer or wash their hands before using any technology.
- Teachers will sanitize protective covers on iPads with Disinfectant Wipes.
- Teachers will sanitize covers of Chromebooks with a Disinfectant Wipe.

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TESTING PRACTICES FOR CHILD STUDY TEAM

Should a student need to be evaluated in a one-on-one setting or in a small group, staff will ensure proper spacing for appropriate social distancing in the classroom.

- Staff will be required to wear a mask when working with the student or students.
- Students will have the option to wear a mask, but will be provided with a face shield when social distancing cannot be accommodated.
- Students will be required to use hand sanitizer upon entering the testing session.
- Staff will sanitize all testing materials and furniture in the classroom (desks, chairs, tables, stools)
- Staff will limit the use of supplies and equipment to one group of students at a time and disinfect between uses.
- Students will be required to use hand sanitizer upon entering the testing session.
- Staff will sanitize all testing materials and furniture in the classroom (desks, chairs, tables, stools).

THERAPY PRACTICES

Pace Charter School of Hamilton will offer all Related Services to students who qualify for services. For students receiving Related Services, who need to sit in close proximity to a therapist or teacher, the student will be required to wear a mask during services.

- Students will be required to use hand sanitizer before entering the therapy space/room.
- Staff will limit the use of supplies and equipment to one group of students at a time and disinfect between uses.
- The therapist or teacher is required to sanitize all supplies, materials, and furniture (desks, chairs, tables) before the next group of students enters the room.
- Students will be required to wash their hands, or use hand sanitizer before returning to the classroom.

If a student is participating in Speech and Language Services:

- Students will sit across the table from the therapist.
- Students will be required to wear a clear face shield.
 - Each student will be given a face shield with his/her name on it.
 - The face shield shall be stored in the therapy room.
 - The therapist shall sanitize each face shield before being stored after each session.
- Each therapist will either wear a mask with a clear cover or a face shield so the students can see the therapist's mouth for instructional purposes.

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NJDOE Critical Area of Operation #3: Transportation

Pace Charter School of Hamilton does not provide daily transportation for its students, therefore will support and follow guidelines and regulations established by the Hamilton Township Board of Education with regards to transporting students.

Pace Charter School of Hamilton will establish and maintain communication with Hamilton Township Public School's Department of Transportation.

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NJDOE Critical Area of Operation #4: Student Flow, Entry, Exit, and Common Areas

Pace Charter School of Hamilton’s Reopening Plans establish the process and location for student and staff health screenings.

- **Staff**

- Before coming to the school building each morning, staff will assure that they are not experiencing any symptoms or signs of illness that could include but is not limited to:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath
 - Difficulty breathing
 - Chills
 - Repeated shaking and chills
 - Muscle pain
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Headache
- Staff will need to wear a mask to enter the building.
- Upon entering the building through the front doors, staff will stop at the Health Kiosk located in the Nurse’s office, sanitize their hands, record their temperature, and sign in for the day.
- Should a staff member have a fever recognized by the Health Kiosk, the staff member will notify the school administrator and school nurse immediately. The staff member will be sent home.
- Should multiple staff members arrive at the same time, physical distancing (six feet) shall be maintained for individuals in line waiting. Pace Charter School of Hamilton shall provide physical guides, such as tape on floors or sidewalks and signs on walls, to help remind and ensure that staff remain at least 6 feet apart at all time

- **Students**

- Before coming to the school building each morning, parents/guardians will assure their child/children are not experiencing any symptoms or signs of illness that could include but is not limited to:
 - A fever of 100° F or greater
 - Cough
 - Shortness of breath
 - Difficulty breathing
 - Chills
 - Repeated shaking and chills
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

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- Students will need to wear a mask to enter the building.
- There will be no Before/Care Program.

BEFORE CARE PROGRAM - Not Applicable at this time but should that change:

- Students will enter the Before Care Program through the side door.
- Upon entering the vestibule, a staff member will take a student's temperature.
 - Should a student have a fever recognized by temperature screening, the students will be asked to return home and the school nurse will be informed.
 - The nurse will follow adopted policies and procedures for following up with his/her parents/guardians.
 - Upon entering the building through the side door, students will wash their hands and go to an assigned area.
 - Should multiple students arrive at the same time, physical distancing (six feet) shall be maintained for individuals in line waiting. Pace Charter School of Hamilton shall provide physical guides, such as tape on floors or sidewalks and signs on walls, to help remind and ensure that students remain at least 6 feet apart at all times.
 - When leaving the program, students will sanitize their hands and go directly to their classroom through the cafeteria door.

