

***The Road Back: Restart and Recovery Plan for Education***  
**School District: Camden’s Promise Charter School**

## Conditions for Learning

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

| <i>Critical Area</i>   | <i>District Actions and Person(s) Responsible</i>   |
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| <p><u>General Health and Safety Guidelines</u></p> <ul style="list-style-type: none"> <li>● Establishing and maintaining communication with Health Dept; track local conditions</li> <li>● Develop “high risk” criteria and share with staff and families</li> <li>● Reasonable accommodations for students and staff at <i>higher risk</i></li> <li>● Promote behaviors that reduce spread</li> <li>● Training</li> </ul> | <ul style="list-style-type: none"> <li>● The <b>Chief School Administrator</b> will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system. The Camden County Health Department will handle all contact tracing and have staff available to perform contact tracing and case investigation.</li> <li>● The <b>Restart Committee</b> will determine the levels of risk and it will be communicated by the <b>Chief School Administrator</b> to the school community, including staff, students, and families. <b>Lowest Risk:</b> Students and teachers engage in virtual-only classes, activities, and events. <b>More Risk:</b> 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). <b>Highest Risk:</b> Full sized, in-person classes, activities,</li> </ul> |

and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

- The CDC defines “high risk” people of any age that are at increased risk of severe illness from COVID-19 as those with the following conditions: Chronic Kidney Disease, COPD, Immunocompromised state (weakened immune system), Serious Heart Conditions, such as, coronary artery disease, heart failure, cardiomyopathies, Sickle Cell Disease, Type 2 Diabetes Mellitus, Obesity. Children who are medically complex, who have neurologic, genetic, metabolic conditions, or who have congenital heart disease are at higher risk for severe illness from COVID-19 than other children. (CDC.gov) A medical note should be provided to the **Nurse** confirming high risk and requesting accommodations (preferably virtual learning).
- Reasonable Accommodations will be determined with **Administration, Nursing (Students), and Business Office (Staffing)** to consist of virtual learning, exceptions to attendance policy, and work from home. Administration will consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
- The **Chief School Administrator** and the **Building Principals** will educate staff and families about when they/their child(ren) should stay home and when they can return to school. 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. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible. PD time has been set aside in August for staff returning to work. Students and parents will go through virtual training prior to school starting and the student will have more intensive training of protocols such as moving through the building, hand washing, SEL, once arriving at school in the fall.

Classrooms, Testing and Therapy Rooms

- Student desks, workspaces, and eating spaces separated by 6’
- Physical barriers
- Face coverings when social distancing not possible
- Limit use of shared objects and supplies
- Ventilation
- Hand Sanitizer
- Hand-washing stations
- Early Childhood Considerations

- The **Building Principals and administration** will ensure CPCS will allow for social distancing within the classroom to the maximum extent practicable. Students will be seated at least 6 feet apart and considering the flow of student traffic around the room. When weather allows, windows should be opened to allow for greater air circulation. Indoor environments with recirculated air are the riskiest of environments for COVID-19 spread.
- When students can’t maintain physical distancing from others, additional modifications will be made such as physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced part. Partitions will be installed in main offices. The **Facility Manager** will be coordinating all physical barriers.
- Students and staff are required to wear masks upon arrival to school, unless otherwise noted by a qualifying medical exemption which would require medical documentation. Cloth masks are recommended by the CDC. (CDC.gov recommends that people wear cloth face coverings in public settings and when around people who don’t live in your household, especially when other social distancing measures are difficult to maintain.) The school shall have a supply of masks as a backup for students/staff who misplace or damage their masks. All students and staff who enter school must have a cloth mask. Where social distancing is not possible or based upon the classroom rules set forth by teachers, students will be required to wear a mask unless there is a qualifying medical exemption. Specific protocols will be developed by **Administration** at each school that are based upon the age of the students, the procedures used to move in and out of the classroom, and the other activities scheduled within the day.
- **Building Principals** will place additional supply orders to make sure that students have their own personal items to limit the shared exposure. Those items that have to be shared, must have proper cleaning. Chromebooks and other necessary classroom materials will be 1:1 to limit sharing.
- **Facility Manager** will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling,

