

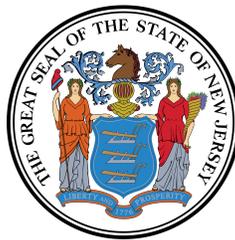


**CRESTHAVEN
ACADEMY**
CHARTER SCHOOL

RESTART AND RECOVERY PLAN FROM COVID-19 2020-21

530 West 7th Street
Plainfield, NJ 07060
(908) 756-1234

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**New Jersey Department of Education,
Office of Charter and Renaissance Schools**

CRESTHAVEN ACADEMY CHARTER SCHOOL'S OVERVIEW

Cresthaven Academy Charter School's Restart and Recovery Plan is aligned with the guidelines outlined in the NJ Department of Education's "Restart and Recovery Plan: The Road Back," and the Center for Disease Control and Prevention (CDC). To continue to meet the needs of our school community, this plan will be reviewed, adjusted, and communicated, in alignment with any changes due to COVID-19.

At Cresthaven Academy Charter School (CACS), we believe that all children, regardless of race or economic status, can succeed when given equal access to a high-quality education. Cresthaven Academy Charter School exists to provide a comprehensive education to our students that develops the whole child through academic excellence, physical wellness, emotional health, and character enrichment. On our road to reopening, CACS is committed to maintaining our mission and vision by providing equitable access to high-quality instruction, developing the whole-child, and adhering to health and safety protocols as per the CDC and State Department of Education guidelines.

On March 13, 2020, CACS transitioned to full-time remote learning for all scholars and instructional staff. During this transition, the safety and well-being of students, families, and staff remained our guiding principle. With the "Whole Child" in mind, Cresthaven Academy staff frequently communicated with families to check-in, provide support, and assess technology needs. All communications were logged to ensure we upheld equity and our whole-child mission and vision. With the data collected through staff check-ins, CACS was able to go beyond academic support to provide scholars and families with daily meals; tablets, chromebooks, and hotspots; emotional and mental-health support; as well as essential basic care items like diapers and toilet paper, whenever possible.

During remote learning, each student was given access to Google Classroom for daily instructional videos and assignments aligned to the curricula. Teachers provided asynchronous and synchronous opportunities for learning across all subjects. Each K-1 student received a remote learning packet that aligned with and supported Google Classroom instruction. Assignments for students in grades 2-3 were fully online and supported by Google Classroom. Instruction aligned to standards and was differentiated for all learners. By surveying families and determining their needs, we distributed 30 hotspot devices/tablets, 20 Kindle fires tablets, 18 Playaway Launchpads, and 100+ Chromebooks to attempt to close the digital divide for our scholars. We worked with families to distribute additional technology as needed. As of May 2020, 100% of 3rd-grade students, 100% 2nd-grade students, 100% of 1st-grade students, and 100% of kindergarten students had access to WiFi and a Chromebook/Tablet (personal or school-issued). Every family of a scholar in grades K-3 gave permission for their child to use GSuite for Education. 100% of families of students with disabilities gave permission to use Google Meet as well for 1:1 support from teachers and staff.

During remote learning, CACS maintained a high level of academic rigor. Teachers met virtually with the Director of Curriculum and Instruction (DCI) to determine how to best adapt the remainder of the curricula into remote learning, without sacrificing key skills and standards. Teachers created asynchronous videos that translated the type of lessons that would be seen in a brick-and-mortar classroom into a virtual environment. Daily assessments and/or assignments checked for student understanding after each video-lesson. These assessments and assignments included pictures of physical work sent in by parents/guardians or online assessments pushed out through Google Forms, Google Slides, Google Docs, ReadWorks, EpicBooks, and/or Reading A-Z. Teachers held synchronous 1:1 and small-group Google Meet sessions to target the challenges that the data presented. Several opportunities for project-based learning in SEL, science, and social studies were also assigned to allow students off-line time to engage with and learn new material.

During remote instruction, teachers provided daily asynchronous and weekly synchronous instruction in Math, Literacy, Science, Social Studies, SEL, and Phonics via Google Classroom utilizing the apps under GSuite for Education. Students turned in assignments remotely on Google Classroom. When applicable, parents/students

sent back voice recordings, pictures, and/or videos of student work through Google Classroom or through Remind, a communication platform allowing CACS to communicate with families in multiple languages. Google Meet, under GSuite for Education, was used as an additional platform for instructional support. Students received weekly to daily phone or video conference calls by their teachers to provide academic, social, and/or emotional support. All online and paper work, which was submitted through pictures or through a school drop-box, were checked for accuracy and/or completion, depending on the task assigned.

Areas of Strength During Remote Learning

- 100% of scholars had access to technology;
- 100% of parents/guardians attended Parent-Teacher Conferences (PTCs) during remote instruction;
- Students with Disabilities (SWDs) continued to receive all related services based on their Individualized Education Programs (IEPs);
- Distribution of meals took place every week during remote instruction and continued throughout the summer. Typically, 300 breakfasts and 300 lunches were distributed for each day with a total of 3000 meals served each week;
- All students received weekly-daily video/phone calls to provide social, academic, and/or emotional support; and
- SWDs and English Language Learners (ELLs) received daily check-ins through video/phone calls to provide individualized academic support.

Areas of Opportunity During Remote Learning

- Provide more synchronous learning opportunities for scholars to provide 1:1 and small group targeted instruction;
- Streamline a process for collection of completed student work, allowing parents/families to indicate if they would like to drop-off work safely or send pictures of work to teachers;
- Provide separate grade-level designated Google Classrooms for Physical Education and Music for easier monitoring of participation and assessment of learning in co-curriculars; and
- Continue to plan for more structured and differentiated social-emotional activities that account for and address the changing needs of our families and scholars.

At CACS, social-emotional learning (SEL) remained a critical part of our remote learning program. Every week virtual newsletters were sent out to families, detailing important information for the week. Included in these newsletters were community resources, wellness tips, and various SEL activities families could complete with their scholar. Additionally, teachers held synchronous Google Meet social sessions to encourage peer-interaction throughout remote learning. Teachers continually promoted the well-being of scholars by creating interactive Bitmoji classrooms that included virtual field trips, games, movement activities, and read-alouds that related to SEL.

During remote instruction, the School Social Worker and School Psychologist continued providing individual counseling for scholars who received both mandated and non-mandated counseling. Both the School Social Worker and School Psychologist would routinely check-in on families who indicated needing additional support. The Nurse continued open communication with families who were in need of medical support or resources.

Families had the option to obtain prepackaged breakfast and lunches twice a week in a "Grab and Go" style with all required components. On pick up days, families were given multiple days of breakfast and hot lunch packages. The Operations team distributed 40,736 meals, which included food being delivered to families. Additionally, meals were also provided to families through long weekends and Spring Break. In the summer, we applied for the Summer Food Service Program (SFSP) through SNEARS to continue providing prepackaged meals to families. The Operations team distributes 400 meals daily to members of our community that are 18 and younger, including our scholars. We will continue to serve summer food until school resumes.

When students attend school in-person, they will have the opportunity to eat breakfast (school meal or breakfast from home) in the classrooms. They will have the option to take home a “Grab and Go” lunch. On remote learning days, scholars will be able to pick up meals, “Grab and Go” style, similarly to what we did last spring and over the summer.

PARENT/GUARDIAN SURVEY RESULTS

CACS used social media, email, phone calls, and Remind to encourage families to complete the survey. We had 76% participation with 287 out of 376 responses captured (1 per child, not per family).

Survey Results:

Remote = 77/287 (27%)

Hybrid 144/287 (50%)

In-Person Model = 66/287 (23%)

Based on the feedback from the surveys, our plan prioritizes:

1. Following CDC guidelines to the greatest extent possible
2. Discourage student cohort mixing to the greatest extent possible
3. Address the impact on the mental health and wellness of students and staff by focusing on transitioning back to school (remote learning → hybrid model → return to full-time, “new normal”)
4. Provide healthy meals to scholars (Monday - Friday)

REOPENING DATES

Professional Development for Staff: CACS will welcome teachers and staff into the school for on-site professional development on Monday, August 10, 2020. During the 3 weeks of Summer Institute, staff will participate in trainings on Health, Safety, Curriculum, Instructional Practices, Child Development, Social-Emotional Learning, Classroom Management, Technology, and Operations. During training, instructional technology will be emphasized to ensure that we are able to pivot to remote learning if needed. To ensure the safety of our staff, training will adhere to the CDC guidelines to the greatest extent possible, with most sessions being offered on virtual platforms with staff remaining in their assigned spaces.