ARRIVAL VIA THE BUS

- As students exit the bus, they will be required to keep their masks on.
- Students will walk to the front of the building where two staff members will meet them.
- Students will have their temperature taken.
 - Should a student have a fever recognized by temperature screening, the students will be sent to the school nurse. The nurse will follow adopted policies and procedures for taking care of the student and notifying his/her parents/guardians.
- Upon entering the building through the front doors, students will sanitize their hands and go directly to their classroom.
- Should multiple students arrive at the same time, physical distancing (six feet) shall be maintained for individuals in line waiting. Pace Charter School of Hamilton shall provide physical

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guides, such as tape on floors or sidewalks and signs on walls, to help remind and ensure that students remain at least 6 feet apart at all times.

ARRIVAL VIA THE CAR LINE

- As students arrive in the car line they will be required to keep their masks on before exiting the vehicle.
- Two staff members shall assist students in exiting the car.
 - Before exiting the car, each student will have his/her temperature taken.
 - Should a student have a fever recognized by temperature screening, the students will be asked to return home and the school nurse will be informed.
 - The nurse will follow adopted policies and procedures for following up with his/her parents/guardians.
- Upon entering the building through the side door, students will sanitize their hands and go directly to their classroom.
- Should multiple students enter the building at the same time, physical distancing (six feet) shall be maintained for individuals to sanitize their hands. Pace Charter School of Hamilton shall provide physical guides, such as tape on floors or sidewalks and signs on walls, to help remind and ensure that students remain at least 6 feet apart at all times.

DISMISSAL PROCEDURES

DISMISSAL BY BUS

- Students riding the bus will be dismissed one classroom at a time.
- Students must wear a mask leaving the classroom and on the bus
- Students will wait to board the bus obeying physical distancing practices in an assigned area.

DISMISSAL TO AFTERCARE - not applicable at this time but should that change:

- Students will be dismissed one classroom at a time.
- Students will wear a mask leaving their classrooms.
- Students will enter the After Care Program room and use hand sanitizer.

DISMISSAL TO PARENTS PICKING UP

- Students will be dismissed one grade level at a time.
 - Students will wear a mask leaving their classroom.

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- Students will be dismissed through the front doors of the school.
- Physical distancing (six feet) shall be maintained. Pace Charter School of Hamilton shall provide physical guides, such as tape on floors or sidewalks and signs on walls, to help remind and ensure that students remain at least 6 feet apart at all times.

Pace Charter School of Hamilton will strive to:

- Minimize interaction of students between drop-off and entrance to school facilities through the explanation above.
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible through the explanation above.
- Establish separate entrances and exits to school facilities where possible through the explanation above.
- Require visitors and parent/guardians use their own pen for signing in/out.
- Create “one-way routes” in hallways.
 - Students will travel on different sides of the hallway separating cohorts from one another.
- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Student classrooms will constitute a cohort as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Provide hand sanitizer at school entrances.
- Put signage around school buildings to provide hygiene advice and reminders (CDC offers [printable resources](#) and [hand washing posters](#)).
- Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students).
- Limit the number of students in the hallway at the same time by staggering release from classrooms as stated in explanation above.
- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Create a schedule of times for bathroom use, moving from room to room, arrival and dismissal to keep traffic in the hallways within social distancing protocols.

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Any common areas such as the cafeteria, nurse's office, main office, art room and physical education space shall be cleaned and sanitized several times throughout the day. New procedures for entering the areas have been established to minimize traffic and the amount of people entering and exiting each day.

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

Pace Charter School of Hamilton's Board of Trustees has adopted a policy for screening students and employees and visitors upon arrival for symptoms and history of exposure.

The policy includes, but is not limited to the following:

- Daily, staff will visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.
- Daily, all staff, students, and visitors will be subject to temperature checks upon entering the school building.
- The School Nurse will provide health checks conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. The results will be documented when signs/symptoms of COVID-19 are observed.
- Any and all screening policies will take into account students with disabilities and accommodations that may be needed in the screening process for those students.

The policy identifies the following procedures for symptomatic staff and students. Procedures include:

- Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Pace Charter School of Hamilton will follow current Communicable Disease Service guidance for illness reporting.
- If Pace Charter School of Hamilton becomes aware that an individual who has spent time in the school building tests positive for COVID-19, the school administrator and/or school nurse must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- If someone tests positive for COVID-19 written protocols detailing the school's COVID-19 related response for symptomatic students and staff will be followed. Protocols will be consistent with the school's contact tracing policy to the maximum extent practicable.

Pace Charter School of Hamilton's protocols will include, but not be limited to:

- Establishment of an isolation space in the nurse's office. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students shall remain in isolation with continued supervision and care until picked up by an authorized adult.