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| <ul style="list-style-type: none"> <li>● Medically Fragile Students</li> <br/> <li>● Belongings from home</li> <br/> <li>● Use of larger spaces (gyms, cafeteria, auditorium)</li> <br/> <li>● Scheduling/Movement</li> <br/> <li>● Training</li> </ul> | <p>triggering asthma symptoms) to children using the facility. For classrooms with no windows, adequate ventilation needs to be established.</p> <ul style="list-style-type: none"> <li>● Hand sanitizer will be provided to classrooms. Students should not use hand sanitizer without supervision. Handwashing should still be encouraged, even if hand sanitizer is available. Handwashing stations will be available for proper handwashing. Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer). Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds. If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).</li> <br/> <li>● Preschool will utilize a hybrid model, coordinated by <b>Administration</b> and the <b>Master Teacher</b>. When in the classroom, all teachers and staff will be responsible for wearing masks and ensuring social distancing in the classroom. Students will be required to wear masks when social distancing cannot be accommodated in the classroom or outside. All support staff including Master Teacher, PIRT specialist, and Administration will not be permitted to enter classrooms without proper PPE. All classroom visits will be limited. All staff will continue encouraging proper handwashing procedures throughout the day and use alcohol free hand sanitizer when there is an absence of a sink. All staff will encourage learning with supplies that can be easily accessed and sanitized for daily use. All staff will encourage learning through small group instruction or individualized learning activities. Staff will limit the use of sharing objects. This includes all meals which will be provided individualized. Staff will continue to set high standards for disinfecting and sanitation throughout the day. When students are outside, masks will be encouraged when social distancing cannot be achieved. All equipment will be sanitized between uses, this includes any playground equipment or materials utilized during outdoor play. When students are remote, staff will create activities that limit technology to 1 hour per day. This includes live morning meetings and live story times. Staff will encourage hands-on activities and</li> </ul> |
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|   | <p>will provide families with the necessary materials to complete at-home learning. Staff will have weekly family meetings to encourage skills development within the family.</p> <ul style="list-style-type: none"> <li>● Reasonable Accommodations will be determined with <b>Administration and Nursing</b> for Medically fragile students to consist of virtual learning, exceptions to attendance policy, and/or special accommodations for in-person instruction.</li> <li>● Students should bring a limited item from home and it should not be shared with others. Items should be kept in lockers, cubbies, or individualized storage areas. Storage areas are not to be shared.</li> <li>● Larger spaces for instruction, such as auditoriums, libraries, conference rooms or other communal spaces, will be used to help maintain social distancing and minimize the number of students in a classroom.</li> <li>● Students’ movement will be limited throughout the building. Students will only leave the classroom for bathroom and recess. Teacher rotation will be limited and determined by <b>administration</b>. All individuals must maintain at least six feet of social distance to the extent possible, following visual cues from signage, floor decals and colored tape indicating social distancing parameters and traffic flow through building entrances, exits and other common use areas. Mitigation efforts will be put in place when six feet is not feasible. The building will be set up with specific entry points to prohibit cross contamination of cohorts.</li> <li>● Training will occur for all staff and students on the new classroom procedures. PD time has been set aside in August for staff returning to work. Students and parents will go through virtual training prior to school starting and the student will have more intensive training of protocols such as moving through the building, hand washing, SEL, etc... once arriving at school in the fall.</li> </ul> |
| <p><u>Transportation</u></p> <ul style="list-style-type: none"> <li>● Social distancing on buses</li> </ul> | <ul style="list-style-type: none"> <li>● Bus Transportation is provided by Camden City. In addition, there is courtesy busing provided by the school district. The Transportation team will follow all CDC guidelines</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Cleaning</li> <li>● Board buses</li> <li>● Windows</li> <li>● Drivers</li> <li>● Aides</li> <li>● Aide in Lieu</li> <li>● Waive busing</li> <li>● Training</li> </ul>  | <p>regarding transportation procedures and cleaning. This will be led by the <b>Transportation Coordinator</b>. All bus drivers and students will wear masks. Aides are provided for students with IEPs. Students will apply hand sanitizer upon entering and exiting the bus. Students sit in assigned seats. Family members will be seated together. Seat assignments are socially distanced and will be marked. Cleaning will occur between routes. Windows will be open if weather permits. Training will occur for all bus drivers prior to the start of school. Instructions and new busing protocols will be communicated to parents and staff prior to the first day.</p>  |
| <p><u>Student Flow, Entry, Exit, Common Areas</u></p> <ul style="list-style-type: none"> <li>● Student and Staff Self-Check</li> <br/> <li>● Location and Process for student and staff health screenings</li> <br/> <li>● Procedures for symptomatic students or staff</li> <br/> <li>● Policy for when person tests positive</li> <br/> <li>● Parent Education</li> </ul> | <ul style="list-style-type: none"> <li>● Individual surveys should be performed either on-site or sent home via email with questions about potential exposure and possible symptoms. It will be available in both English and Spanish. <b>Administration and Enrollment</b> will be responsible for collecting the information.</li> <br/> <li>● Staff shall self-screen at home before entry to the building. Should they experience one or more of the signs or symptoms, they shall report it to their building administrator and refer to sick policy presented by <b>Human Resources</b>. They are to remain home until COVID-19 testing is completed and results confirm they are negative AND without symptoms for 72 hours.</li> <br/> <li>● Students will be screened prior to entering the building by designated staff members determined by <b>Administration and Nursing</b>. They have received the appropriate training. Students will enter the building by specific Student Entrance. Staff on duty will take the student's temperature and clear student to enter the building. Students shall be screened upon arrival to school through temperature checks and pre-screening surveys. Temperature checks of 99-100.3 degrees will be subject to a recheck (to be done by the nurse) within 10 minutes of initial temperature check. If a second check reveals temp. over 100.4, student will immediately be sent to the isolation room to go home Parent/guardian should not enter the school for retrieval but rather student will be escorted outside to verified parent/guardian</li> </ul> |