Return to School for Students: CACS will implement a hybrid schedule to start the 2020-21 school year, utilizing a combination of in-person and remote instruction in order to safely provide high-quality instruction to our scholars. Parents will have the option to elect for their scholar to participate in all-remote only instruction in lieu of the hybrid schedule.

START OF SCHOOL CALENDAR - BEGINS AUGUST 26th, 2020

The calendar below will be followed for the first weeks of school.
Additional calendar details will be released in September.

AUGUST/SEPTEMBER 2020-21 SCHOOL YEAR		26 Meet the Teachers & Technology Poll (9-11 AM)	27 Meet the Teachers & Technology Poll (9-11 AM)	28 Meet the Teachers & Technology Poll (9-11 AM)
31 [FLEX DAY] ALL REMOTE (Tech Check)	1 ALL REMOTE (ALL GRADES)	2 ALL REMOTE (ALL GRADES)	3 ALL REMOTE (ALL GRADES)	4 ALL REMOTE (ALL GRADES)
7 NO SCHOOL	8 ALL REMOTE (ALL GRADES)	9 ALL REMOTE (ALL GRADES)	10 ALL REMOTE (ALL GRADES)	11 ALL REMOTE (ALL GRADES)
14 [FLEX DAY] ALL REMOTE	15 HYBRID INSTRUCTION	16 HYBRID INSTRUCTION	17 HYBRID INSTRUCTION	18 HYBRID INSTRUCTION

CACS will implement a schedule for the 2020-21 school year that includes in-person instruction for at least 180 days in accordance with N.J.S.A. 18A:7F-9. CACS has established a schedule for multiple scenarios of developmentally appropriate instruction per grade, and alternating days based on cohorts to create a hybrid of in-person instruction.

HYBRID INSTRUCTION SCHEDULE - BEGINS SEPTEMBER 15th, 2020

Cohorts identified below will attend in-person instruction in the school building from **7:35-11:45am** on the days indicated. The opposite cohorts (not listed) will engage in remote learning that day.

MONDAY All Remote Instruction	TUESDAY In-Person Instruction	WEDNESDAY In-Person Instruction	THURSDAY In-Person Instruction	FRIDAY In-Person Instruction
REMOTE LEARNING FOR ALL GRADES "FLEX DAY"	2nd Gr. Cohort A	Kinder Cohort A	Kinder Cohort B	Kinder Cohort C
	3rd Gr. Cohort A	1st Gr. Cohort A	1st Gr. Cohort B	2nd Gr. Cohort B
	4th Gr. Cohort A	4th Gr. Cohort B	3rd Gr. Cohort B	-----
	Resource Replacement Program	Resource Replacement Program	Resource Replacement Program	Resource Replacement Program
	Maximum of 117 scholars in building	Maximum of 119 scholars in building	Maximum of 106 scholars in building	Maximum of 54 scholars in building

RE-OPENING CONTINUUM

The re-opening continuum was designed to allow our school community to quickly pivot into various learning models as it becomes safer to return to different phases of remote and/or in-person learning.

The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Reopening Continuum

*Subject to change upon further guidance.

Lowest Risk



Highest Risk

	Fully Remote (Mandated by Governor)	Fully Remote (Not Mandated by Governor)	Hybrid Option 1	Hybrid Option 2	Hybrid Option 3	Hybrid Option 4	Fully In-Person w/ COVID Restrictions	Fully In-Person w/o COVID Restrictions "New Normal"
School Hours for Scholars	8 AM - 3:30 PM	8 AM - 3:30 PM	7:35 AM - 11:45 AM	7:35 AM - 1:45 PM	7:35 AM - 3:45 PM	TBD	TBD	7:45 AM - 3:45 PM
After School Hours	N/A	N/A	11:45 AM - 1:45 PM	1:45 PM - 3:45 PM	3:45 PM - 5:45 PM	TBD	TBD	3:45 PM - 5:45 PM
School Hours for Staff	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM	7:20 AM - 4:30 PM

NJ DOE IDENTIFIED 10 CRITICAL AREAS OF OPERATION: CONDITIONS FOR LEARNING

As CACS plans to reopen our school building to scholars and staff, we are evaluating all systems, routines, and procedures to ensure the safety and wellness of our school community. The intent of the following protocols is to ensure that we are able to provide high quality instruction and decrease the risk to exposure of COVID-19 for all stakeholders entering the school building.

1. GENERAL HEALTH & SAFETY GUIDELINES

“In all stages and phases of pandemic response and recovery, schools must comply with Center for Disease Control (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.” CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Regulatory Awareness	N/A	CACS will be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held. The Executive Director will work closely with the School Nurse.
Arrival System to Promote Social Distancing	<p>High number of people entering the building all at the same time restricts the ability to physically distance.</p> <p>Staff taking scholars out of cars is a high-contact activity that increases exposure to COVID-19.</p> <p>High-contact threshold greetings (handshakes, high-fives, etc.) increases the exposure to COVID-19</p> <p>Latecomers getting signed in (last year’s procedure) increases risk with multiple people congregating in the front office, touching the same binder and pen, etc.</p>	<p>CACS will operate at reduced capacity to maintain a “regular” arrival time window.</p> <p>Multiple entrances will be used to keep grades separated and maintain physical distancing whenever possible.</p> <p>Parents/Families will be asked to get their children out of their cars and into the school safely.</p> <p><u>Specific Safety Precautions for Arrival</u></p> <ul style="list-style-type: none"> • Temperature checks (pending guidance and approval). • Scholars, staff, and essential visitors will wear a mask to enter the building, unless doing so would inhibit the individual’s health or an accommodation is required. • Hand sanitizer for all scholars, staff, and visitors upon entering the building. <p><u>Greeting/Threshold</u></p> <ul style="list-style-type: none"> • Use no-touch, developmentally appropriate greetings. <p><u>Tardy System</u></p> <ul style="list-style-type: none"> • Develop a no-touch system for scholars arriving late (including breakfast process).

Attendance	<p>Excess absences may indicate a health and/or safety concern.</p> <p>Staff closely monitors attendance in all learning environments to ensure the health and/or safety of families and students.</p>	<p>CACS will monitor attendance in Sycamore and within an in-house daily communication log.</p> <p>CACS will provide a combination of synchronous and asynchronous activities for students, with consistent and communicated times for synchronous learning. Attendance will be taken based on attending in-person sessions and based on daily student participation on platforms. Expectations will be clearly communicated with families.</p>
Dismissal System to Promote Social Distancing	<p>High number of people leaving the building at once and many families outside to pick up their children restricts the ability to physically distance while ensuring the safe dismissal of elementary age children.</p> <p>High-contact process to get scholars dismissed orderly and safely (numbered system for car-riders, bus friends, etc.) increases exposure to COVID-19.</p> <p>Scholars picked up late from dismissal may be mixed with another cohort in order to maintain supervision, increasing the risk of exposure.</p>	<p>CACS will operate at reduced capacity to maintain a “regular” dismissal time window.</p> <p>Scholars, staff and visitors will wear face coverings while exiting the building, unless doing so would inhibit the individual’s health or an accommodation is required.</p> <p>Multiple exits will be used to keep grades separated and maintain physical distancing.</p> <p>Families will be required to show the 2020-21 dismissal tag (no-contact) and ensure that scholars are dismissed to an authorized adult.</p> <p>CACS staff will clearly display their school ID to ensure that we can be easily identified as personnel.</p>
Hand Hygiene	N/A	<p>Teach and reinforce hand-washing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.</p> <ul style="list-style-type: none"> • If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be used.
Cloth Face Coverings or Masks	<p>Wearing masks or cloth face coverings for extended periods of time may be challenging for some children.</p> <p>Wearing masks or cloth face coverings for extended periods of time - while teaching - may be challenging for many teachers.</p>	<p>Students’ names must be written in permanent ink on the masks/face coverings to avoid cross contamination.</p> <p>Teach and reinforce use of cloth face coverings. Face coverings are required to be worn by staff and students at all times inside the school building, unless doing so would inhibit the individual's health or accommodations are required.</p> <p>Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently. Information should be provided to staff, students, and students’ families on proper use, removal, and washing</p>

		of cloth face coverings.
Staying Home When Appropriate	N/A	<p>CACS will educate staff and families about when they/their child(ren) should stay home and when they can return to school.</p> <p>CACS will actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home. Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies.</p> <p>CACS will not have perfect attendance awards, will not assess schools based on absenteeism, and offer virtual learning and telework options, if feasible.</p>
Protections for Scholars at Higher Risk for Severe Illness from COVID-19	N/A	<p>CACS will offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).</p> <ul style="list-style-type: none"> Scholars at high risk should take directives from their physicians
Protections for Staff at Higher Risk for Severe Illness from COVID-19	<p>Staff members may need medical accommodations.</p> <p>Staff members' children may need accommodations, preventing staff members from working full-time.</p> <p>Staff members may need to take time off for child care reasons to supervise their own children learning remotely.</p>	<p>To the greatest extent possible, CACS will offer options for staff at higher risk of severe illness from COVID-19 including older adults and individuals with disabilities or serious underlying medical conditions.</p> <ul style="list-style-type: none"> Work with school nurse Seek legal counsel as needed
Support Coping and Resilience	N/A	<p>CACS will encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.</p> <p>Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.</p> <p>Encourage employees and students to talk with people they trust about their concerns and how they are feeling.</p> <p>Consider posting signages for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746</p>