Pace Charter School of Hamilton will implement the policy to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the school's COVID-19 related response for symptomatic students and staff. Protocols are consistent with the school's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols include:

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- Following Current Communicable Disease Service guidance for illness reporting.
- Ensuring an adequate amount of personal protective equipment (PPE) is available, accessible, and provided for use by staff, students and visitors.

- Following established methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance will be recorded and overseen by the School Safety Specialist and School Nurse.
- The School Health Nurse will provide continuous monitoring of symptoms.
- Re-admittance policies will be consistent with Department of Health Guidance And Information For Schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19,
- Written protocols to address a positive case will be followed.

Additionally, Pace Charter School of Hamilton will encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

School staff and visitors will be required to wear face coverings at all times while in the building, unless doing so would inhibit the individual's health or the individual is under two years of age.

Students will be strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health.

It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
 - **Exceptions:**
 - Doing so would inhibit the individual's health.
 - The individual is in extreme heat outdoors.
 - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
 - The student is under the age of two (2) and could risk suffocation.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school building may be denied.

Pace Charter School of Hamilton will teach and reinforce use of face coverings among all staff (excluding health exceptions).

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Pace Charter School of Hamilton staff will be provided training on hygiene protocols.

Students and employees will be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- A fever of 100° F or greater
- Cough
- Shortness of breath
- Difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- Loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

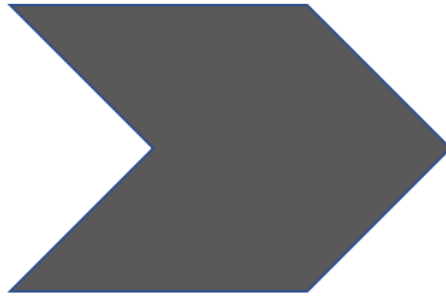
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Actions if a student or staff member shows COVID-19 symptoms:

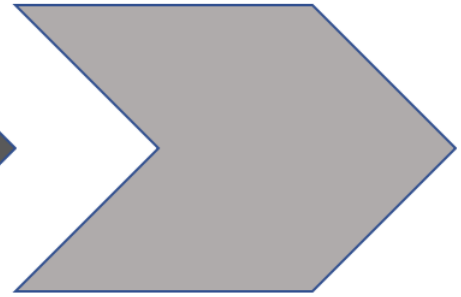
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Student or Staff member displays symptoms that are not otherwise explained.



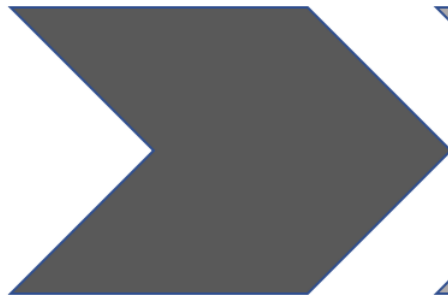
Send home.
If symptoms persist or worsen they are encouraged to see a physician and get tested.



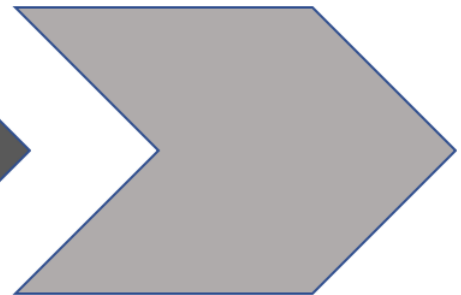
If test is negative, return to school.
If test is positive, move to confirmed case scenario.



Student or staff member tests positive for COVID-19.



Individual receives medical advice and treatment.
Class or group sent home to self-isolate for 14 days.



If other cases are detected within the school report to the local Health Department who will investigate, track, and advise.

NJDOE Critical Area of Operation #6: Contact Tracing

Pace Charter School of Hamilton will ensure that the building administrator, school safety specialist, and school nurse will be provided information regarding the role of contact tracing in keeping the school community safe from the spread of contagious disease (see resources below).

The school nurse will educate the staff on the importance of contact tracing.

The building administrator, School Safety Specialist and School Nurse will complete Johns Hopkins University's COVID-19 Contact Tracing course before the school year begins.

Pace Board of Trustees has adopted a policy that aligns with State expectations regarding communication with county and local officials, County Board of Health, and school families.

The School Safety Specialist will be responsible for providing notifications and carrying out other components of the Board of Trustees contact tracing policy as well as ensuring that notifications are carried out in a prompt and responsible manner.