- Face Coverings: School Staff and Visitors
- Students (above age 2)
- Visitors without masks
- Training

- Once received clearance students can proceed to their room assignment. Students that temperature is high will be directed to a designated area and will wait 10 min to have temperature rechecked. Once student receive clearance, student can proceed to the classroom If student
- The **nurse** will be responsible for responding to COVID-19 concerns. Students with symptoms suggestive of COVID-19 should be readily identified, isolated from others to a dedicated area and a facial covering placed. Symptoms are as follows: Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion or runny nose, Nausea or vomiting, and Diarrhea.
- Sick faculty, staff, or students should not return to in-person classes, or end isolation until they have met CDC's criteria to discontinue home isolation. Students must follow up with a medical provider and obtain a clearance note prior to returning to school.
- Parent Summer Orientation led by the **Building Administration** will inform procedures regarding pre-screening, symptoms, arrival screening protocols, and illness policy.
- The school has adopted a universal mask policy in which students and staff are required to wear loop masks upon arrival to school, unless otherwise noted by a qualifying medical exemption which would require medical documentation. Cloth masks are recommended by the CDC. The school shall have a supply of masks as a backup for students/staff who misplace or damage their masks. Where social distancing is not possible or based upon the classroom rules set forth by teachers, students will be required to wear a mask unless there is a qualifying medical exemption. Specific protocols will be developed at each school that are based upon the age of the students, the procedures used to move in and out of the classroom, and the other activities scheduled within the day. All students are above the age of 2.
- There should be **no** visitors to our offices until further notice (and with proper precautions and maintaining all office etiquette guidelines followed.) All visitors must follow policy guidelines for visitation. Employees are responsible for their guests and must send visitor guidelines prior to their coming home into the office. Visitors must provide their own masks. Visitors must check in per HIPAA guidelines. Any service vendors or other non-