2. CLASSROOM, TESTING, AND THERAPY ROOMS

“Schools and districts must allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face covering are always required for visitors and staff unless it will inhibit the individual’s health. School districts must also minimize shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.” CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Shared Supplies	Shared supplies in classrooms may increase exposure to the virus.	<p><u>Individualized Scholar Supplies</u></p> <ul style="list-style-type: none"> ● To the greatest extent possible, scholars will have their own set of supplies. ● Supplies will stay in scholars’ desks or seat sacks. ● Supplies that cannot be individualized for students will be disinfected throughout the school day, between uses, and in the evening.
Shared Technology/Access to Technology	Shared technology may increase exposure to the virus.	<p>CACS will deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible.</p> <p>CACS will increase access to resources for students who may not have dedicated devices for virtual learning. The district will consider Single Sign-On (SSO), if applicable, for plug-ins and other software to assist in the ease of use and accessibility. CACS will utilize GSuite for Education to ensure the seamless integration of synchronous online teaching and self-paced courses.</p> <p><u>1:1 Chromebooks for Scholars</u> Scholars in grades K-4 will be assigned a chromebook and/or tablet at the start of the school year.</p>
Modified Layouts for Instructional and Non-Instructional Rooms	N/A	<p>CACS will set up seating/desks at least 6 feet apart, when feasible, and turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.</p> <p>Each staff member will be provided with a portable desk shield to use as a physical barrier.</p>
Plans: Special Education Services	N/A	<p>During the hybrid model, Special Education Teachers will provide special education services through both in-person instruction and remotely through the use of GSuite for Education.</p> <p>Daily check-ins with all SWDs by the Special Education Teacher will occur.</p> <p>SWDs who receive Resource Replacement</p>

		<p>programming based on their IEPs will be provided in-person instruction four days a week to ensure intensive and individualized academic support.</p> <p>When In-Person instruction is occurring,</p> <ul style="list-style-type: none"> ● SWDs will receive in-person instruction from their Special Education Teacher; ● To the greatest extent possible, scholars will have their own set of supplies; and ● For the Student Support rooms that provide Pull-Out and Resource Room Replacement services, there will be one class in the room at a time to ensure social distancing and all safety precautions are followed. <p>When remote instruction is occurring,</p> <ul style="list-style-type: none"> ● All digital assignments, and corresponding remote learning packets, will be differentiated and selected to be the appropriate instructional level for each scholar; ● Special Education Teachers will provide daily virtual 1:1 or small group face-time meetings to provide instruction tailored to each scholar's needs; and ● Requirements for differentiated work will remain consistent with IEPs.
<p>Child Study Team (CST) Evaluations</p>	<p>Shared testing materials and close proximity between the evaluator and scholar may increase exposure to the virus.</p>	<p>Evaluators and scholars will be required to wear their own masks unless doing so would inhibit the individual's health or an accommodation is required. Where a staff member or a student does not have their own mask, the individual can be provided with a mask or face covering from the school.</p> <p>Hand sanitizer will be available at each testing location. Students and staff should wash their hands or use hand sanitizer before touching manipulatives.</p> <p>Face shields will be provided to staff. Evaluators must clean and sanitize their face shields after each evaluation.</p> <p>Plexiglass barriers will be on the table at each testing site. The barriers will be used to cover testing kits and books.</p> <p>Gloves, hand sanitizer and cleaning products will be present in each testing location. Evaluators should use gloves when sharing manipulatives or direct student contact is required (OT/PT).</p> <p>If conducting more than one evaluation in a day in the</p>

		<p>same room, evaluators must clean surfaces, light switches, chair handles, door knobs, plexiglass barriers, face shields, writing utensils, and manipulatives (any area touched by staff or students) before the next evaluation.</p> <p>Each testing site will be cleaned and sanitized each day after all staff and students have left.</p> <p>Evaluations will occur during both hybrid and remote options with all the above safety precautions put in place to the greatest extent possible.</p>
<p>Therapy Rooms for Related Services</p>	<p>Shared therapy rooms and close proximity for the therapist and scholar may increase exposure to the virus.</p> <p>Shared technology between related services providers may increase the spread of the virus or lack of technology will cause difficulty providing related services.</p>	<p>At this time, during the hybrid model, Speech and Language Therapy, Occupational Therapy, and Counseling will be provided through virtual platforms, including GSuite for Education and/or phone calls. This will ensure equity for scholars regardless of the plan they choose (hybrid or fully remote) and to ensure the one day a week they are in the school building focuses entirely on core academic areas.</p> <p>CACS will offer related service providers technology support or use of chromebooks to ensure related services are provided to the highest quality.</p> <p>Individualized lessons, activities, videos, and related materials will be provided to the scholars through GSuite for Education weekly.</p> <p>Crises will be supported for in-person scholars with all safety precautions taken to the greatest extent possible.</p> <ul style="list-style-type: none"> ● Staff and scholars will be required to wear masks unless doing so would inhibit the individual's health or an accommodation is required. ● Face shields will be provided to staff. Staff must clean and sanitize their face shields after each interaction. ● Gloves, hand sanitizer and cleaning products will be present in each therapy room. Staff supporting crises should use gloves when direct scholar contact is required. ● Staff supporting crises must clean surfaces, light switches, chair handles, door knobs, plexiglass barriers, face shields, and manipulatives (any area touched by staff or scholar) once the crisis has ended.
<p>Back-Up Staffing Plan</p>	<p>Staff may become ill or may need to stay home to care for their family members.</p>	<p>CACS will monitor absenteeism of scholars and employees, cross-train staff, and create a roster of trained back-up staff.</p>

3. TRANSPORTATION

“School districts should maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses.” CACS is not responsible for bus transportation, but will work closely with Plainfield Board of Education to attempt to implement the following measures, to the greatest extent possible:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
School Bus Transportation	School buses are operated by Plainfield Board of Education	Work with Plainfield BOE to create transportation plans for eligible students.
Masks or Face Coverings on School Buses	N/A	Work with Plainfield BOE and families to require students to wear a mask or face covering, if the student can do so while riding the bus. Provide masks to bus drivers as needed.
Cleaning and Disinfecting School Buses	School buses are operated by Plainfield Board of Education	Work with Plainfield BOE to follow best practices for cleaning and disinfecting school buses - What Bus Transit Operators Need to Know About COVID-19
Mixed Cohorts - Van Riders	N/A	Work with families and drivers to create distance between children on vans and ensure that everyone wears a mask. Provide masks to van drivers as needed.

4. STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

“School district reopening plans should establish the process and location for student and staff health screenings. This should include providing physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.” CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Signs and Messages	Signage in English and Spanish to the greatest extent possible.	<p>CACS will post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering)</p> <p>Broadcast regular announcements on reducing the spread of COVID-19.</p> <p>Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as</p>

		on school websites, in emails, and on school social media accounts).
Physical Barriers and Guides	N/A	<p>CACS will 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).</p> <p>Provide physical guides, such as tape on floors or sidewalks and/or signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one way routes” in hallways).</p>
Common Spaces	N/A	<p>Close communal use shared spaces such as cafeteria and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.</p> <p>Monitor shared spaces to ensure limited capacity to the greatest extent possible.</p>

5. SCREENING, PPE, & RESPONSE TO STUDENTS & STAFF PRESENTING SYMPTOMS

“School districts must adopt a policy for safely and respectfully screening students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.” CACS will be implementing the following measures in addition to having all students, staff, or visitors affirm their wellness in order to enter the school building. If anyone (student, staff, visitor) shows any symptoms or conditions, it is extremely important that they not enter the school building and should contact their health care provider for guidance.

