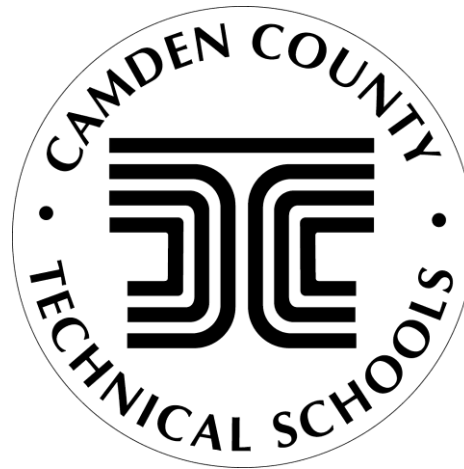


Restart and Recovery Plan
Camden County Technical School District
2020-2021 School Year



Camden County Technical School District

Prepared/Updated on the following Board of Education Meeting Dates:

August 26, 2020; March 24, 2021

Introduction/Purpose of the CCTS Restart and Recovery Plan

The purpose of the Restart and Recovery Plan is to address the following critical areas of operation as identified by the New Jersey Department of Education (NJDOE) and Health Officials: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Facilities Cleaning Practices; Meals; Physical Education; and, Extracurricular Activities and Use of Facilities Outside of School Hours. Scheduling is also a critical issue that is a part of the Plan. In addition, each campus will have a School-based Pandemic Response Team that will have at least one member who also serves on the District Restart Committee.

This Restart and Recovery Plan is fluid and it is subject to change.

District Mission Statement

The mission of the Camden County Technical School District is to:

- Ensure all students are proficient in the New Jersey Student Learning Standards
- Prepare all students for career and college success
- Develop ethical character
- Provide a safe, secure, and caring environment

District Vision Statement

The Camden County Technical School District is dedicated to student success through college and career readiness in an ever-changing world environment.

Students will develop into ethical citizens who demonstrate active inquiry and effective problem solving, while fostering creativity, communication, and collaboration skills. The student experience will include the core values of environmental awareness, emotional and social development, self-respect, and respect for others.

This vision will be achieved through a collaborative effort of students, parents and guardians, the staff, the greater Camden County community, and the Board of Education.

District Goals 2020-2021 SY

1. Student Achievement: Prepare all students for career and college success through district-wide investments in programs and instructional support, and best practices for their health and safety.
2. Learning Environment: Provide and promote a safe, sanitized, secure, and caring learning environment.
3. Student Life Beyond the Classroom: Provide quality student learning experiences that expand beyond the classroom and strengthen the CCTS community while promoting safe practices.

Camden County Technical School District Board of Education Members

William T. Mink, Ed.D., President
Michael Fuhrman, Vice-President
Jack Conners
Lovell Pugh-Bassett, Ph.D.
Jerry Silvi

CCTS District Restart Committee

Patricia Fitzgerald, Superintendent, CCTS District Restart Committee Chairperson/Facilitator
Karen DiGiacobbe, Assistant Superintendent for Curriculum, Instruction, Assessment, and Grants (Chairperson of Scheduling Subcommittee and Classrooms, Testing, and Therapy Rooms Subcommittee)
Scott Kipers, School Business Administrator (Chairperson Facilities Cleaning Practices, PPE, and Meals Subcommittee(s))
Kathleen Cassidy, Manager of Human Resources (Chairperson of Policies, General Health, and Safety Guidelines Subcommittee)
Leo Lampman, Director of Special Education (Co-chairperson of the Screening and Response to Students and Staff Presenting Symptoms Subcommittee and the Transportation Subcommittee)
Brett Fetty, Principal of CCTS' College Programs in Blackwood/Coordinator of Job Placement and Admissions (Co-chairperson of the Screening and Response to Students and Staff Presenting Symptoms Subcommittee and Transportation Subcommittee)
John Hourani, Ed.D., Principal/Pennsauken Campus (Chairperson of the following Subcommittees at the Pennsauken Campus: Student Flow, Entry, Exit, and Common Areas; Physical Education; and Extracurricular Activities and Use of Facilities Outside of School Hours; and, the School-based Pandemic Response Team)

Wanda Pichardo, Principal/Gloucester Township Campus (Chairperson of the following Subcommittees at the Gloucester Township Campus: Student Flow, Entry, Exit, and Common Areas; Physical Education; and Extracurricular Activities and Use of Facilities Outside of School Hours; and, the School-based Pandemic Response Team)

William T. Mink, Ed.D., Board President

Michael Fuhrman, Board Vice President

Roger Carter, AFSCME Union President/Head Warehouse Person/District

Eva Cetrullo, Director of School Counseling Services/Gloucester Township Campus

Tonya Davenport, Ed.D., Administrators' Union President/Supervisor of Curriculum, Instruction, and Assessment

Tony DePrince, District Facilities/Operation Manager

Ed Battaglia, Career Teacher/Pennsauken Campus

JoAnn Filer, Academic Teacher/Gloucester Township Campus

Audrey Fletcher, Career Teacher/Gloucester Township Campus

Annarose Haws, Academic Teacher/Pennsauken Campus

John Kammler, CamVoc Vice President/Career Teacher/Gloucester Township Campus

Doug Selfridge, CamVoc President/Academic Teacher/Gloucester Township Campus

Dino Valentino, Chief of Technology

Karenlynn Williams, FESP President, Librarian-Multi Media Specialist/Gloucester Township Campus