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|   | <p>employees or contractors entering the office must be approved by the Building Administrator. Where business-critical, in-person visits do occur, such as to allow equipment or facilities to remain operational, they should adhere to measures and procedures displayed on this page. There should be absolutely no visitors allowed to premise who have had known exposure to someone with COVID-19 within the past 14 days, or who are exhibiting symptoms of illness consistent with COVID-19</p>  |
| <p><u>Contact Tracing</u></p> <ul style="list-style-type: none"> <li>● Educate staff, families, and the broader community on the role of contact tracing in keeping communities safe.</li> <li>● Develop policies with Dept of Health, including triggers to activate and notification protocols</li> <li>● Identify how district can help w/contact tracing</li> <li>● Identify staff member who will be in charge of notifications and carrying out contact tracing policy, ensuring compliance with FERPA and HIPAA</li> <li>● Communications system to allow staff and families to self-report symptoms/suspected exposure</li> </ul> | <ul style="list-style-type: none"> <li>● The <b>Chief School Administrator</b> and any designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community. In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality. 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.</li> <li>● The <b>Chief School Administrator</b> will respond to any outreach from the Camden County Health Department in order to address positive cases of COVID-19 that impacts the district/school community that may have been reported to them to commence contact tracing and case investigation. Should the district/school report to the health officer about staff, students, or any person with a close relationship to the school that tested positive, that information will be verified by the health department before it commences contact tracing and case investigation. All positive persons will undergo contact tracing and case investigation whether the information was first passed through the school or came automatically through the health department communicable disease surveillance system.</li> <li>● Case investigation: Nurse works with the student's family to help them recall everyone they have had close contact with during the time they may have been infectious.</li> <li>● Contact tracing: Nurse, admin, front office staff begin contact tracing by notifying exposed people (contacts) of their potential exposure as rapidly and sensitively as possible, not revealing the infected patient's identity.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Contact support: Contacts are provided with education, information, and support to help them understand their risk, what they should do to separate themselves from others who are not exposed, and how to monitor themselves for illness. In addition, they are informed of the possibility that they could spread the infection to others even if they do not feel ill.</li> <li>● Self-quarantine: Contacts are encouraged to stay home, monitor their health, and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to the infected patient, in case they also become ill.</li> </ul>   |
| <p><u>Facilities Cleaning Practices</u></p> <ul style="list-style-type: none"> <li>● Develop a procedures manual to establish cleaning/disinfecting schedules for routine and post-positive case instances</li> <li>● Increase cleaning high-touch surfaces</li> <li>● Bathrooms</li> <li>● Water fountains</li> <li>● Hand Sanitizer</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Cleaning Maintenance</b> will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains, swipe machine, within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use. Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible.</li> <li>● <b>Administration and Cleaning Maintenance</b> will develop a cleaning schedule in each classroom, with disinfection occurring at least 2-3x's throughout the day when students are not in the classroom. Also, janitorial staff should be performing deep cleaning daily when there are no students in the building. Beyond the normal cleaning, clean and disinfect at least daily (or more, depending on pattern use) frequently touched surfaces and objects as: Door knobs and handles, Stair rails, Classroom desk and chairs, Countertops, Handrails/Stair Rails, Light switches, Handles on equipment (e.g. athletic equipment), Push-buttons on elevators, vending machines, Shared toys, Shared remotes controls, Shared telephones, desktops, computers, keyboards, Bus seats and handrails, Prek Cots). Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Signage will be posted throughout</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Provide sanitizing wipes to staff, cleaner and disinfectant to custodians and staff</li> <li>● Bus cleaning/sanitizing procedures</li> <li>● Add physical barriers in schools, where needed</li> <li>● Training</li> </ul> | <p>each building identifying high touch areas and cleaning frequency. A cleaning/sanitizing checklist will be created and completed by the custodial staff responsible for the cleaning.</p> <ul style="list-style-type: none"> <li>● Transportation vehicles (e.g., buses) are used by the school and drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). Cleaning will follow CDC guidance on how to clean and disinfect school buses or other transport vehicles.</li> <li>● Bathroom schedules will be coordinated with administration. Cleaning will occur frequently. Designated bathrooms should be assigned to staff.</li> <li>● All water fountains are closed. Students are encouraged to bring water bottles from home. The school will provide teachers with water bottles for students who do not have personal water.</li> <li>● Adequate supplies will be provided including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans. 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. Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do 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. For classrooms with no windows, adequate ventilation needs to be established.</li> <li>● Hand sanitizer will be provided to the classroom. Students should not use hand sanitizer without supervision. Handwashing should still be encouraged, even if hand sanitizer is available.</li> <li>● Transportation vehicles (e.g., buses) are used by the school and drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face</li> </ul> |
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|   | <p>coverings). Cleaning will follow CDC guidance on how to clean and disinfect school buses or other transport vehicles.</p> <ul style="list-style-type: none"> <li>● Training will occur for all staff prior to students beginning the school year. Students will be trained in their classrooms.</li> </ul>  |
| <p><u>Meals/Food Service</u></p> <ul style="list-style-type: none"> <li>● Develop cafeteria schedule and procedures for students</li> <li>● Develop cafeteria procedures for food service staff</li> <li>● Types of meals to be served</li> </ul> | <ul style="list-style-type: none"> <li>● Continuing to provide all students with access to healthy meals remains a high priority. Food service continued throughout the school closure and the summer with families being able to “grab and go” for breakfast and lunch. This is led by our <b>Food Service Provider and Coordinator</b>. Adjustments will be made on how and where meals will be served throughout the school year. For students attending virtually, families can still pick up breakfast and lunch. Each site will determine the specific protocol for food service.</li> <li>● All students will be offered a grab-and-go breakfast as they enter the school building and eat breakfast in their classroom.</li> <li>● For Lunch, Students will either 1) maintain six feet of social distancing while traveling through serving lines and sit at assigned seats in the cafeteria and/or return to the classroom to enjoy their meal or 2) come to a designated food station in the hallway and return to the classroom to enjoy their meal. Students will be required to clean their hands with soap and water or an alcohol-based hand sanitizer prior to and immediately after eating. Cafeteria use will be staggered during lunch. Signage and floor decals will be placed near the entrance of and inside the cafeteria to promote social distancing. If eating in a cafeteria, students will have assigned seats distanced 6 feet apart, eat with a cohort of students and not share food. During the hybrid schedule, students will receive breakfast and lunch meals for the days they will be learning from home. Students will be able to pick up these meals as they are leaving the school building at the end of each day when they are attending school in person.</li> <li>● Food Service Staff will have to wear masks at all times, practice proper hygiene, handwashing, in order to ensure the safety of food distribution for the students. They are</li> </ul> |