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Student Health Screenings	<p>Conducting health screenings in school would take a significant amount of instructional time daily.</p> <p>Relying on families to conduct health screenings may impose an additional responsibility on working parents, and some families may not</p>	<p>Students will be screened using no contact thermometers before entering the building. Any student registering a fever of 100.4 degrees or higher will not be permitted to enter the school building.</p> <p>Ideally, parents/guardians will be expected to wait until their child’s temperature is taken during arrival times.</p> <p>Families will be given the school’s phone number and email to report any health concerns.</p> <p>If a family reaches out to a teacher about health concerns (phone call, email, text message, paper note, verbal communication), teachers will be provided with a protocol to follow to ensure that the information is immediately communicated to the School Nurse.</p>

	be able to fill it out each day.	Staff will visually check students for symptoms upon arrival and will report any concerns to the School Nurse
Staff Health Screenings	N/A	<p>Any staff registering a fever of 100.4 degrees or higher will not be permitted to enter the school building. CACS will use no-contact thermometers in the school building.</p> <p>Staff will be required to complete a daily Google Form Health Screening before entering the school building (e.g., temperature screening and/or or symptom checking) of staff). If the staff member has any symptoms, they will not enter the school building and will follow established protocol.</p> <ul style="list-style-type: none"> • Written school policy will outline procedures for staff health screenings (including symptoms and history of exposure).
Personal Protective Equipment (PPE) & Face Covering	There may be times when scholars and staff are in close contact (closer than 6 feet), and children may not keep on their masks, increasing the risk of exposure to the virus.	<p><u>Masks/Face Coverings</u></p> <ul style="list-style-type: none"> • All scholars and staff must report to school daily wearing a mask unless doing so would inhibit the individual's health, the individual is under 2 years of age, or other exceptions outlined in NJDOE's guidance. • School will provide masks or face coverings to scholars and visitors, as needed. • Staff will receive 1 reusable mask, daily disposable masks as needed, 1 reusable face shield, and 1 reusable portable desk shield. • School will have signage to remind all stakeholders to practice CDC safety practices. <p><u>Gloves</u></p> <ul style="list-style-type: none"> • Staff members are required to use gloves when distributing materials such as food to scholars. Gloves will be properly disposed of and hands will be washed before/after use. • Staff members are required to use gloves when cleaning and disinfecting materials or furniture. Gloves will be properly disposed of and hands will be washed or hand sanitizer will be used.
Staff Training	Scholars may congregate in the nurse's office	<p>Train staff on all safety protocols. The nurse's office will provide services traditionally administered by school nurses, but to whatever extent possible, some services will be handled within classrooms to limit exposure and maintain physical distancing.</p> <p>Conduct training virtually or ensure that social distancing is maintained during staff training.</p>
Recognize Signs & Symptoms		CACS will train staff on recognizing the signs and symptoms (related and not related to COVID-19) to better understand when to call the school nurse.

		The School Nurse will consult with local health officials and then check in with the Executive Director/Principal to determine the proper course of action when recognizing the signs and symptoms of COVID-19.
Positive COVID-19 Test	N/A	<p>Staff and families are strongly encouraged to report positive COVID-19 tests</p> <p>Readmittance to school will be consistent with the 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</p> <p>Contact tracing will be initiated</p>

6. CONTACT TRACING

“Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, should be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.” CACS will be implementing the following measures and develop a contact tracing policy in consultation with local health guidance and the NJDOH.

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Identifying Small Groups and Keeping Them Together (Cohorting)	N/A	<p>CACS will ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).</p> <p>Limit mixing between groups if possible and maintaining records of groups/cohorts, assigned staff, and daily attendance to assist in contact tracing as needed.</p>
Designated COVID-19 Point of Contact	N/A	CACS will designate a staff person to be responsible for responding to COVID-19 concerns (School Nurse) for continuous monitoring of symptoms. All school staff and families will know who this person is and how to contact them. Parents and staff will be given the School Nurse's email address.
Communication Systems	All self-reporting information will be available in both	<p>CACS will put systems in place for:</p> <ul style="list-style-type: none"> Consistent with applicable law and privacy policies, having staff and families self-report to the school if

	<p>English and Spanish.</p> <p>Self-reporting will be accepted via email, phone call, or text message to accommodate the needs of families.</p>	<p>they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days in accordance with health information sharing regulations for COVID-19</p> <ul style="list-style-type: none"> • Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).
<p>Advise Sick Staff and Families of Home Isolation Criteria</p>	<p>N/A</p>	<p>Sick staff members or students should not return until they have met CDC's criteria to discontinue home isolation.</p> <ul style="list-style-type: none"> • Encourage parents to be alert for signs of illness in their children and keep them home when they are sick. <p>CACS will incorporate school policies and procedures regarding readmittance consistent with NJDOH's guidance, as it becomes available.</p>
<p>Isolate and Respond to Those Who are Sick</p>	<p>Imperfect judgement - how to distinguish between a cold vs COVID-19 is not straightforward. Being overly conservative or liberal has consequences for operations and health.</p>	<p>CACS will incorporate school policies and procedures to make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (School Nurse and Executive Director/Principal) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.</p> <p>CACS will incorporate school policies and procedures to immediately separate and isolate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick. Children in the isolation area will need continued supervision and care until picked up by a parent/guardian.</p>
<p>Notify Health Officials and Close Contacts</p>	<p>N/A</p>	<p>In accordance with state and local laws and regulations, CACS will incorporate school policies and procedures to notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).</p> <p>CACS will incorporate school policies and procedures to inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.</p>

7. FACILITIES CLEANING PRACTICES

“School districts 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. School districts must also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.” Cleaning protocols have been established to align with industry standards as established by the CDC and local health department’s recommendations for the cleaning and sanitizing of schools and public areas. CACS will update their manuals to establish schedules for increased cleaning and disinfection, outlining the specific areas to be cleaned, methods, and materials to be used. CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Cleaning & Disinfecting Protocol	High-touch surfaces and materials contribute to the transmission of COVID-19 (handrails, door knobs, sink handles, water fountains, etc.).	<p><u>Frequently Touched Surfaces</u></p> <ul style="list-style-type: none"> ● Frequently touched surfaces within the school will be cleaned and disinfected at least daily or between use as much as possible. Use of shared objects will be limited when possible, or cleaned between use. ● If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). ● The school will develop a schedule for increased, routine cleaning and disinfection. ● School will ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. ● Cleaning products should not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.
Water Fountains	Scholars may touch their mouths to the spout.	At CACS, scholars will not drink directly from water fountains. Instead, the bottle filling stations on the water fountains will be utilized by scholars to fill disposable cups under the supervision of a staff member during organized water breaks. Used cups will be immediately disposed of into a trash bag, which will be sealed and discarded appropriately at the end of each water break. Reusable water bottles will be discouraged to reduce the spread of respiratory droplets.
Ventilation	Recirculated air does not have a fresh air component	CACS will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. We will not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. CACS will maintain operational heating and ventilation

		systems, including maintaining filters for A/C units according to manufacturer recommendations.
Water Systems	N/A	To minimize the risk of Legionnaires disease and other diseases associated with water, CACS will take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown.
Close, Clean, and Disinfect	N/A	CACS will close off areas used by a sick person and will not use these areas until after cleaning and disinfecting . Depending on further guidance, CACS may wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, CACS will wait as long as possible. We will ensure safe and correct use and storage of cleaning and disinfection products , including storing products securely away from children.

8. MEALS

“If cafeterias or other group dining areas are in use, school districts must stagger eating times to allow for social distancing and disinfecting of the area between groups. Additionally, districts must discontinue family-style, self-service, and buffet-style dining and maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.” When CACS students attend school in-person, they will have the opportunity to eat breakfast (school meal or breakfast from home) in the classrooms. They will have the option to take home a “Grab and Go” lunch. On remote learning days, scholars will be able to pick up meals, “Grab and Go” style, similarly to what we did last spring and over the summer. CACS will also be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Meals (Breakfast, lunch, and snack)	<p>Using common spaces for meals does not allow for frequent sanitizing processes in between cohorts.</p> <p>Close proximity of scholars while eating (masks removed) increases exposure to COVID-19.</p> <p>Use of bathrooms and water fountains by multiple cohorts increases exposure to COVID-19. Scholars need to enter bathrooms multiple</p>	<p>At this time, CACS plans for scholars to eat meals within their classrooms, with all grab-and-go types meals.</p> <p>During meal times:</p> <ul style="list-style-type: none"> ● Schedule hand-washing/sanitizing before and after every meal for scholars and staff. ● Surfaces are disinfected before and after meals. ● Scholars and families should plan on children eating meals with limited, if any, adult contact/support. ● Scholars will need to clean up after themselves when they are finished eating. <p>On remote learning days, scholars will be able to pick up meals, “Grab and Go” style.</p>

	times daily to wash hands properly as part of breakfast, lunch, and snack time routines.	
Staff Supporting Meal Times	N/A	CACS will require individuals to wash their hands with soap and water after removing their gloves or after directly handling used food service items. CACS staff will wear a mask when supporting meal times.