Sai Yerrapathruni, Consultant from Aegis Property Group

Shari Foster, Parent/Gloucester Township Campus

Hailey Foster, Student/Gloucester Township Campus

Richaellee Jones, Parent/Gloucester Township Campus

Mikayla Gee, Student/Gloucester Township Campus

Lara Hilaman, Parent/Gloucester Township Campus

Anna Romeo Giron, Parent/Pennsauken Campus

Sebastian Giron, Student/Pennsauken Campus

Marycel Rodriguez, Parent/Pennsauken Campus

Elisha Rodriguez-Ford, Student/Pennsauken Campus

Essential Employees

All CCTS staff, including but not limited to administrators, teachers, school counselors, child study team members, technicians, secretaries, clerk typists, security, technology staff, admissions' staff, business office staff, warehouse staff, and buildings and grounds staff, are considered essential employees at this time. This list is subject to change, and, if it does, a communication will be sent to the staff as well as to the Camden County Office of Education.

The Road Back: Restart and Recovery Plan for Education

School District: Camden County Technical Schools

Conditions for Learning

Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p><u>General Health and Safety Guidelines</u></p> <ul style="list-style-type: none">Establishing and maintaining communication with Health Dept; track local conditions Develop “high risk” criteria and share with staff and families	<ul style="list-style-type: none">The superintendent or designee will continue to respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impact the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation. Information regarding “high risk” (increased risk) criteria as identified by the CDC and/or county health officials will be shared with staff and families.

<ul style="list-style-type: none"> • Reasonable accommodations for students and staff at higher risk • Promote behaviors that reduce spread • Training 	<ul style="list-style-type: none"> • Reasonable accommodations for students and staff at higher risk will be provided, if possible. • Written and verbal communication regarding the behaviors that reduce spread will be provided to staff, students, and families. • Training will be provided regarding health and safety protocols.
<p><u>Classrooms, Testing and Therapy Rooms</u></p> <ul style="list-style-type: none"> • Separation of student desks, workspaces, and eating spaces • Physical barriers • Face coverings when social distancing not possible • Limit use of shared objects and supplies • Ventilation • Hand Sanitizer 	<ul style="list-style-type: none"> • Desks and workstations will be positioned to maximize social distancing to the degree possible. • Physical barriers will be installed in areas where possible. • Face masks will be required by staff and students. • Supplies, tools, and other objects will be limited to each individual to the degree possible. Where such items cannot be limited to an individual, the item will be sufficiently cleaned with an alcohol wipe both before and after use by an individual. Gloves may be worn when appropriate. OSHA guidelines will be followed. • Windows should remain open, weather permitting, in spaces that are not air-conditioned. Air-conditioned areas will be filtered to the degree possible, via ionizers installed in the air-conditioning units. Portable ionizers will be periodically placed in classrooms, etc. to filter the air to minimize the spread of germs. • Hand sanitizer will be available in all classrooms, office spaces, and hallways. To the extent that facilities are available for hand washing, hand washing is to be used over hand sanitizer.

<ul style="list-style-type: none"> ● Hand-washing stations ● Early Childhood Considerations ● Medically Fragile Students ● Belongings from home ● Use of larger spaces (gyms, cafeteria, auditorium) ● Scheduling/Movement ● Training 	<ul style="list-style-type: none"> ● Portable hand washing stations will be available at entrances and other public areas without restroom access. ● Young children (ages three to five) who have been brought into this program in the past will not be scheduled for the Early Childhood Learning Lab portion of the high school Early Childhood Education career program at this time. ● Medically fragile students will be monitored closely. Remote learning home instruction will be provided as required by the student’s physician. ● Belongings from home will be kept at a minimum and not shared with others. Each student’s belongings will be kept separate from others. ● Larger areas such as cafeterias, auditoriums, and gymnasiums will be used for instruction when social distancing protocols cannot be met. ● Scheduling will be on a hybrid schedule including synchronous remote instruction and in-person instruction. If needed due to special circumstances, asynchronous instructional support days will be included in the schedule. The in-person school days will be adjusted schedule days with limited movement. ● Training will be provided regarding health, safety, and facility protocols.
<p><u>Transportation</u></p> <ul style="list-style-type: none"> ● Social distancing on buses 	<ul style="list-style-type: none"> ● CCTS does not control the sending districts’ protocols for the transportation of students to and from school. As such, the sending district dictates the protocol. Anticipated Minimum Standards – All students must wear a face mask. For CCTS busing (after school, athletics, senior option, etc.), safety protocols will be established and masks must be worn at all times.
<ul style="list-style-type: none"> ● Cleaning 	<ul style="list-style-type: none"> ● Buses will be cleaned nightly (when used), via a ultra-violet lantern and/or wiping with alcohol wipes and/or sanitizing mister.

<ul style="list-style-type: none"> ● Board buses ● Windows ● Drivers ● Aides ● Aide in Lieu ● Waive busing ● Training 	<ul style="list-style-type: none"> ● CDC recommendations will be followed to the extent possible. Before students board the bus and throughout the time that they are on the bus, they must be wearing a face mask. ● Windows on the bus should remain open, weather permitting. Windows should only be opened and shut by driver and/or aide. ● Drivers of CCTS buses are required to wear face masks and will require students to wear face masks when boarding and riding the bus. ● Aides will be provided if required through a student’s Individualized Education Plan (IEP). ● N/A ● Parents may choose to transport their children each day. ● Training will be provided regarding health, safety, and bus protocols for CCTS bus drivers.
<p><u>Student Flow, Entry, Exit, Common Areas</u></p> <ul style="list-style-type: none"> ● Student and Staff Self-Check ● Location and Process for student and staff health screenings 	<ul style="list-style-type: none"> ● The parents of students will be expected to monitor their temperature and not to send their children to school if they have a temperature or have other symptoms. Staff will be expected to self-monitor their temperature and overall health. Staff members should not enter the campuses if they have a temperature or have other symptoms. In addition, staff and students who have returned from visiting a hotspot (as identified by state guidelines) will need to stay home and quarantine for the number of days required. ● The school district may perform temperature checks of students and staff upon arrival. Locations and processes for student and staff health screenings will be identified and communicated via the principal at each campus.