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|   | <p>subjected to all the staffing pre-screening and screening requirements when entering the building.</p>  |
| <p><u>Recess/Physical Education</u></p> <ul style="list-style-type: none"> <li>● Groups: If groups are at recess simultaneously create 6' separation</li> <li>● Hygiene</li> <li>● Playground equipment</li> <li>● Locker Rooms</li> <li>● Equipment</li> <li>● Mixing cohorts</li> </ul> | <ul style="list-style-type: none"> <li>● Exercise Movement Program will be scheduled throughout the day.</li> <li>● Recess and Physical Education will occur outside when possible. <b>PE staff</b> should complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).</li> <li>● Other considerations are social distancing and no sharing of equipment or the ability to clean equipment is needed. Cohorts will not be mixed. Recess will be staggered and designated areas for specific cohorts with visible boundaries in order to create separation.</li> <li>● Hand washing is necessary in order to return to the classroom. Hand Sanitizer should be brought outside.</li> <li>● Locker Rooms will be closed until further notice due to the confined space. If they were to open, there will be stagger use and disinfecting in between use. Sites can determine if students wear their gym uniforms for the day to limit the need for locker room use.</li> </ul> |
| <p><u>Field Trips, Extra-Curricular Activities, Use of Facilities by Outside Groups</u></p> <ul style="list-style-type: none"> <li>● Social distancing</li> <li>● Field Trips</li> <li>● Assemblies, Large Group Gathering</li> </ul>   | <ul style="list-style-type: none"> <li>● Field Trips, Extra-curriculars activities, large assemblies with the mixing of cohorts, will not take place until further notice. Many of these events are core to the district's mission; however, due the requirements of social distancing, recommendations by the CDC, all events will be postponed indefinitely. Virtual programming will be utilized for field trips and assemblies to continue mission-based events.</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● Use of Facilities by Outside Groups</li> <li>● In-Person Gatherings Outside School Hours</li> </ul>  | <ul style="list-style-type: none"> <li>● The use of facilities by outside groups will not occur, with the exception of Perfecting Church with the South Jersey Food Bank. They provide a monthly food pantry for the local community. Social Distancing and Masks are required.</li> </ul>   |
| <b>Social Emotional Learning (SEL) and School Culture and Climate</b>   |  |
| <p><u>Educator Well-Being</u></p> <ul style="list-style-type: none"> <li>● Support educator well-being so they may best support students</li> <li>● Staff Wellness Program</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Admin and Social Workers</b> will conduct Well-being Meetings, where educators will be supported in prioritizing relationships and well-being over assignment and behavioral compliance. Some examples include teaching meditation techniques — such as how to breathe deeply and clear their heads; practicing mindfulness can help workers lower anxiety and remain more present and Supporting educator well-being so they may best support students</li> <li>● There will be support groups in order to ensure that teachers are supported instructionally, emotionally and mentally and provide educators opportunities to share with colleagues and mentor each other according to skill set via zoom and other platforms and establishing routines and maintaining clear communication with colleagues. There will be an established confidential mode of communication to aid in addressing any concerns and/or questions.</li> <li>● Training and preparation for the upcoming school year will be provided for all school staff including teachers for specific knowledge around COVID-19 response, along with resources and opportunities for educators to pursue professional development in order to be prepared for the official re-opening of the school campus.</li> </ul> |
| <p><u>Trauma-Informed SEL- Before September</u></p> <ul style="list-style-type: none"> <li>● Staff and Student Trauma</li> <li>● Importance of SEL to student</li> </ul>              | <ul style="list-style-type: none"> <li>● There will be a protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges. This will be led by <b>Administration and Social workers</b>. Professional development will occur prior to the start of the school with collaboration of mental health providers to help educate staff on the protocol. Training for all school staff will focus on the social-</li> </ul>   |