CONTACT TRACING RESOURCES

- [CDC Guidance on Contact Tracing](#)
- [Contact Tracing Awareness Training](#)
- [FERPA & COVID-19: FAQ](#)
- [NJ COVID-19 Information Hub: What is Contact Tracing? How Does it Stop the Spread of COVID-19?](#)
- [USDE's Student Privacy Policy Office](#)

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NJDOE Critical Area of Operation #7: Facilities Cleaning Practices

Pace Charter School of Hamilton must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

Pace has developed a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

Pace Charter School of Hamilton will:

- Develop a schedule for increased, routine cleaning and disinfection included in the school's policy.
- Clean and disinfect surfaces and objects that are frequently touched. This includes cleaning objects/surfaces such as doorknobs, light switches, classroom sink handles, countertops, stair hand railings.
- Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective.

Examples of frequently touched areas in schools include but are not limited to:

- | | |
|---|--|
| <ul style="list-style-type: none">▪ Classroom desks and chairs▪ Lunchroom tables, chairs, benches▪ Door handles▪ Handrails▪ Bathrooms | <ul style="list-style-type: none">▪ Light switches▪ Handles on equipment▪ Shared telephones▪ Shared desktops / tabletops▪ Shared technology▪ Drinking fountains (fountains will not be utilized this school year) |
|---|--|
-
- Sanitize bathrooms at least twice daily while students are in the building, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
 - In order to avoid crowds, the number of students who can enter at a time will be limited by creating a schedule for classroom breaks to limit individual visits and mixing of cohorts.
 - Encourage staff and students to bring their own water as water fountains will not be utilized this year. Note: Water dispensers will be available to refill bottles.
 - Develop procedures for the routine cleaning and disinfecting of furniture.
 - Provide EPA-registered disposable wipes as well as approved cleaner and paper towels to staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
 - Ensure adequate supplies to support cleaning and disinfection practices.
 - Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.

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- Clean and disinfect the school building after a person has been identified as COVID-19 positive:
- Pace Charter School of Hamilton will implement short-term closure (of 2-5 days) procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures: Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible.
 - Open outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- Provide additional training to the personnel responsible for cleaning and sanitizing the school. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

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NJDOE Critical Area of Operation #8: Meals

Pace Charter School of Hamilton will consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.

Pace Charter School of Hamilton's Meal Implementation Plan includes:

When using the cafeteria or classrooms, the following protocols will be followed:

- All students and staff will follow proper hand washing procedures before and after lunchtime.
- Lunch times will be staggered to allow for social distancing, and clean and disinfect between groups.
- Students will be spaced at least six feet apart.
- Student movement during meals will be limited.
- Tables will be cleaned and sanitized along with any flat surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA) and the Mercer County Health Department.
- Adults preparing and serving meals will wash their hands after removing their gloves as well as after directly handling used food service items.
- Lunchroom staff will ensure that students are not sharing food.

Karson Food Services will be the food service provider for Pace Charter School of Hamilton.

Karson Food Services will be responsible for ensuring the following:

- Individually prepared meals will be served daily for lunch.
- All meals will be individually wrapped.
- All meals will be packaged in and include all disposable items. (plates, napkins, straws, spoons, fork, etc)

Families will have the opportunity to pick up lunches weekly for students. Those students who are in session will receive hot lunches, when working virtually lunches will be cold. The USDA guidelines will be adhered to.

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NJDOE Critical Area of Operation #9: Recess/Physical Education

Pace Charter School of Hamilton's Physical Education Plan includes, but is not limited to:

- Physical Education staff will wear a mask at all times while indoors and when outdoors.
- Students will not be required to wear masks during Physical Education classes, but may do so if they choose.
- Physical Education classes at Pace Charter School of Hamilton will include one class at a time.
- An inventory of outdoor spaces with a marking off of areas, (using floor markers, floor tape, poly spots, etc.) to ensure separation among students.
- Cones, flags, tape, or other signs will be used to create boundaries between students.
- In order to mitigate risk, limit and/or eliminate direct contact with equipment, physical education classes will not utilize shared equipment and will not allow sharing of equipment. If a piece of equipment is touched, it will be cleaned and disinfected between each use.
- Students will wash hands immediately after physical education class and again before returning to the classroom.

Pace Charter School of Hamilton's Recess Plan includes, but is not limited to:

- Students must wear a mask in the hallway transitioning to recess
- Students will not be required to wear masks at recess, but may if they choose not to wear a mask outside, masks must keep their pocket or on their wrist. They are not permitted to hang it on the fence or keep on the ground.
- Students will wash hands immediately after outdoor recess.
- All recess staff will wear a mask during recess.
- Recess schedules will be staggered. If two or more groups are participating in recess at the same time, they will have at least 6 feet of open space between them.
- An inventory of outdoor spaces with a marking off of areas, (using floor markers, floor tape, poly spots, etc.) to ensure separation among students.
- Cones, flags, tape, or other signs will be used to create boundaries between groups.
- Designate specific areas for each class during recess to avoid cohort mixing.
- There will be staggered use of playground equipment with frequent disinfecting protocols.
- To mitigate risk, limit and/or eliminate direct contact with equipment:
 - Lessons with no equipment will be encouraged
 - There will be no sharing of equipment.
 - If equipment must be shared, it will be cleaned and disinfected between each group of students.