<ul style="list-style-type: none"> ● Procedures for symptomatic students or staff ● Policy for when person tests positive ● Parent Education ● Face Coverings: School Staff and Visitors 	<ul style="list-style-type: none"> ● A student who shows symptoms of illness during the school day while on campus will be sent to the nurses' office for assessment. The nurse will call home for pick up, if required. A staff member who shows illness or high temperature will be sent home and asked to contact their physician. Any additional procedures will be communicated to students and staff. ● A person who tests positive needs to remain at home until released to return to work and/or school by their physician. All applicable policies and procedures will be followed. Cleaning and sanitation protocols will be implemented. ● Information regarding the scheduling plan will continue to be sent to parents as it is updated and parents will continue to be given the opportunity to select whether they want their children to come in to school on the established "in-person" day(s) or to learn 100% remotely. The 100% remote option will continue to be made available until it is no longer permitted in the State of New Jersey. Parents have also been provided with all procedures for daily operations, health and safety, and cleanliness of facilities. ● All school staff and visitors are required to wear a face mask. Face masks must cover the nose and mouth, and conform to the lower part of the face. Policy 3216-Dress and Grooming for Teaching Staff Members and Policy 4216-Dress and Grooming for Support Staff Members were updated to include mandatory face coverings (mask) for all staff and students while on campus. A refusal to wear a required face covering (mask) or remove a prohibited face covering (mask) will be cause for immediate discipline. Policy 9150-School Visitors-Updated to require all school visitors to wear a face covering (mask) at all times while on campus. A visitor cannot enter the school without a face covering (mask). All visitors are required to socially distance whenever possible. Visitors may be checked to determine whether they have a temperature. Anyone with a temperature above 100.4°F will be denied entry and required to leave the premises.
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<ul style="list-style-type: none"> • Students (above age 2) • Visitors without masks • Training 	<ul style="list-style-type: none"> • Students are required to wear a face mask when boarding and riding the bus, and at all times during the school day. The principal from each campus will provide specific requirements regarding acceptable face masks. Face masks must cover the nose and mouth, and conform to the lower part of the face. Policy 5511- Dress and Grooming for Students was updated to include mandatory face coverings (mask) for all staff and students while on campus. A refusal to wear a required face mask or a refusal to remove a prohibited face mask will be cause for immediate discipline. • If a person does not have or has forgotten a mask, one will be provided for him/her. Visitors who refuse to wear a face mask will not be allowed access to the campuses. • Training will be provided regarding health, safety, and protocols for student flow, entry, exit, and common areas. Staff are required to participate in online tutorial training for COVID-19: Plan, Prepare, Respond (Educational Institutions); COVID-19 Video: How to Wear a Mask (OSHA); COVID-19 Video: Proper Handwashing (CDC); and COVID-19 Workplace Guidelines.
<p><u>Contact Tracing</u></p> <ul style="list-style-type: none"> • Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe. • Develop policies with Dept of Health, including triggers to activate and notification protocols • Identify how district can help w/contact tracing • Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA 	<ul style="list-style-type: none"> • The superintendent and any designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community.

<ul style="list-style-type: none"> • Communications system to allow staff and families to self-report symptoms/suspected exposure 	
<p><u>Facilities Cleaning Practices</u></p> <ul style="list-style-type: none"> • Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances 	<ul style="list-style-type: none"> • All surfaces of all buildings will be cleaned and sanitized daily.
<ul style="list-style-type: none"> • Increase cleaning high-touch surfaces • Bathrooms • Water Fountains • Hand Sanitizer • Provide sanitizing wipes to staff, cleaner and disinfectant to custodians and staff • Bus cleaning/sanitizing procedures 	<ul style="list-style-type: none"> • High touch surfaces, such as doorknobs, will be sanitized at multiple times per day. A schedule of areas to be cleaned and sanitized will be developed, which will include the frequency. Checklists (manual or electronic) will be completed and logged to ensure all areas are cleaned and sanitized according to the schedule. Custodians and staff will receive additional training on proper cleaning and sanitizing protocols/techniques. • To the extent possible, bathrooms in career classrooms will remain open, fostering social distancing by limiting movement in hallways. The bathrooms will be cleaned and sanitized at least once daily. • Water fountains that are non-touch will be available for use. All others will be closed, and locks will be applied. • Hand sanitizer will be available in all classrooms and offices. Dispensers will also be available in public areas. Hand washing, to the extent possible, will be encouraged over the use of hand sanitizer. • Sanitizing wipes will be provided to each classroom and office space. • Buses will be cleaned nightly (when used), via a ultra-violet lantern and/or wiping with alcohol wipes and/or sanitizing mister.