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- Staffing for SEL needs
- Deliberate Opportunities to Connect
- Professional Development
- Establish system of check-ins with students and families
- Prepare/Review agreements with mental health service providers

Trauma-Informed SEL- School Year

- Create opportunities for staff and students to reflect on SEL competencies
- Careful Conversations around impacts of COVID-19
- Training

emotional developmental trajectory, along with trauma-informed care. Resources will be provided to help school leaders support social-emotional learning in their schools, along with integrating social-emotional and academic learning

- Other procedures include: Giving students permission to feel their feelings and provide safe opportunities for them to share their feelings and loss experiences related to their COVID-19 experience; Create and enhance ways to foster community among students and teachers; Encourage children to discuss their questions and concerns; Explain it is normal that they may experience different reactions and encourage them to talk to teachers if they have any questions or concerns, and analyze and modify existing curricula to integrate social and emotional learning and self-regulation Skills .
- Regular communication between families and students is needed through teachers, administration, and/or social workers. Communication can occur electronically or through the phone.
- **Teachers** will make time to check on the students upon arrival and report to administration and social workers about student(s) that may be experiencing any triggers related to COVID-19, through a self-wellness program.
- **Teachers** will allow students to take a mindfulness break as needed. During this time students will be able to de-stress, calm distracting emotions they may be feeling in the moment. Breakouts will provide students with the opportunity to regulate their feelings and emotions.
- Support Groups led by **School Social workers** as needed. This can include individual and/or group sessions and will provide students with the emotional support they require. This can also further help strengthen the trust between student(s) and staff. Encourage children to discuss their questions and concerns. Explain it is normal that they may experience different reactions and encourage them to talk to teachers if they have any questions or concerns.