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NJDOE Critical Area of Operation #10: Field Trips, Extra-curricular Activities, and Use of Facilities Outside of School Hours

Pace Charter School of Hamilton will :

- limit all extra-curricular activities for the 2020-2021 School Year as long as the school is still under pandemic orders.
- adhere to all applicable social distancing requirements and hygiene protocol should there be any extra-curricular activities.
- not be participating or sponsoring any extra-curricular activities that allow for person-to-person contact or group gatherings.
- limit school-sponsored events during the pandemic. If school is in session it will restrict any school-sponsored events to school students and families only while limiting the number of participants.
- not plan to engage in field trips, assemblies or other activities that would require or allow for a large gathering. To provide additional learning experiences for the students,
- maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.

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Leadership and Planning

Pandemic Response Team

Pace Charter School of Hamilton has established a school-based Pandemic Response Team to centralize, expedite, and implement COVID-19-related decision-making. Each school building has an assigned liaison that reports to the Chief School Administrator to ensure coordinated actions.

Members of the team includes administrators, teachers and staff, and parents to help ensure that the decisions made reflect that of the school community as a whole. The Pandemic Response Team will support all planning, management, and decision-making related to the school's COVID-19 response actions. The Pandemic Response Team should be comprised of, at a minimum, the following members:

- Chief School Administrator
- Principals and Supervisors
- Teachers
- School Counselor
- School Nurse
- Members of the school safety team
- Custodian
- Parents

The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols. As the needs of New Jersey communities evolve, the Pandemic Response Team will be well-versed in creating opportunities for community, family, and student voices to continuously inform the Team's decision-making. The team will serve a critical role in building confidence and addressing concerns as they arise. The teams

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will ensure accurate, timely and transparent information is shared within the school community.

Scheduling

Pace Charter School of Hamilton has chosen a Hybrid Learning Model. Whereas, some students will be in the school building while others are learning remotely.

- Cohort A will attend school on Monday and Tuesday while Cohort B learns remotely.
- Wednesday all students will learn remotely and the school will complete a deep clean between groups.
- Cohort B will attend school on Thursday and Friday, while Cohort A works remotely.

This will allow a reduction of the number of students in the classroom at one time so that social distancing can be maintained. If parents so choose, students will be afforded the opportunity for all virtual learning.

	Monday	Tuesday	Wednesday	Thursday	Friday
Cohort A	In-Person	In-Person	Remote	Remote	Remote
Cohort B	Remote	Remote	Remote	In-Person	In-Person

School will begin for Staff on August 31st and for students on September 2, 2020.

Staffing

Staff have been part of all decision making with return to school. Currently, all staff have indicated they will be returning to work in September. If individuals have health or family needs that need to be addressed, Pace Charter School of Hamilton will follow the guidelines for Families First Coronavirus Response Act (FFCRA) which applies to employers with fewer than 500 employees. Whereas, Pace will grant 80 hours of paid sick time to employees that are unable to work for the following reasons, if the employee:

- is subject to a Federal, State or local quarantine or isolation order related to Covid-19
- has been advised by a health care provide to self quarantine related to Covid-19
- is experiencing Covid-19 symptoms and is seeking a medical diagnosis
- is caring for an individual subject to to an order described in (1) OR (2)
- Is carin for his/her child whose school or place of care is closed (child care provider unavailable) due to Covid-19 related reasons

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- is experiencing any other substantially similar condition.

Pace will be providing training to staff prior to the return to school addressing safety and health concerns as it relates to staff and students. Staff schedules will allow for assistance to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will include designated time to support school building logistics required to maintain health and safety requirements.

Instructional Staff shall:

- Reinforce social distancing protocol with students and co-teacher 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.).
- 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 or instructional coaches 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.

Mentor Teachers shall:

- 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.

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- 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 shall:

In addition to administrators’ non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators shall:

- 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.
- Prioritize vulnerable student groups for face-to-face instruction.
- 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.
- 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).
- Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.
- Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of 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 mode.
- 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.
- Facilitate the virtual component of synchronous online interactions.

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- Manage an online platform for small groups of in-person students while the teacher is remote.
- Assist with the development and implementation of adjusted schedules.
- Assist teachers with providing updates to students and families.
- Support embedding of SEL into lessons.
- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

Support Staff/Paraprofessionals/Assistants shall:

These staff members 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.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
- Pre-record read-alouds and videos around SEL activities and routines (K-2).
- Caption pre-recorded instructional videos from general education teachers.
- Provide real-time support during virtual sessions.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.