<ul style="list-style-type: none"> • Add physical barriers in schools, where needed • Training 	<ul style="list-style-type: none"> • Physical barriers will be installed in areas where social distancing recommendations cannot be met. • Training will be provided regarding health, safety, and protocols for cleaning practices. Staff are required to participate in online tutorial training for COVID-19: Plan, Prepare, Respond (Educational Institutions); COVID-19 Video: How to Wear a Mask (OSHA); COVID-19 Video: Proper Handwashing (CDC); and COVID-19 Workplace Guidelines.
<p><u>Meals/Food Service</u></p> <ul style="list-style-type: none"> • Develop cafeteria schedule and procedures for students • Develop cafeteria procedures for food service staff • Types of meals to be served 	<ul style="list-style-type: none"> • While on the adjusted schedule, meals will be provided in a grab-and-go fashion. Each morning, as a student enters the school building, a grab-and-go breakfast will be provided for the student to eat in the morning. At the conclusion of the day, each student will receive grab-and-go lunches for the day the student is on campus and for the day(s) the student will not be on campus. Breakfasts and lunches will be available for students who are learning 100% remotely as well.
<p><u>Recess/Physical Education</u></p> <ul style="list-style-type: none"> • Groups: If groups are at recess simultaneously create separation • Hygiene • Playground equipment • Locker Rooms 	<ul style="list-style-type: none"> • Recess: N/A. • Physical Education, when in-person, will adhere to social distancing guidelines when possible. • Proper hygiene will be reinforced. • N/A • Locker rooms will be closed.
<ul style="list-style-type: none"> • Equipment 	<ul style="list-style-type: none"> • No equipment will be used.

<ul style="list-style-type: none"> ● Mixing Cohorts 	<ul style="list-style-type: none"> ● Cohorts will be combined should the numbers of students and spaces permit.
<p><u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups</u></p> <ul style="list-style-type: none"> ● Social distancing ● Field Trips 	<ul style="list-style-type: none"> ● Field trips will be virtual in nature, avoiding large group gatherings, unless changes occur that will allow for in-person field trips. ● Career and Technical Education (CTE) clinical experiences may require field trips, at which time all transportation guidelines as noted above will be in place.
<ul style="list-style-type: none"> ● Assemblies, Large Group Gathering ● Use of Facilities by Outside Groups ● In-Person Gatherings Outside School Hours 	<ul style="list-style-type: none"> ● Assemblies will be virtual in nature unless they can be held, depending on the numbers. ● Use of facilities by outside groups will be limited. ● In-person gatherings outside of school hours will be limited based on guidelines.
<p>Social Emotional Learning (SEL) and School Culture and Climate</p>	
<p><u>Educator Well-Being</u></p> <ul style="list-style-type: none"> ● Support educator well-being so they may best support students ● Staff Wellness Program 	<ul style="list-style-type: none"> ● Support is provided to educators that include an employee assistance program. ● An employee assistance program is available for staff.
<p><u>Trauma-Informed SEL- Before September</u></p> <ul style="list-style-type: none"> ● Staff and Student Trauma ● Importance of SEL to student success ● Staffing for SEL needs 	<ul style="list-style-type: none"> ● Training is available to staff regarding staff and student trauma. ● Reinforcement of the importance of SEL to student success will be provided to staff. Students will be provided with supports that include student assistance coordinators, and they will be encouraged to join student activities. ● Staffing for SEL needs includes child study teams, school counselors, and student assistance coordinators.

<ul style="list-style-type: none"> ● Deliberate Opportunities to Connect ● Professional Development ● Establish system of check-ins with students and families ● Prepare/Review agreements with mental health service providers 	<ul style="list-style-type: none"> ● Information regarding opportunities for students to join extra-curricular activities will be provided. ● Professional development is ongoing throughout the school year. ● Child Study Team (CST) members and counselors are contacting students and families throughout the school year. ● Agreements with mental health service providers have been board approved for the 20-21 school year.
<p><u>Trauma-Informed SEL- School Year</u></p> <ul style="list-style-type: none"> ● Create opportunities for staff and students to reflect on SEL competencies ● Careful Conversations around impacts of COVID-19 ● Training 	<ul style="list-style-type: none"> ● Opportunities for staff and students to reflect on SEL competencies are provided by school counselors and child study team members. ● Counselors and child study team members are engaging in careful conversations around impacts of COVID-19. Additionally, careful conversations around impacts of COVID-19 are embedded in all professional development opportunities. ● Ongoing training is provided regarding health, safety, and trauma-informed SEL protocols.
<p><u>School Culture and Climate</u></p> <ul style="list-style-type: none"> ● Positive School Culture 	<ul style="list-style-type: none"> ● As national schools of character, our schools will continue to provide on-going character education and reinforce core values to continue to provide a positive school culture.
<p><u>Utilizing the Strengths of Staff</u></p> <ul style="list-style-type: none"> ● School Leaders 	<ul style="list-style-type: none"> ● School leaders will continue to participate in on-going Professional Learning Communities (PLCs) to discuss current issues, best practices, and leadership concerns.

<ul style="list-style-type: none"> • Student Support Staff • Teachers 	<ul style="list-style-type: none"> • School counselors and child study team members will continue to support students and families through counseling and out-reach services. • Teachers will continue to participate in on-going Professional Learning Communities (PLCs) to review and analyze data, share best practices, and discuss current issues and/or concerns. Additionally, teacher leaders will participate in training on the facilitation of weekly PLC meetings.
<p>Multi-Tiered System of Supports (MTSS)</p>	
<ul style="list-style-type: none"> • Universal Screening • Collaborative Problem-Solving Teams • Family Engagement • Data-based Decision Making 	<ul style="list-style-type: none"> • MTSS/RTI 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 throughout the school year. • Child study team members and school counselors meet to review student data in order to provide appropriate student placements. Intervention and Referral Services (I&RS) teams meet regularly. • Schools will invite families into discussions around the decision-making process and meetings regarding interventions and supports for their student(s). • Individual students' data based decision making involves a systematic analysis of data within multiple levels of instruction and interventions to identify students' strengths and areas of need, appropriate interventions, and determine the effectiveness of interventions.
<p>Wraparound Supports</p>	
<ul style="list-style-type: none"> • Mental Health Supports 	<ul style="list-style-type: none"> • Mental health supports will continue to be identified and provided based on individual needs of students.