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| <p><u>School Culture and Climate</u></p> <ul style="list-style-type: none"> <li>● Positive School Culture</li> </ul>   | <ul style="list-style-type: none"> <li>● The school is in its second year of integrating PBIS, restorative practices, and SEL into our school culture. The <b>PBIS Coordinator and Social workers</b> are integral implementations of this. The most important part of in-person lessons will be the relationship building between the students and the teachers. As a school, we understand our students will need this just as much as they need the academic challenge, and we are committed to making a smooth transition back with the use of social and emotional support.</li> </ul>   |
| <p><u>Utilizing the Strengths of Staff</u></p> <ul style="list-style-type: none"> <li>● School Leaders</li> <li>● Student Support Staff</li> <li>● Teachers</li> </ul> | <ul style="list-style-type: none"> <li>● In order to support the SEL initiatives from each campus for Camden’s Promise Charter School, the support will come from: <b>Administration (Deans, Guidance, Team Leaders and Site Leaders, Social Workers, School Nurses, Social and Emotional Teachers, and classroom teachers.</b> Utilizing the resources and creating a professional development plan to support the social and emotional learning.</li> <li>● Communication will be crucial through social media, email blasts to continually connect families and the school. Continue to connect with families with resources to provide the social emotional support that they need.</li> <li>● By being available to students during in school hours as well as virtually, the students will be supported. Variety of forms of Communication will be crucial and occur daily. All students need one staff member checking on them daily.</li> </ul> |
| <p><b>Multi-Tiered System of Supports (MTSS)</b></p>   |   |
| <ul style="list-style-type: none"> <li>● Universal Screening</li> <li>● Collaborative Problem-Solving Teams</li> <li>● Family Engagement</li> </ul>                    | <ul style="list-style-type: none"> <li>● <b>Administration</b> will use assessments in order to determine academic screening of all students and if they will be in person or virtually. All students must have access to a device if virtually screen. MAP Testing will be used to determine the new baseline.</li> <li>● Data Problem Solving teams will be campus specific and engage in intensive collaborative conversation. It will consist of representation from the following groups: administration, teachers, special education, bilingual, and I&amp;RS to use the analyze the</li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Data-based Decision Making</li> </ul>                                       | <p>data to determine the plan. This meeting can occur virtually and/or with appropriate social distancing.</p> <ul style="list-style-type: none"> <li>● Family Engagement will occur online or over the phone. Events such as Back to School Night and Parent/Teacher Conferences will be virtual to limit the physical contact of others. Families need to be involved with constant updates on student progress, both in academics and social emotional. Interventions and support services must be communicated as well.</li> <li>● Intervention and Referral services for each campus will continue to serve and identify students' areas of needs (learning, behavior, and health difficulties) in both the in-person and virtual setting. In addition, teams must assess social and emotional needs of the students and staff, along with school culture and climate.</li> </ul>   |
| <p><b>Wraparound Supports</b></p>  |  |
| <ul style="list-style-type: none"> <li>● Mental Health Supports</li> <li>● Primary Health and Dental Care</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Social Workers, School Psychologists, and the CST</b> to put these tiers in motion. The group will assist administration in creating in-person supports as well as Virtual supports for all students and families. Tier 1 – Prevention and Universal Supports for All Students and Families. Tier 2 – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse. Tier 3 – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions</li> <li>● <b>Nurses</b> will provide resources to meet the physical health, dental, and mental health needs of students in virtual, hybrid, or in-person school environments. <b>School</b> physicians should also be utilized in addressing the needs of students in both remote and hybrid scenarios. Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. A virtual school health office model to address school health needs.</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Family Engagement</li> <li>● Academic Enrichment/Expanded After-School Learning</li> </ul> | <ul style="list-style-type: none"> <li>● <b>Administration</b> will administer a survey to parents in English and Spanish to assess the needs of families during the reopening phase. Parents from each campus have been chosen for feedback during the collaboration phase of the plan for each committee and school. The school will conduct virtual home visits during the pandemic as a way for teachers to learn more about the families of their students, get the parents more involved in their child’s education, and bridge cultural gaps that may exist. These visits will take place in July and August. Staff will plan a virtual orientation with parents, in multiple languages, to listen to the opportunities and challenges presented in the district’s plan for the upcoming school year</li> <li>● ESEA Title programs will be provide afterschool academic support, enrichment programs, and/or summer programming. There will be virtual ASP programs that will offer academic based programming as well as extra-curricular programming. will continue to support struggling learners through smaller class sizes, virtual “pull-out” programming, and 1:1 support while in-class. The school will continue to monitor the NJ Dept of Education as well as the CDC guidelines for programs and ways to implement them.</li> </ul> |
| <p><b>Food Service and Distribution</b></p>   |  |
| <p><u>Honor our moral imperative to feed students</u></p>   | <ul style="list-style-type: none"> <li>● Food Service has not ceased since the school closure in March 2020. Grab and go food service have been available for all families daily from 9 a.m. to 11 a.m. at two campus locations. If additional school closure occurs, food service will continue, along with being available on virtual instruction days.</li> </ul>   |
| <p><b>Quality Child Care</b></p>  |  |
| <p><u>More families may need childcare</u></p>  | <ul style="list-style-type: none"> <li>● The school will survey families to determine their childcare needs and assist with the connection of resources.</li> </ul>  |