9. RECESS/PHYSICAL EDUCATION

“School districts must complete an inventory of outdoor spaces and mark off areas to ensure separation between students. Recess must be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. School districts should also consider closing locker rooms and encouraging students to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change.” CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Stagger Recess / Outdoor Activities and Social Distancing	N/A	If offered, CACS will stagger recess or other outdoor activities. Utilize cones, flags, tape or other markers to maintain 6 ft distancing between individuals participating in recess or other outdoor activities.
Separating Cohorts	N/A	CACS will designate specific areas for each class during recess or other outdoor activities to avoid cohort mixing.
Physical Education/ Recess Equipment	N/A	CACS will minimize sharing of equipment to the greatest extent possible. If needed, equipment will be cleaned and disinfected in between each use. Stagger the use of equipment and establish frequent disinfecting protocols.
Hand Washing	N/A	CACS will require students to wash hands for 20 seconds with soap or use hand sanitizer immediately after recess or other outdoor activities.
Locker Rooms - Student Cubbies	N/A	CACS will close or stagger the use of and frequently disinfect student cubbies. CACS does not have student lockers.

10. EXTRACURRICULAR ACTIVITIES & USE OF FACILITIES OUTSIDE OF SCHOOL HOURS

“All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. External community organizations that use school facilities must follow district guidance on health and safety protocols.” CACS will be implementing the following measures:

SCHOOL SYSTEM/ PROCEDURE	CONCERNS & CHALLENGES	PRECAUTION & IMPROVED SYSTEM
Gatherings, Visitors, Special Events and Field Trips	<p>Having scholars, staff, and parent volunteers interact could increase exposure to the virus.</p> <p>Riding buses for field trips increases the risk for exposure to COVID-19.</p> <p>Indoor large group gatherings increases the risk for exposure to COVID-19.</p>	<p>Visitors, including parents and guardians, will have restricted access to the building. Scheduling appointments are highly encouraged.</p> <p><u>Field Trips</u> - We will follow guidance from the NJDOE on field trips. At this time, we are assuming that there will not be any field trips.</p> <p><u>Birthday Celebrations</u> - Until further notice, there will be no birthday celebrations in school.</p> <p><u>School-Wide Events</u> - School-wide events will be celebrated to the greatest extent possible, following all CDC guidelines to ensure safety.</p> <p><u>Parent-Teacher Conferences</u> - If necessary, PTCs will take place virtually using a video conference tool.</p>
Sharing Facilities	N/A	CACS will work closely with any organizations that share or use the school facilities to encourage them to also follow district procedure and health and safety protocols.
Social Distancing and Face Coverings	N/A	CACS will encourage social distancing and hygiene practices during after-school programming hours, as well as following face covering guidelines.

LEADERSHIP & PLANNING

CACS has established a Restart Committee that includes district and school-level administrators, input from the Board of Trustees, teachers, the school nurse, school psychologist, and input from parents and community leaders. The Restart Committee and the Pandemic Response Team will help inform policies and procedures outlined in this plan.

CACS has established a Pandemic Response Team to centralize, expedite, and implement COVID-19 related decision-making. The school's team will include administrators, teachers and staff, as well as input from the Board of Trustees and parents. The Restart Committee and the Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocol.

The Pandemic Response Team at CACS will be responsible for:

- Overseeing the 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/district level data regarding health and safety measures and the presence of COVID-19 and reporting that data to Executive Director/Principal 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 Board of Trustees; and
- Creating pathways for community, family, and student voices to continuously inform the team’s decision-making.

<u>RESTART COMMITTEE</u>	<u>PANDEMIC RESPONSE TEAM</u>
<p>“The Restart Committee should work closely with school Pandemic Response Teams, health departments, and others in municipal and county government to develop district plans that address the ten Critical Areas of Operation.”</p>	
<ul style="list-style-type: none"> ● Monica Villafuerte, Executive Director/ Principal ● Meghan Pipchick, School Business Administrator ● LeShannon Wright, Director of Operations ● Stephanie Avallone, Student Support Coordinator & School Psychologist ● Megan Gerity, Director of Curriculum & Instruction ● Janet Adekola, School Nurse ● Jessica Saunders, Kindergarten Grade Team Leader ● Alexe Rumble, 1st Grade Team Leader ● Ana Maria Cubero, 2nd Grade Team Leader ● Danielle Casciano, 3rd Grade Team Leader ● Jazmin Gooding, 4th Grade Team Leader ● Savannah Nesmith, Cresthaven Academy Foundation ● Parent/Family Surveys (287 responses) 	<ul style="list-style-type: none"> ● Monica Villafuerte, Executive Director/ Principal ● Meghan Pipchick, School Business Administrator ● LeShannon Wright, Director of Operations ● Stephanie Avallone, Student Support Coordinator & School Psychologist ● Megan Gerity, Director of Curriculum & Instruction ● Kaye Campanile, Dean of School Culture ● Janet Adekola, School Nurse ● Danielle Malysa, School Social Worker ● Enrique Silva, Facilities Director ● Savannah Nesmith, Cresthaven Academy Foundation

SCHEDULING

CACS’s Restart and Recovery Plan accounts for resuming in-person instruction. Scheduling decisions have been made with careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOE), as well as input of stakeholders about the needs of all students. While CACS is considering hybrid options across grade levels, we will be prepared to shift back to remote learning if circumstances change and those guidelines can no longer be met.

To the best of our ability, CACS intends to share the scheduling plan with staff, families, and scholars at least 4 weeks before the start of the 2020-21 school year. Virtual learning will continue to be guided by P.L. 2020, c.27 and the district’s updated emergency closure school preparedness plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency. In accordance with N.J.A.C. 6A:32-8.3, CACS’s instructional day will consist of not less than 4 hours, except the one continuous session of 2 ½ hours may be considered a full day in kindergarten.

The policies for attendance and instructional contact time for CACS will need to accommodate opportunities for both synchronous and asynchronous instruction. Hours of instructional time are not solely defined as students’ time spent in front of a teacher or in front of a screen, but rather time engaged in a standards-based learning under the guidance and direction of a teacher. CACS will prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for students’ grade levels

and accommodate the varying levels of parent or guardian support during at-home instruction. The scheduling system will support in-person, fully virtual and hybrid learning environments and was developed with the following core guiding principles:

- Lead with health, safety, and wellness of students and staff as the top priority;
- Maintain continuity of learning;
- Facilitate equity and ease of access to communications and resources;
- Accommodate the needs and varying circumstances of all learners; and
- Incorporate educators, parents, board members, and other stakeholders into the entire analysis and planning cycle.

COHORT MODEL

CACS will identify small groups and keep them together (cohorting) to ensure student and staff groupings are as static as possible by having the same group of students stay with the same staff (all day for younger children and as much as possible for older children). Mixing of groups will be limited whenever possible. CACS will rotate teachers instead of scholars, to the greatest extent possible. The cohort model will be utilized to facilitate hybrid instruction across all grade levels. CACS has 3 classes in each grade. Each class will be divided into a cohort (A, B, or C). Cohorts and grades will be combined to accommodate families so that they are bringing their children to school on the same day, to the greatest extent possible. Scholars will report to school on the same day of the week each week to provide consistency for scholars and families.

FEEDBACK LOOPS

CACS will create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working and what can be improved. This will include, but is not limited to:

- Surveys in English/Spanish delivered to applicable stakeholders through Google Forms to assess a particular component of our plan;
- Ongoing and open communication with all stakeholders; and
- Access to translation services to ensure all stakeholders have the ability to provide feedback.

HYBRID & REMOTE LEARNING SCHEDULES

HYBRID INSTRUCTION SCHEDULE				
MONDAY All Remote Instruction	TUESDAY In-Person Instruction	WEDNESDAY In-Person Instruction	THURSDAY In-Person Instruction	FRIDAY In-Person Instruction
REMOTE LEARNING FOR ALL GRADES “FLEX DAY”	2nd Gr. Cohort A	Kindergarten Cohort A	Kindergarten Cohort B	Kindergarten Cohort C
	3rd Gr. Cohort A	1st Gr. Cohort A	1st Gr. Cohort B	2nd Gr. Cohort B
	4th Gr. Cohort A	4th Gr. Cohort B	3rd Gr. Cohort B	--
	SWDs who receive Resource Replacement	SWDs who receive Resource Replacement	SWDs who receive Resource Replacement	SWDs who receive Resource Replacement
	Maximum of 117 scholars in building	Maximum of 119 scholars in building	Maximum of 106 scholars in building	Maximum of 54 scholars in building

Consistent with N.J.A.C. 6A:32-8.3, each student will be provided with at least 4 hours of instructional contact time per school day, through in-person, synchronous remote, and/or asynchronous remote learning activities. CACS will hold in-person sessions for at least 180 days in accordance with N.J.S.A.18A:7F-9.