<ul style="list-style-type: none"> ● Primary Health and Dental Care ● Family Engagement ● Academic Enrichment/Expanded After-School Learning 	<ul style="list-style-type: none"> ● Resources regarding primary health and dental care will continue to be provided to students and their families as needed. ● Families will continue to be provided information and encouraged to participate in their student's mental health services. ● Academic enrichment opportunities will continue to be provided through the 21st Century Learning Centers Community Grant to extend learning opportunities. Additionally, academic tutoring services will continue to be provided for students in need.
<p>Food Service and Distribution</p>	
<p><u>Honor our moral imperative to feed students</u></p>	<ul style="list-style-type: none"> ● Breakfast and lunch will be provided to each student according to the national school lunch program five days per week.
<p>Quality Child Care</p>	
<p><u>More families may need childcare</u></p>	<ul style="list-style-type: none"> ● Families who need childcare will be provided with county-wide resources.

Leadership and Planning

Requirements to Re-Open

<i>Critical Area</i>	<i>District Actions and Person(s) Responsible</i>
<p><u>What We Know</u></p> <ul style="list-style-type: none"> ● Public Health Trends Support School Re-Opening ● Schools Must Reopen for In-Person Instruction Start of School Year ● Many Schools Will Operate on Reduced Capacity ● Districts Need to Prepare to Pivot to Remote Instruction 	<ul style="list-style-type: none"> ● Central administration will continue to follow mandates when they occur regarding re-opening. ● Central administrators, with input from key stakeholders, will continue to create hybrid schedules that include in-person instruction. ● Members of the Restart and Recovery Committee continue to create in-person schedules that enable schools to operate at reduced capacity as long as 100% remote instruction continues to be permitted for students. ● Members of the Restart and Recovery Committee will continue to make adjustments to the in-person schedule to allow for transition to and from a full remote instructional day.
<p><u>Operational Requirements</u></p> <ul style="list-style-type: none"> ● Prepare Buildings and Grounds ● Form Pandemic Response team in the District 	<ul style="list-style-type: none"> ● The chief of buildings and grounds will continue to oversee the preparation for operations taking into account social distancing when possible. To the extent possible, instructional spaces will be rearranged and/or physical dividers will be added to maximize social distancing. Cleaning protocols and related activities will be updated to accommodate additional sanitation requirements deemed necessary. Hygiene training of staff and students will continue to be provided. ● Building principals oversee school-level Pandemic Response teams and each principal serves as a liaison to the district Restart and Recovery Committee.

<ul style="list-style-type: none"> • Clear Communications Protocols • Adopt Contingency Plans in Event Schools Must Close • Collect Feedback from Stakeholders • Key Considerations re: Policy and Practice Changes 	<ul style="list-style-type: none"> • Central administrative team members will continue to collaborate and create clear and continuous communications with the school community. • In the event of school closing, all instruction will take place remotely, taking into account any adjustments as needed. Communication will be shared by the central administrative team members. • Members of the central administrative team will continue to get input from stakeholders and make adjustments accordingly. • Members of the central administrative team will continue to differentiate key messaging across multiple platforms. District policies will be updated as needed.
School-Level Pandemic Response Teams	
<p><u>Establish School-Level Pandemic Response Teams (PRT)</u></p> <ul style="list-style-type: none"> • Identify PRT in Each School • Identify Responsibilities of PRT 	<ul style="list-style-type: none"> • Each principal has identified a PRT for each campus. • Each PRT is responsible and will continue to meet regularly to evaluate the school's academic, health and safety plans. The team is responsible to communicate with members of the district Restart and Recovery committee.
Scheduling	
<p><u>What Counts?</u></p> <ul style="list-style-type: none"> • School Year, School Day • Recommendations 	<ul style="list-style-type: none"> • The school year will consist of a minimum of 180 days. Each school day will consist of a minimum of 4 hours of instructional time. • The developed plan continues to be based information in The Road Back Restart and Recovery Plan for Education as set forth by the NJDOE, as well as additional information provided from various sources throughout the school year.

<ul style="list-style-type: none"> ● Hybrid Guidelines 	<ul style="list-style-type: none"> ● Hybrid scheduling plans continue to be established that include in-person and remote learning. Within the hybrid schedule, students will follow a synchronous, adjusted on-line learning schedule containing all class periods, as well as opportunities for in-person learning day(s). As long as students are permitted to learn 100% remotely, this option will continue to be made available. The hybrid scheduling plans provide ease and flexibility for change as needed based on the status of the community health crisis.
<p><u>Implementation Strategies</u></p> <ul style="list-style-type: none"> ● Communication ● Attendance ● Access to Technology ● Professional Development ● Feedback Loops ● Contingency Planning ● School Personnel 	<ul style="list-style-type: none"> ● Communication to parents will continue to differentiate key messaging across multiple platforms (i.e. global calls, email, text messaging, social media, printed mailings, etc.). ● Attendance will be taken daily and recorded in Realtime by homeroom teachers. ● All students will have access to a district provided electronic device. ● On-going and sustained professional development will be provided to staff. ● Feedback from stakeholders will continue to be considered when creating scheduling plans. The district will continue to be prepared to move to 100% remote instruction as needed. In addition, the number of in-person days may change. ● Plans will continue to be implemented to ensure a smooth transition to full remote learning. Plans will include provisions to meet the needs of medically fragile students and staff. ● The district provided professional development opportunities for substitutes so they could provide supports as needed.
<ul style="list-style-type: none"> ● Access to Supports 	<ul style="list-style-type: none"> ● School counselors and child study team members will continue to provide supports on campus and remotely as needed. Meals will be available for all