Educator Roles Related to School Technology Needs

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, Pace Charter School of Hamilton Shall:

- Designate staff members to provide ongoing support with technology to students, teachers and families.
- Develop a schedule and assign a technology point person to teachers by grade level and/or content area.
- Survey teachers and families to determine technology needs/access (considering those that have access, but may be sharing personal devices with others).
- Provide one-to-one instructional devices and connectivity to all students.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

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Student Teachers

To ensure student teachers are prepared to start supporting instruction on day one, districts shall:

- Survey potential student teachers over the summer to determine technology needs/access.
- Provide district loaner devices (as warranted) or work with partner institutions to provide loaner devices.
- Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- Train student teachers to use technology platforms.
- Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

Student teachers should:

- Obtain a substitute credential to gain the ability to support students without supervision as needed.
- Lead small group instruction (in-person to help with social distancing).
- Co-teach with cooperating teachers and maintain social distancing.
- Manage online classrooms for asynchronous hybrid sessions while cooperating teachers teach in-person.
- Implement modifications or accommodations for students with special needs.
- Facilitate one-to-one student support.
- Lead small group instruction virtually while the classroom teacher teaches in-person.
- Provide technical assistance and guidance to students and parents.
- Develop online material or assignments.
- Pre-record direct-instruction videos.
- Facilitate student-centered group learning connecting remote and in-person students.
- Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (K-8).

Athletics

Pace Charter School of Hamilton does not have any interscholastic sports.

Policy and Funding

Purchasing

Pace Charter School of Hamilton has allocated funds from the CARES ACT Grant for cleaning supplies and has secured a FEMA grant for Cleaning supplies. This will cover all purchased items needed to ensure the health and safety of students and staff. (e.g., personal protective

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equipment or cleaning supplies) Whenever possible, purchasing will be through an established State contract or through a cooperative purchasing consortium.

Use of Reserve Accounts, Transfers, and Cashflow – Currently, the budget does not include the need to tap into any reserve accounts.

Costs and Contracting

Pace Charter School of Hamilton participates in the federal E-rate program, which provides schools and libraries with funding support for high-speed broadband connectivity and internal connections equipment. Wherever feasible, Pace will strive to access cooperative contracts available from the State of New Jersey, New Jersey School Boards Association, County Cooperative Contracts, and County Educational Services Commissions to procure technology and connectivity services.

Continuity of Learning

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

Pace Charter School of Hamilton shall continue to meet their obligations to students with disabilities to the greatest extent possible. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario.

As the NJDOE continues to update school districts with additional guidance from the United States Department of Education (USDE) on implementation of the Individuals with Disabilities Education Act (IDEA) the plan may be modified to address the guidance.

Under the federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, Pace shall continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receive schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities must be critical points of discussion for every return-to-school scenario.

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Currently, there are no medically fragile students identified at Pace Charter School of Hamilton.

Procedures are in place to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. Open and frequent communications with the families of students with significant medical risk factors will be used to determine if additional precautions or unique measures are necessary prior to a student's return to school.

- The **IEP** team will review student data/student progress to determine critical skills that were lost during the period in which remote instruction was provided to students and determine the need for additional services to address learning loss.
- All student **IEPs** were met during the remote instruction. There is no need for the IEP team to consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time as this is not applicable.
- The **IEP** team has developed procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. Currently, there are two students who require additional testing to complete reevaluations.
- There are no **IEP** students who have had postsecondary plans adversely affected by the COVID-19 pandemic.
- Pace has clearly communicated to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.
- In accordance with the Extended School Year Guidance issued by the NJDOE, student **IEPs** that currently include ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic. Currently, there are no students receiving ESY at Pace.

Multi-Tiered Systems of Support (MTSS)

MTSS frameworks include screening and progress monitoring, formative assessments to determine where students are relative to key skills at the beginning of the school year, and how they are responding to instruction and various interventions.

The four components will focus on as critical for reopening and implementing the MTSS as a framework are:

1. Universal screening;
2. Collaborative problem-solving teams;
3. Family engagement; and

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4. Data-based decision making to include progress monitoring.

Model (Steps 1-4)

1. Universal Screening (NWEA Diagnostic) occurs 3x a year; September, February, and June. Students will complete screening during in-person instruction.
2. The collaborative problem-solving team meets to review initial and ongoing progress monitoring at the middle and end of each MTSS cycle.
3. Families will receive initial and ongoing communication regarding academic standing and progress.
4. Students will be evaluated after each cycle to determine tiered placement for the subsequent cycle.

Wraparound Supports

Pace Charter School of Hamilton will not be offering any Wraparound services during the pandemic.