If needed, CACS would also prepare to shift back to an entirely remote learning model. The fully remote instruction schedule would maintain a “flex day” on Mondays and pick up synchronous and/or asynchronous learning activities for all students in grades K-4 on Tuesdays through Fridays.

REMOTE INSTRUCTION SCHEDULE				
MONDAY All Remote Instruction	TUESDAY All Remote Instruction	WEDNESDAY All Remote Instruction	THURSDAY All Remote Instruction	Friday All Remote Instruction
REMOTE LEARNING FOR ALL GRADES “FLEX DAY”	Synchronous and asynchronous learning activities for all grades (K-4)			

CURRICULUM, INSTRUCTION, & ASSESSMENT

At CACS, a key focus of curriculum and instruction is to build the capacity of our staff to deliver high quality instruction in virtual and 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).

When planning for the 2020-21 school year, whether instruction be remote, in-person, or a hybrid of the two, **CACS has centered curriculum, instruction, and assessment on these critical tenets:**

- All students deserve equitable access to a high-quality education. The type of learning experiences that are appropriate will vary based on grade and content areas;
- Access to technology and new approaches to customized learning;
- Ongoing opportunities and open lines of communication to develop strong partnerships with family members, caregivers, and community stakeholders;
- Comprehensive support systems for staff, families, and students;
- Thoughtful planning to provide necessary support for instructional shifts with an emphasis on maintaining and maximizing student learning and communication with all stakeholders; and
- School-wide and grade-level professional learning communities to foster collaboration between educators and to ensure consistency across grades and content areas in order to prepare for the incorporation of new instructional tenets.

Additionally, at CACS, curriculum has been structured and developed to account for the loss of learning that may have resulted from the sudden pivot to remote instruction in the 2019-20 school year. As we plan to enter the 2020-21 school year, staff will receive comprehensive support and training to deliver a curriculum that is tailored to virtual and hybrid learning environments.

CACS will accelerate learning by:

- Placing priority on the most critical prerequisites skills and knowledge for each subject area and grade level decided upon in vertical planning and articulation meetings;
- Embedding thoughtful assessments to evaluate students’ learning gaps and overall progress;
- Adapting the curricular scope and sequence, as needed, for each subject area and grade level to accommodate where teachers might need to provide additional support; and

- Providing ongoing progress monitoring tools to assess student progress on grade-appropriate assignments, while allowing flexibility to adjust supports for teachers based on student results.

CACS has adapted curriculum and instruction to a virtual and hybrid learning environment through ongoing research and collaboration with stakeholders to ensure rigor, consistency, and fidelity across grade levels. Teachers and staff members will be provided ample support, training, and in-school preparation time to collaborate on executing high-quality instruction in both virtual and hybrid learning environments that are also consistent and rigorous in both models of learning.

This adapted curriculum has been thoughtfully designed to be able to pivot to completely virtual learning to ensure a smooth transition if necessary and to ensure students and staff have everything they need to transition on a short notice.

At CACS, we have developed a contingency plan centered around comprehensive supports for students and staff:

- Consideration of the needs of medically vulnerable students and staff, our youngest learners, ELLs, and SWDs by allowing time at the start of the school year to provide comprehensive support for the various types of learning environments.
 - This includes, but is not limited to, virtual Meet the Teacher, emphasis on technology support for stakeholders at the start of the school year, as well as early training of staff, students, and families on the use of technology and virtual components.
 - Providing in-person instruction to our SWDs who receive resource replacement programming 4 days a week.
- Ample training and support for staff from the start of the school-year. Training and support ensures that staff can implement a fully-remote curriculum, if we are to transition on short notice, to ensure a smooth transition and minimal disruption to learning.
 - This includes, but is not limited to, 3 weeks of Summer Institute training as well as Flex Days that allow for staff to receive further training as well as collaborate on and prepare consistent high-quality instruction.
- Determination and distribution of technology and connectivity at the start of the school-year. Continuous monitoring of families' access to technology and connectivity to ensure that there is no disruption to student learning if we are to pivot suddenly to fully remote instruction.
 - This includes, but is not limited to, keeping notes on technology and connectivity within an on-going daily communication log.

Each facet of our curriculum is accompanied by virtual components that allow instructional staff to quickly adapt learning to different environments and maintain high quality instruction. CACS has established a learning management system through GSuite for Education to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and families. GSuite for Education maximizes flexibility to support remote instruction by relocating the traditional learning environment from within the walls of the school building to a flexible single point of access from anywhere on-demand.

Careful limitation of screen time has been considered, as appropriate by grade band, through a schedule which facilitates students interacting with instructional content in the learning management system, disconnecting to complete work outside of the system, and then returning to demonstrate their progress. For example, in grades K-1, students will be provided with paper packets of materials and resources in order to facilitate blended learning that incorporates both online and offline work. In grades 2-4, various consumable materials will be sent home to facilitate and support learning both online and offline.

K-4 VIRTUAL COMPONENTS

All remote instruction and virtual components are delivered through the learning management system [GSuite for Education](#).

Kinder	Literacy Block	Shared Reading	Writing Workshop	Math	Phonics	Science/SS
	Tools of the Mind E-Tools	Reading A-Z & RAZ Kids	Units of Study Virtual Teaching Resources	Primary Math Digital	Foundations at Home & Resources	Tools of the Mind E-Tools
First Grade	Reading Workshop	Comp. Skills	Writing Workshop	Math	Phonics	Science/SS
	Units of Study Virtual Teaching Resources	Reading A-Z, RAZ Kids, EpicBooks, & ReadWorks	Units of Study Virtual Teaching Resources	Primary Math Digital	Foundations at Home & Resources	FossWeb and Studies Weekly
Second Grade	Reading Workshop	Comp. Skills	Writing Workshop	Math	Phonics	Science/SS
	Units of Study Virtual Teaching Resources	Reading A-Z, RAZ Kids, EpicBooks, & ReadWorks	Units of Study Virtual Teaching Resources	Primary Math Digital	Foundations at Home & Resources	FossWeb and Studies Weekly
Third Grade	Reading Workshop	Comp. Skills	Writing Workshop	Math	Phonics	Science/SS
	Units of Study Virtual Teaching Resources	Reading A-Z, RAZ Kids, EpicBooks, & ReadWorks	Units of Study Virtual Teaching Resources	Primary Math Digital	Foundations at Home & Resources	FossWeb and Studies Weekly
Fourth Grade	Reading Workshop	Comp. Skills	Writing Workshop	Math	Word Study	Science/SS
	Units of Study Virtual Teaching Resources	Reading A-Z, RAZ Kids, EpicBooks, & ReadWorks	Units of Study Virtual Teaching Resources	Primary Math Digital	Word Voyage	FossWeb and Studies Weekly
Resource Room Replacement	Wilson Reading System	Writing Workshop	Math			
	WRS delivered in-person	Units of Study Virtual Teaching Resources	Primary Math Digital			
Co-Curriculars/ SEL	P.E.	Music	RULER	Cloud9 World		
	Shape America & other virtual resources	Quaver Music	RULER adapted & delivered via GSuite for Education.	Cloud9 adapted & delivered via GSuite for Education.		
ESL	ESL supports provided via GSuite for Education.					

CONTINUITY OF LEARNING

ENSURING THE DELIVERY OF SPECIAL EDUCATION AND RELATED SERVICES TO SWDs

“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, districts must 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.”

As per the NJDOE recommendations, the following will be done to address the education of students with disabilities for the 2020-2021 school year at CACS:

- If needed, procedures 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 will be created. CACS will communicate frequently with families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to their return to school.
- CACS will prioritize vulnerable student groups for face-to-face instruction by providing in-person instruction four days a week to our SWDs who receive resource replacement programming based on their IEPs.
- CSTs will continue to review student data/student progress to determine whether there was regression in critical skills during the period in which remote instruction was initiated last school year and determine the need for additional services to address learning regression if needed.
- While related services were provided entirely throughout remote instruction last year, if IEP teams think additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time, it will be considered. Additionally, related services that are provided through each SWDs IEP during the school year were offered during Summer Academy to provide additional intervention.
- CSTs will continue to develop procedures to complete overdue and/or incomplete evaluations due to COVID-19 restrictions last year to determine eligibility for special education services and ensure services are provided when eligible.
- CACS' Student Support Coordinator will work closely with the Preschool Director/contact person from PBOE to ensure a smooth transition for our Preschool Disabled scholars transitioning into Kindergarten. Our Student Support Coordinator has, and will continue to do so, attended all CST meetings for incoming Kindergartners that are eligible for special education services to ensure all SWDs receive the support they are entitled to through their IEPs.
- Clear communication 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 will continue to be provided.
- In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently include ESY services will continue to receive these services.

SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNERS

Through the development of this plan, CACS made considerations to ensure the continuity of learning as well as health and safety of students and staff within the least restrictive environment. CACS will continue to provide educators with professional development focused around learning how to utilize the accessibility features and accommodation tools made available through technology-based formats.

During the hybrid model, Special Education Teachers and the ESL teacher will provide a combination of daily in-person instruction and instructional phone/video calls to provide individualized academic support to all SWDs and ELLs. Related services, including Speech and Language Therapy, Occupational Therapy and Counseling, will also continue to be provided based on each SWDs IEP through either individualized instructional videos through the GSuite for Education platform and/or phone calls. This will ensure equity for scholars regardless of the plan they choose (hybrid or fully remote) and to ensure the one day a week they are in the school building focuses entirely on core academic areas. Furthermore, CACS will continue implementing a pull-out resource replacement program for our scholars who require intensive academic support. Scholars who receive resource replacement programming based on their IEPs will be offered in-person instruction four days a week (Tuesday - Friday) during the hybrid model and will continue to receive academic instruction at their level with the use of individualized instruction and a modified curriculum.

EDUCATIONAL SERVICES

CACS will:

- Lead small group instruction in both in-person and virtual environments, while ensuring all safety precautions and social distancing is taking place.
- Facilitate the virtual component of synchronous online interactions.
- Manage online platforms 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 SEL into lesson plans and activities both during in-person and virtual instruction.
- Consider student grouping to maintain cohorts to the greatest extent possible.
- Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

TECHNOLOGY AND CONNECTIVITY

CACS strives to ensure that every student has access to a device and internet connectivity. CACS prioritizes the provision of technology to students that are otherwise without access by surveying and communicating with families about their technology and connectivity needs on an on-going basis.

TECHNOLOGY AND CONNECTIVITY

CACS will:

- Conduct a needs assessment to determine the number of students that will require district provided devices and/or internet access in order to access remote education. It is important to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers.
- Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
- Prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment. The information provided in this section, along with funding options in the School Funding section, provide strategies for maximizing available funding to ensure students have access to devices and internet connectivity to improve remote instruction.
- For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student at CACS.

ACCOMODATIONS

CACS is committed to leverage technology to provide flexibility and accommodations to address a variety of learning and health needs. Our goal is 100% technology access and WiFi connectivity for all CACS students. However, we will prioritize the needs of our most vulnerable scholars:

- English Language Learners
 - In addition to Chromebooks and hotspots (if needed), our ELL scholars will also have access to Playaway Launchpads to promote literacy and English language instruction.
- Students with Disabilities
 - While our SWDs who receive Resource Replacement programming based on their IEPs will receive in-person instruction four times a week, they will still have access to technology to support their academic progression.
- At-Risk Populations including McKinney Vento eligible students and students who receive free or reduced price meals
 - We will ensure students and parents receive necessary support to ensure access to instruction.

STAFF SUPPORT

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, CACS will:

- Designate staff members to provide ongoing support with technology to students, teachers and families (See staff roles and responsibilities).
- Develop a schedule and assign a technology point person to teachers (See staff roles and responsibilities).
- Survey teachers and staff to determine technology needs/access.
- Provide staff with one-to-one instructional devices.
- Provide district email addresses and access to online platforms to all staff members.

POLICY AND FUNDING

The following policies were adopted by CACS to address the unique needs of remote and hybrid learning:

6173.1	Remote Learning (New)
5141.3	Health Examinations and Immunizations (Update)
3541.33	Transportation Safety (Update)
1250	Visitors (Update)
3150	Operation and Maintenance of Plant (Update)
5141.2	Illness (Update)

Cresthaven has appropriated the following Special Revenue funds toward COVID-19 related expenses:

\$75,454	CARES Act
\$109,791	Digital Divide
\$888	ESSA
\$20,000	NJ Pandemic Relief Fund

HYBRID LEARNING: STAFFING, COMMUNICATION, ROLES & RESPONSIBILITIES

At CACS, we believe that clear and consistent communication with stakeholders are vital to successful implementation. We believe that access to support for all stakeholders is necessary to uphold the fidelity of our plan. Each member of our CACS community has established roles and responsibilities to ensure a safe and smooth rollout of our reopening. The roles and responsibilities of staff are as follows:

<p>Executive Director and Leadership Team</p> <p><i>Monica Villafuerte</i></p>	<ul style="list-style-type: none"> ● Support staff, students, and families in shifting from an online learning environment to in-person learning or as needed based on current health guidance ● Support the training of staff in areas of health, safety, curriculum, instruction, technology, and all other applicable areas Create, distribute, and coordinate the plan for learning for all stakeholders to ensure a smooth rollout of our Reopening Plan ● Facilitate regular communication with educators, families, and the CACS community to ensure a successful reopening ● Monitor communication logs to determine the needs of all stakeholders ● Assist the DCI and teachers in the implementation of the learning and support plan ● Support DCI and teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments ● Provide time for staff collaboration and planning ● Collect data through the assessment of student achievement, access and equity by continually monitoring our virtual platforms ● Consider alternative methods for classroom observations and avoiding in-person contact where possible ● Review, coordinate, and share resources in support of student and staff wellness ● Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>School Business Administrator</p> <p><i>Meghan Pipchick</i></p>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Monitor financial, budgetary, and legal updates from the NJ DOE, Union County DOE, and NJ Public Charter School Association and adopt policies and procedures accordingly ● Adapt budget based on current financial outlook ● Apply for federal funding and grants as needed to supplement Operating budget and to support remote and hybrid learning ● Purchase instructional materials to support remote and hybrid learning ● Purchase PPE for staff and students (masks, face shields, desk shields, sneeze guards, disinfecting supplies, etc) ● Purchase technology to support schoolwide 1:1 Chromebooks and WiFi connectivity ● Provide all functions of human resources, including staffing plans, recruiting and hiring, benefits, and policy updates

	<ul style="list-style-type: none"> ● Oversee Food Service Program ● Act as Board Secretary during monthly board meetings ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>Director of Operations</p> <p><i>LeShannon Wright</i></p>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Monitor and support student/family/staff needs for devices and Internet access ● Facilitate technology support to students and staff ● Provide training and technical assistance for family members who are limited English proficient or have a disability ● Maintain and ensure accuracy of Student Information System and all communication platforms ● Ensure that all stakeholders are following established protocols regarding visitors, physical distancing, cohorting, etc. ● Conduct building walk-throughs and work closely with Facilities Manager to ensure that the school building is in optimal condition ● Work with Facilities Manager to ensure that there is a schedule for deep-cleaning nightly, along with during-the-day cleaning schedules ● Communicate regularly with SBA about cleaning/maintenance needs ● Work with the Leadership Team to create school building safety logistics (entering, exiting, restrooms, etc.) ● Monitor communication logs to determine the needs of all stakeholders ● Ensure that meals and all components are distributed to scholars efficiently and safely ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>Director of Curriculum and Instruction</p> <p><i>Megan Gerity</i></p>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Support staff, students, and families in shifting to an online learning environment ● Facilitate regular communication with school-based educators and families ● Collect data through the assessment of student achievement, access and equity by continually monitoring our learning management system and virtual platforms ● Monitor learning management systems to ensure that the rigor of our curricular plan is being upheld ● Monitor communication among teachers and their students ● Support educators in implementation of the learning and support plan ● Provide written/video training and support to assist staff and students/families with use of district identified resources ● Coordinate with Director of Operations to assist students, teachers, and families with technology resources and needs ● Review, coordinate, and share learning resources for students, teachers, and families ● Provide planning and design assistance to teachers, collaborating online and/or via Google Meet ● Provide differentiation assistance to teachers, collaborating online and/or via Google Meet

	<ul style="list-style-type: none"> ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Review, coordinate, and share resources in support of student and teacher wellness ● Monitor communication logs to determine the needs of all stakeholders
Grade Team Leaders & Teacher Mentors	<ul style="list-style-type: none"> ● Plan for “in-person” and/or “virtual” contact with the grade teams using agreed upon communication methods and schedules that provide confidentiality and sufficient support ● Identify the most immediate issues to address with the team members or 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 team and/or mentee with relevant support ● Integrate self-care into schedules and practices <ul style="list-style-type: none"> ○ Continue to maintain logs of mentoring contact ● Grade Team Leaders and mentor teachers should consider all health and safety measures when doing in-person observations ● Plan for “in-person” contact with teammates to the greatest extent possible Collaborate with colleagues to share ideas, reflect on practices, and actively support others
General Education Teachers	<ul style="list-style-type: none"> ● Use Google Classroom to share learning, activities, and assignments ● Collect and grade appropriate assignments (documentation of learning), and provide feedback to students ● Use GSuite for Education, Remind, Google Voice for educators, and/or email to communicate with students/families about learning ● Use district curricula and resources to design and deliver instruction to students ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities ● Be online and available to students and families between specific hours TBD (office hours)
Special Education Teachers	<ul style="list-style-type: none"> ● Use district curricula and resources to design and deliver instruction to students ● Use GSuite for Education to record lessons and provide intervention instruction, as appropriate ● Use GSuite for Education, Remind, Google Voice for educators, and/or email to communicate with students/families about learning ● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities ● Communicate with all students with disabilities daily through either in-person instruction, phone calls or Google Meet to provide special education services. ● Create differentiated materials to provide individualized instruction.