<ul style="list-style-type: none"> • Class Schedules • Accommodations • Learning Management System 	<p>students (in-person and remote learning).</p> <ul style="list-style-type: none"> • Multiple hybrid schedules have been discussed and developed to prepare for a variety of circumstances. • Technology will continue to be provided to allow for flexibility and accommodations. • Students and staff will utilize Google Apps For Education (GAFE) as the mode of delivery for instruction while on remote learning. Staff will also utilize the district's student database system to communicate grading and assignments to parents for their student(s).
<p>Staffing</p>	
<p><u>Guidance</u></p> <ul style="list-style-type: none"> • Mentoring • Educator Evaluation • Certification 	<ul style="list-style-type: none"> • https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml • https://www.nj.gov/education/covid19/teacherresources/evaluation.shtml EdTPA https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml • Certification https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
<p><u>Instructional Staff</u></p> <ul style="list-style-type: none"> • School Operations • Instructional Contributions 	<ul style="list-style-type: none"> • Staff will continue to set clear expectations for clear safety procedures and follow guides or rules set by members of the school's pandemic team. • Instructional staff will reinforce safety guidelines, plan lessons to meet the needs of students, develop routines and structures for students, communicate needs and concerns to parents and administration as needed, and maintain good practice in digital citizenship for all students and staff.
<ul style="list-style-type: none"> • Wellness 	<ul style="list-style-type: none"> • The Employee Assistance Program (EAP) provides short-term solution-focused

<ul style="list-style-type: none"> ● Feedback and Assessment ● Materials 	<p>confidential counseling, professional development coaching, mediation for the resolution of workplace conflict, critical incident stress management services, and community resources referrals to all staff members and their immediate family members under the age of 26.</p> <ul style="list-style-type: none"> ● Teachers will continue to provide regular feedback to students and families on expectations and progress. ● The district will provide electronic devices for remote learning.
<p><u>Administrators</u></p> <ul style="list-style-type: none"> ● School Operations ● Instructional Contributions ● Wellness ● Staff w/ Health Concerns ● Evaluation ● Scheduling 	<ul style="list-style-type: none"> ● Administrators will consider health and safety concerns while ensuring the quality of continued learning while in-person and virtually. ● Administrators will continue to work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered. ● The Employee Assistance Program (EAP) provides short-term solution-focused confidential counseling, professional development coaching, mediation for the resolution of workplace conflict, critical incident stress management services, and community resources referral to all staff members and their immediate family members under the age of 26. ● Administrators will continue to review the status of and communicate with staff with health concerns, and consider the provision of reasonable accommodations as needed when staff members are on campus. ● Administrators will continue to implement evaluations, adjusted and aligned to address remote teaching and learning. ● Administrators will continue to create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

<p><u>Educational Services Staff</u></p> <ul style="list-style-type: none"> ● School Operations ● Support Teaching ● Wellness 	<ul style="list-style-type: none"> ● Educational services staff will continue to support clear expectations for clear safety procedures and follow guides or rules set by members of the school's pandemic team. ● Educational services staff will continue to support the facilitation of remote learning by leading small groups, assisting with the development and implementation of adjusted schedules, support the embedding of SEL into lessons, and facilitate parent/teacher/student meetings. ● The Employee Assistance Program (EAP) provides short-term solution-focused confidential counseling, professional development coaching, mediation for the resolution of workplace conflict, critical incident stress management services, and community resources referral to all staff members and their immediate family members under the age of 26. ● Educational services staff will continue to provide information to students and families for county-wide services available to them and will continue to assist in the facilitation of contacting service providers.
<p><u>Support Staff</u></p> <ul style="list-style-type: none"> ● School Operations ● Instructional Contributions ● Wellness 	<ul style="list-style-type: none"> ● Instructional technicians will continue to support clear expectations for clear safety procedures and follow guides or rules set by members of the school's pandemic team. ● Instructional technicians will continue to support teachers in their career programs and/or will assist with one-on-one instruction as required through IEPs. ● The Employee Assistance Program (EAP) provides short-term solution-focused confidential counseling, professional development coaching, mediation for resolution of workplace conflict, critical incident stress management services, and community resources referral to all staff members and their immediate family members under the age of 26. ● Instructional technicians will continue to connect students to the educational services staff on an as needed basis.