Social-emotional needs of students with interventions both inside and outside of the school environment will be addressed by the Guidance Department. They will address as needed:

- Mental health supports for students, staff and parents to address the psychological and emotional impacts of Covid -19
- Primary health care and dental care visits will continue with support from the school
- Family engagement, including adult education will be provided to engage parents and families in meaningful ways, creating a collaborative environment.
- There will be no mentoring, child care services, academic enrichment, expanded after-school learning time until further notice.

Technology and Connectivity

Pace Charter School of Hamilton conducted a needs assessment to determine the need for school-provided devices and/or internet access in order to assist in the creation of this plan.

We will:

- Ensure that every student in grades K-8 will receive a device.
- Ensure that every student's household has internet capability.
- Partner with student/com-munity organizations to provide families with internet access if needed.
- Ensure students with disabilities will be provided with any technology needed.
- Monitor student attendance utilizing multiple methods: ie. participation as well as completion of assigned projects/tasks.
- Initiate targeted outreach for students who are not meeting attendance criteria.
- Utilize web based platforms that are user friendly to teachers, students, and parents alike.
- Monitor the delivery of high-quality lessons by all teachers.
- Provide consistent feedback.

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- Provide training for teachers and parents as needed.

Devices will be distributed as follows:

Grade Level	Device
Kindergarten	iPad
First Grade	Macbook
Second Grade	Chromebook
Third Grade	Chromebook
Fourth Grade	Chromebook
Fifth Grade	Chromebook
Sixth Grade	Chromebook
Seventh Grade	Chromebook
Eight Grade	iPads with keyboard attachment

All families have indicated that they have internet connections in home so students will have access to daily remote learning activities.

Curriculum, Instruction, and Assessments

In planning curriculum, instruction, and assessment for reopening, Pace Charter School of Hamilton will focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

As we plan to enter the 2020-2021 school year, educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures. This loss includes not only the skills necessary to access grade-level material, but also content knowledge. To accelerate students' progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed. Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate support necessary to fill the most critical gaps in learning. Teachers will examine the standards and school's scope and sequence to understand what skills and content knowledge will be addressed, when it will be addressed during the school year, and how students will demonstrate their knowledge of the standards.

Pace Charter School of Hamilton's instructional plan will:

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- Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments to ensure all students have access to high-quality instruction.
- Engage school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction.
- Recognize that the unique needs of students will affect how and when educators and students engage in learning experiences.
- Understand how trauma and other challenges related to students' social and emotional needs can impact learning.
- Design for student engagement and foster student ownership of learning:
 - Leverage students' strengths.
 - Consider fostering student voice and choice to promote engagement and independent learning.
 - Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material. Identify effective methods to differentiate student learning (e.g., small group instruction, different tools/products).
 - Provide effective feedback that helps students anticipate and be successful on next steps.
- Develop students' meta-cognition (parents may be able to provide some insights on how students understand how they learn best).
 - Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units.
 - Set reasonable expectations, build collaboration skills (peer-peer learning).
 - Build in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork.
 - Provide clear and flexible expectations (small group, office hours, check-ins).
- Identify how students will demonstrate learning (process over product):
- Identify criteria to demonstrate mastery of standard(s) or grades on projects.
 - Use multiple approaches (e.g., synchronous, asynchronous teacher-created videos, screen casting, independent, analog
 - Resource selection (high-quality): Identify and address learning gaps.
- Address different learning needs and interests.
- Evaluate which resources will be effective based on learning environment: remote learning and hybrid and school-based spaces.
- Consider potential need for professional learning related to the selection of high-quality resources.
- Recognize the impacts that home environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction:
 - Leverage technology in service to learning (e.g., learning management systems, teacher-created videos and screencasts; tools for students to demonstrate learning, collaborate with peers and experts, digital instructional

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resources (Teacher Resources for Remote Learning, NJTV Learning Live) and provide consistent support via IT team.

- Design learning experiences that:
 - Build student understanding by linking together concepts within and across grades
 - Literacy block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing
- Provide direct instruction, student practice, enrichment activities.
 - Leverage student interest.
 - Address real-world issues.
 - Build capacity of and provide support to family members to enable them to become “learning partners.”
- Provide regular time to collaborate with colleagues:
 - Coordination of assignments; cross-curricular planning; common lessons and modules.
 - Develop and build skills essential in this ever-changing, evolving world.