	<ul style="list-style-type: none"> ● Ensure progress monitoring for all SWDs to ensure academic growth ● Consider recording videos for families to assist with at-home support ● Attend staffing meetings and appropriate CST meetings, to be held by phone or via Google Meet ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Be online and available to students and families between specific hours TBD (office hours)
ESL Teachers	<ul style="list-style-type: none"> ● Communicate with all ELL scholars daily through either in-person instruction, phone calls or Google Meet to provide ESL services ● Serve as a resource for teachers, students, and families ● Provide differentiation assistance to teachers, collaborating online and/or via Google Meet ● Schedule proactive calls or check-ins with students and their families ● Review, coordinate, and share resources to families ● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Be online and available to students and families between specific hours TBD (office hours)
K-4 Specials Teachers	<ul style="list-style-type: none"> ● Use Google Classroom to share learning, activities, and assignments ● Collect and grade appropriate assignments (documentation of learning), and provide feedback to students ● Use Google Classroom, Remind, and/or email to communicate with students/families about learning ● Use district curricula and resources to design and deliver instruction to students ● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities ● Instructional staff with additional capacity or limited time spent with students will assist with school building and safety logistics ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Be online and available to students and families between specific hours TBD (office hours)
School Psychologist & School Social Worker <i>Stephanie Avallone</i> <i>Danielle Malysa</i>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Be online and available to students and families between specific hours TBD (office hours), ● Serve as a resource for families and liaison to support students/families in crisis ● Coordinate with outside counselors and/or schedule proactive “mental health” check-ins with identified high-need students and families ● Serve as a resource for teachers, students, and families regarding academic, social-emotional and behavioral support. ● Review, coordinate, and share social-emotional learning resources to

	<p>teachers, parents/guardians, and scholars</p> <ul style="list-style-type: none"> ● Consider recording videos to assist parents who may be supporting difficult behaviors at home ● Conduct CST meetings and evaluations ● Attend CST meetings for incoming Kindergarten scholars who are eligible for special education services to ensure a smooth transition into CACS ● Ensure all SWDs receive the supports required through their Individualized Education Programs (IEPs) ● Provide mandated and non-mandated counseling ● Support crises that may occur during in-person instruction ● Monitor communication logs to determine the needs of all stakeholders ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>Dean of School Culture</p> <p><i>Kaye Campanile</i></p>	<ul style="list-style-type: none"> ● Work with the Leadership Team to create school building safety logistics (entering, exiting, restrooms, etc.) ● Take lead in monitoring student attendance and work with staff to make phone calls to families as needed ● Monitor communication logs to determine the needs of all stakeholders ● Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities for both hybrid and in-person learning ● Set clear expectations and provide regular feedback to students and families on expectations for hybrid and in-person learning ● Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.) to promote socialization for scholars ● Work with teachers to instruct and helps scholars maintain good practice in digital citizenship for all students ● Work with the Leadership Team to collect and review data of student achievement, access, and equity by continually monitoring our virtual platforms ● Serve as a resource for families and liaison to support students/families ● Support crises that may occur during in-person instruction ● Serve as a resource for teachers, students, and families regarding academic, social-emotional and behavioral support ● Review, coordinate, and share social-emotional learning resources to teachers, parents/guardians, and scholars ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others ● Be online and available to students and families between specific hours TBD (office hours)
<p>School Office Manager & Office Personnel</p> <p><i>Wanda Rodriguez</i></p>	<ul style="list-style-type: none"> ● Work with Leadership Team to translate, communicate, and share reopening plan with families and community ● Ensure that safety protocols are followed with visitors ● Monitor communication logs to determine the needs of all stakeholders ● Retrieve and respond to phone calls, emails, and in-person inquiries ● Serve as translator to ensure that Spanish-speaking families have information they need ● Take lead in maintaining student enrollment and working with the Leadership Team to reach 100% student enrollment ● Maintain purchasing/budget responsibilities to ensure that all necessary

	<p>materials are available for staff and students</p> <ul style="list-style-type: none"> ● Support the Operations Team with deliveries and cleaning as needed ● Assist with Food Service as needed ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>School Nurse <i>Janet Adekola</i></p>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Schedule proactive checks with families of students with chronic health concerns and those of identified high-need students (call home and check on these students at least weekly) ● Work with school psychologist and social worker to identify and coordinate resources for families in need of support ● Maintain student health records ● Provide family support by responding to district emails/phone calls ● Communicate regularly with Executive Director/Principal to monitor/support district wellness needs ● Take lead in contact tracing ● Collaborate with colleagues to share ideas, reflect on practices, and actively support others
<p>Cresthaven Academy Foundation & After School Program <i>Savannah Nesmith</i></p>	<ul style="list-style-type: none"> ● Provide training and development for all stakeholders to ensure a smooth rollout of our reopening plan ● Develop and implement a safe and affordable After School option for families participating in hybrid learning ● Purchase and supply PPE for After School staff and students ● Collaborate with School Leadership Team to identify opportunities for academic reinforcement during After School hours ● Work synergistically with School Psychologist and School Social Worker to identify families in need and help to provide relevant service and supports ● Partner with community organizations to provide additional supports for families in need ● Assist school personnel with remote learning and wellness check-in calls to scholars and families ● Assist school nurse with contact tracing as needed ● Provide one free uniform shirt to all returning students to assist families in returning to in-school, hybrid instruction ● Provide one free uniform set (top & bottom) to all incoming Kindergarten scholars to support families beginning in-school, hybrid instruction ● Communicate regularly with Executive Director/Principal and School Nurse to monitor any wellness needs that arise during After School hours

STAFFING/SCHOOL PERSONNEL

In the event of potential shortages due to COVID-19 concerns, schedules and roles have been created to ensure minimal disruptions to our daily operation. At CACS, we will maintain the co-teaching model by having two fully certified teachers in a classroom. This not only upholds our mission and vision, but will also address potential shortages and maintain flexibility in staffing. CACS will consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns. When making staffing schedules and assignments, CACS will comply with all applicable employment laws, including but not

limited to, American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPPA), and all applicable state laws.

Teachers serve as the number one in-school factor impacting student learning. Regardless of the environment, CACS teachers should clearly understand expectations and will be supported and held accountable for student learning. As schedules are adjusted, educators must maintain quality instruction for students, therefore CACS abides by the minimum requirements set forth in NJDOE regulation.

SUBSTITUTES

CACS will:

- Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.
- Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
- Designate substitutes to a single school building or grade level to avoid too much movement between grade levels.
- Identify areas where additional staff may be necessary: school nurses, food program support, etc..

ADDITIONAL ROLES AND RESPONSIBILITIES

In our hybrid learning environment, CACS will leverage staff 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.

CACS staff will work together to:

- Consistently reinforce social distancing protocol with all stakeholders.
- Strictly limit group interactions to maintain safety.
- Frequently sanitize high touch areas inside and outside of classrooms, offices, and common areas.
- Ensure an equitable, high-quality learning environment.
- Provide materials, manipulatives and items for at-home activities at no cost to families.
- Support the social-emotional wellness of staff, scholars, and families.
- Actively monitor communication logs to determine the needs of all stakeholders.

REGULATORY REQUIREMENTS

In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

- Mentoring Guidance - Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.
- Educator Evaluation Guidance- Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs) and Other Certificated Staff for School Year (SY) 2019-20, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).
- Certification - While not available at the time of this report, additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.