Educator Roles Related to School Technology Needs

Preparation

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| <ul style="list-style-type: none"> • Support • Access • Devices • Setup • Training • Teaching Assistants | <ul style="list-style-type: none"> • Designated staff members will continue to provide ongoing support to with technology to students, teachers and families. • Teachers and families have been contacted to identify and meet connectivity needs. • The district will continue to provide electronic devices for remote learning for all students. • Designated staff members will continue to set up and prepare electronic devices for student use. • The district will continue to provide email addresses and access to online platforms prior to the start of and throughout the school year. • The district will continue to train teaching assistants to use technology platforms. |
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Policy and Funding

School Funding

Critical Area

District Actions and Person(s) Responsible

ESSA Relief Fund (CARES)

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| <ul style="list-style-type: none"> • Allocation and Uses | <ul style="list-style-type: none"> • ESSA Relief Funds received are being utilized to fund the purchase of electronic |
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	<p>devices for students, personal protective equipment, and to address facility needs related to the Covid-19 pandemic.</p>
<ul style="list-style-type: none"> • Rules 	<ul style="list-style-type: none"> • Every attempt will be made to follow the guidelines provided by the NJDOE.
<p><u>Federal Emergency Management Agency (FEMA)</u></p> <ul style="list-style-type: none"> • Eligibility • Uses 	<ul style="list-style-type: none"> • Financial assistance through FEMA will continue to be sought and used for eligible purchases related to the COVID-19 pandemic. • The purchase of personal protective equipment to protect against the spread of the virus and reasonable costs for disinfecting are examples of items that qualify for financial assistance at 75% of the cost.
<p><u>State School Aid</u></p> <ul style="list-style-type: none"> • Accounting 	<ul style="list-style-type: none"> • State aid accounts for approximately 55% of overall funding for CCTS.
<p><u>Purchasing</u></p> <ul style="list-style-type: none"> • Procedures 	<ul style="list-style-type: none"> • Purchasing procedures according to the State purchasing rules and the District's standard operating procedure will continue to be followed. Such policies will be followed even for emergency purchasing, to the extent possible, and that would otherwise not be subject to the State purchasing rules.
<p><u>Reserve Accounts, Transfers, Cash Flow</u></p> <ul style="list-style-type: none"> • Unexpected Needs • Emergency Accounts 	<ul style="list-style-type: none"> • To the extent possible, the district plans to continue to use any excess funds in other expense accounts to fund unanticipated expenditures so that use of reserves are not necessary. • The district has sufficient reserves for unexpected needs and emergency expenditures.

<ul style="list-style-type: none"> • Transfers 	<ul style="list-style-type: none"> • Transfers among accounts will be made as needed and in accordance with NJDOE requirements.
<ul style="list-style-type: none"> • Cash Flow 	<ul style="list-style-type: none"> • The district will be able to meet obligations in the case of delays in State funding, etc. Cash flow may be interrupted based on funding sources outside of district control.
<u>Costs and Contracting</u> <ul style="list-style-type: none"> • E-rate program • Cooperative Contracts, Purchasing Information, and resources for Districts and Families 	<ul style="list-style-type: none"> • The District strives to maximize E-rate funding. • The District uses State contract and cooperative contract pricing when it is advantageous.

Continuity of Learning

Student Growth, Special Populations

<i>Critical Area</i>	<i>District Action and Person(s) Responsible</i>
<u>Student Growth 2020-2021</u> <ul style="list-style-type: none"> • Assumptions Student Growth 	<ul style="list-style-type: none"> • Individual student growth will continue to be monitored by teachers and support staff. If appropriate, adjustments to the instruction and or delivery of instruction will continue to be made to ensure continuous growth on an individual student basis.

<ul style="list-style-type: none"> ● Prioritizing Students Who Need In-Person instruction Most 	<ul style="list-style-type: none"> ● Students who best benefit from in-person instruction will be monitored closely by teachers and support staff. If needed, alternate strategies will continue to be incorporated on an individual student basis to ensure continuous growth.
Delivery of Special Education and Related Services	
<p><u>Students with Special Needs</u></p> <ul style="list-style-type: none"> ● Medically Fragile Students ● Growth Students with Disabilities ● Evaluation Processes ● Postsecondary Plans ● Communication 	<ul style="list-style-type: none"> ● Medically fragile students will continue to be monitored closely by child study team members. Remote home instruction will be provided if a student’s medical condition requires it. ● IEP teams will continue to monitor individual student growth through IEP goals and objectives as well as teacher input. IEP teams will then determine if the need for additional compensatory services are appropriate. ● IEP teams will continue to follow standard NJ Special Education Code evaluation procedures for re-evaluation and initial evaluations as per required timelines. ● CST will continue to identify and monitor students whose post-secondary plans may have been adversely affected by the Covid-19 pandemic and provide support, resources, and assistance. ● CST will continue to clearly communicate with parents and students on an ongoing basis to ensure the appropriate related services for individual students as per IEPs and disabilities.
Technology, Connectivity, Participation, and Platforms	
<p><u>Technology and Connectivity</u></p> <ul style="list-style-type: none"> ● Devices ● Connectivity 	<ul style="list-style-type: none"> ● School-issued connectivity options and devices will continue to be provided to students based on individual need. ● Connectivity devices will continue to be provided to families on an as needed basis.