The following schedule has been developed for Instruction in the Hybrid Schedule:

K-3	Hybrid Cohort A/Cohort B Model
In-Person	<p>2 Days</p> <p>Monday/Tuesday Cohort A OR</p> <p>Thursday/Friday Cohort B</p> <p>Schedule includes:</p> <p>arrival, dismissal, morning meeting, instruction, specials, lunch and recess</p>
Remote	<p>3 Days</p> <p>Monday/Tuesday Cohort B OR</p> <p>Thursday/Friday Cohort A</p> <ul style="list-style-type: none"> · Synchronous 20/30 minute morning meeting per day · Asynchronous 60 minutes per day · Small groups as needed <p>Wednesday - ALL</p> <ul style="list-style-type: none"> · 20/30 Minute Morning Meeting · 60 minutes Asynchronous work · Special (Gym and Art or Music) · Small groups as needed

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4-5	Hybrid Cohort A/Cohort B Model
In-Person	2 Days Monday/Tuesday Cohort A OR Thursday/Friday Cohort B Schedule includes: arrival, dismissal, morning meeting, instruction, specials, lunch and recess
Remote	3 Days Monday/Tuesday Cohort B OR Thursday/Friday Cohort A <ul style="list-style-type: none"> · Synchronous 30 minutes per day · Asynchronous 90 minutes per day · Small groups as needed Wednesday - ALL <ul style="list-style-type: none"> · 30 minutes Synchronous work · 90 minutes Asynchronous work · Special (Gym and Art or Music) · Small groups as needed

6-8	Hybrid Cohort A/Cohort B Model
In-Person	2 Days Monday/Tuesday Cohort A OR Thursday/Friday Cohort B Schedule includes: arrival, dismissal, instruction (follow block schedule), specials, and lunch

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Remote	<p>3 Days</p> <p>Monday/Tuesday Cohort B OR</p> <p>Thursday/Friday Cohort A</p> <ul style="list-style-type: none">· 20 minutes Synchronous advisory per day· Asynchronous 120 minutes per day· Small groups as needed <p>Wednesday</p> <ul style="list-style-type: none">· 180 minutes Asynchronous work· Small groups instruction· Special (Gym and Art or Music)· Office Hours
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With the absence of 2020 Assessment data to help guide instruction, Pace Charter School of Hamilton will utilize alternative sources such as locally developed pre-assessments and formative assessments to inform instruction decision-making this Fall. The assessments will be administered in both in-person and virtual learning environments.

Assessments will utilize the following strategies:

- **Communication:** Clear and consistent communications with stakeholders is vital to successful implementation. Recognizing that flexibilities in implementation come with unique challenges, we will craft a strong communications plan to share strategies and rationale with parents and other members of the local education community.
- **Inventory Sources of Current Student Performance Data:** Sources may include, but are not limited to formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc. Make sure to utilize multiple sources of student data.
- **Develop Hypotheses:** After preparing data for examination, interpret the data and develop hypotheses about factors contributing to students' performance and the specific actions that can be taken to meet students' needs.
- **Determine Appropriate Assessment Tools:** Develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.
- **Develop Assessment Strategy:** At the start of an instructional unit, based on the student data available, create a strategy that test the hypotheses made based on the available student performance data by carrying out instructional changes that are likely to increase student learning, and use appropriate assessment tools to gather more, current student performance data. Restart the feedback loop by collecting and

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interpreting the new student performance data to evaluate the impact of instructional changes and make further hypotheses.

- Professional Development: Provide educators and parents with guidance to support assessment and data literacy.
- Educator Planning Time: Educators will require opportunities to collaborate and plan for developing pre-assessments which will complement the initial instructional units that will be covered as schools reopen in the fall.
- Data Analysis: Facilitate opportunities to build-up staff culture for collaborative analysis of data to confirm or refute hypotheses, inform additional questions that need to be answered, and to establish next steps.
- Feedback Loops: Repeat the cycle by creating additional data-informed hypotheses and test them throughout the school year.

It is imperative that meaningful and appropriate assessment strategies are incorporated into evaluating the needs of students and planning instruction. Students will need time to reacclimate to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized. As educators make efforts to measure “unfinished learning,” it is important to recognize that there are multiple types of assessments, each which serves a different purpose.

Professional Learning

Pace Charter School Of Hamilton will provide professional learning that will better equip leaders, staff, students, and parents/caregivers the tools and confidence to adapt to altered educational environments and experiences.

Special consideration will be made for the most critical focus areas of our training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

Currently, Pace has secured technology devices for all students so there is a 1:1 connectivity with virtual learning.

Career and Technical Education (CTE)

CTE programs and the postsecondary credentials and opportunities they offer provides as key momentum points for individuals on a path to economic opportunity, especially those from underserved communities.

Pace will maintain and provide opportunities for CTE programs as these opportunities are vital for students, families, communities, and the State. Pace will access the Office of Career Readiness for established guiding principles to help administrators and educators make

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informed decisions about how, when, and to what extent career and technical education can be safely offered.