<ul style="list-style-type: none"> • Setup/Training 	<ul style="list-style-type: none"> • Technology protocols for students will continue to be distributed and support will continue to be provided as needed.
<p><u>Technology Considerations</u></p> <ul style="list-style-type: none"> • Tracking Participation Rates 	<ul style="list-style-type: none"> • The district will ensure that participation rates are not solely based on remote learning.
<ul style="list-style-type: none"> • Attendance • Platforms • Technical Assistance 	<ul style="list-style-type: none"> • Attendance will be taken based on on-line participation, in-person attendance, and assignment/project completion. • Students and staff will continue to utilize Google Apps For Education (GAPE) as the mode of delivery for instruction while on remote learning. Staff will also utilize the district’s student database system for the lesson planning process. • The district will continue to provide training and/or technical assistance to teachers and parents/guardians who are not experienced in remote learning methods including the use of technology.
<p>Curriculum, Instruction, and Assessment</p>	
<p><u>Delivering High-Quality Instruction in Hybrid Environment</u></p> <ul style="list-style-type: none"> • Staff Training / Refinement • Equitable Access • Engagement • Relationships 	<ul style="list-style-type: none"> • Professional development for staff regarding instruction was provided prior to the beginning of the school year and it will continue to be provided in a hybrid environment as needed. • All students will continue to have access to a high quality education. The learning experience will continue to be rigorous and appropriate based on content area and NJ Student Learning Standards (NLSLS). • Strong instruction will ensure appropriate student engagement and effective assessment. Professional Development areas was provided prior to the start of school and continues to be embedded throughout the school year. • Teachers will implement on-going formative and summative assessments to evaluate where students are in their learning to appropriately plan for instruction.

<ul style="list-style-type: none"> ● Assessment ● Consistency 	<ul style="list-style-type: none"> ● All staff will continue to focus on building strong relationships with students that will foster a warm and nurturing school environment to reduce anxiety and provide a shared purpose. ● Professional Learning Communities (PLCs) will continue to be utilized to encourage collaboration between educators to ensure consistency in instruction and assessment across grades and subject areas.
<p><u>Virtual and Hybrid - Curriculum</u></p> <ul style="list-style-type: none"> ● Loss of Learning and Learning Gaps ● Accelerated Learning ● Prioritize Learning Goals ● Communication ● Consistency 	<ul style="list-style-type: none"> ● Learning approaches will continue to be adjusted on an individual basis to account for unfinished learning and learning gaps. This may include additional supports such as an extended learning program (in-person and remotely). ● Teachers will continue to adapt the curriculum scope, sequence, and pacing to make adjustments for accelerated learning as needed. ● Teachers will continue to identify learning goals based on the learning gaps in essential skills, and prioritize and adapt instruction accordingly. ● The district continues to communicate with educators to identify teachers available to provide remediation for students, addressing unfinished learning during the school year and in the summer. Training for teachers to address additional needs and remediation was included in the professional development delivered prior to the start of the school year. ● Professional Learning Communities (PLCs) will continue to be utilized to encourage collaboration among educators to ensure consistency in instruction and assessment across grades and subject areas.
<p><u>Virtual and Hybrid - Instruction</u></p> <ul style="list-style-type: none"> ● Shared understanding ● Types of Learning 	<ul style="list-style-type: none"> ● The district will continue to communicate and encourage a shared understanding among staff, students, and families regarding learning expectations, the learning environment, and the expectations for interactions to ensure all students have access to high quality instruction. ● Teachers will continue to provide instruction that engages students in experiences that meet their unique needs and learning styles.

<ul style="list-style-type: none"> • Goal • Clarity • Creativity 	<ul style="list-style-type: none"> • The goal of the district is to develop and build academic and essentials skills among students to ensure student success in this ever-changing, evolving world. • The district will continue to provide clear and flexible expectations regarding instructional activities and student participation. • Teaching staff will continue to identify and deliver creative ways of instruction to ensure student participation and growth.
<p><u>Virtual and Hybrid - Assessment</u></p> <ul style="list-style-type: none"> • Types of Assessments • Assessment Strategy • Professional Development • Importance 	<ul style="list-style-type: none"> • Teachers will continue to use a variety of assessments (i.e. baseline, pre-assessments, formative, summative, etc.) to guide instruction. • Teachers will continue to use and analyze assessment results in PLCs to drive the decision-making process. • The district will continue to provide on-going support to educators regarding assessment data and its correlation to effective instruction. • Teachers will continue to implement meaningful assessment strategies to evaluate students' needs and guide instruction.
<p><u>Professional Learning</u></p> <ul style="list-style-type: none"> • Remote/Hybrid Learning • Learning Loss/Gaps • Planning Time • Technology 	<ul style="list-style-type: none"> • The district provided technology workshops throughout July and August in preparation for hybrid learning. Additionally, professional development focused on a remote instructional model took place prior to the start of the school year. • Professional development scheduled prior to the start of the school year incorporated addressing learning loss/gaps, students' with individualized needs, and English language learners. • Communication from the ScIP will continue to be utilized in the development of professional learning. • The district will continue to provide training and/or technical assistance to teachers and parents/guardians who are not experienced in remote learning methods including the use of technology.

<ul style="list-style-type: none"> ● Ongoing Professional Learning ● Professional Development Plans 	<ul style="list-style-type: none"> ● The district will continue to provide ongoing and sustained professional development to meet the needs of the staff. ● Professional Development Plans (PDPs) were developed with flexibility to adapt to the needs of the district, school, and educator.
<ul style="list-style-type: none"> ● Mentoring ● Evaluation ● ScIP ● Provisional Teachers, Nontenured Teachers, Corrective Action Plans 	<ul style="list-style-type: none"> ● The district mentoring plan was developed in accordance with the NJDOE guidelines and delivered in an in-person, hybrid, and/or remote model. ● Evaluation training was adjusted and aligned to address remote teaching and learning. ● The ScIP team will continue to meet to provide teachers a voice, the venue to review and discuss the evaluation process, and the opportunity to shape the professional development that will continued to be provided. ● School administrators will continue to consider the requirements and best practices involved with provisional status teachers, non-tenured educators, and those on corrective action plans, as applicable.