# Leadership and Planning

## Requirements to Re-Open

| <i>Critical Area</i>   | <i>District Actions and Person(s) Responsible</i>  |
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| <p><u>What We Know</u></p> <ul style="list-style-type: none"> <li>● Public Health Trends Support School Re-Opening</li> <li>● Schools Must Reopen for In-Person Instruction Start of School Year</li> <li>● Many Schools Will Operate on Reduced Capacity</li> <li>● Districts Need to Prepare to Pivot to Remote Instruction</li> </ul> | <ul style="list-style-type: none"> <li>● The <b>Chief School Administrator</b>, along with Administration has collected information from teachers, staff members, and families to help inform the plan development. We have also sought guidance from the NJ DOE's Road Back along with the CDC and the American Academy of Pediatrics (AAP), both groups upon which the school routinely source for health-related issues. Additionally, the school works in consultation with our appointed physician from Cooper Hospital.</li> <li>● The school will reopen in person instruction, with a reduced capacity and hybrid model, with the option of 100% virtual for some families.</li> <li>● Plans have been made to prepare staff, students, and families for full remote instruction if school closure occurs depending on changing health data.</li> </ul>  |
| <p><u>Operational Requirements</u></p> <ul style="list-style-type: none"> <li>● Prepare Buildings and Grounds</li> <li>● Form Pandemic Response team in the District</li> <li>● Clear Communications Protocols</li> <li>● Adopt Contingency Plans in Event Schools Must Close</li> </ul>   | <ul style="list-style-type: none"> <li>● Building and Grounds will be prepared based on CDC guidelines and determinations from the Restart Committee in order to maintain health and safety in the buildings. The <b>Facility Manager</b> in conjunction with the Building Principals will lead the new cleaning procedures, revising access points, ordering partitions, and additional signage.</li> <li>● <b>Pandemic Steering Response Team</b> that will help centralize, expedite, and implement COVID-19 related decision-making across the campuses. Comprising the administrators, guidance, teachers, Board of Trustees, and parents. This group is a representative leadership of each campus coming together in the coordination of the overall approach to Instruction and Operations for the school district.</li> <li>● There has been constant communication for students, staff, and families. Since the</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Collect Feedback from Stakeholders</li> <li>● Key Considerations re: Policy and Practice Changes</li> </ul>   | <p>school closure, there has been video messages sent by the Chief School Administrator through Loom. Letters to families have been sent via email and by mail in both English and Spanish. Social Media posts have included both English and Spanish communication.</p> <ul style="list-style-type: none"> <li>● Contingency plans for emergency operations in the event facility closure becomes necessary. This has been developed in conjunction with the Restart Committee and the Pandemic Steering Committees.</li> <li>● A District Reopening Survey was sent out and over 1,000 responses were received that were sent through email blasts and posted in social media. The survey was available in English and Spanish. Over 70 teaching members and staff participated in our various Pandemic committees for plan development. Additionally there were 20 parents involved in the committees as well as Board participation and support.</li> </ul> |
| <b>School-Level Pandemic Response Teams</b>  |   |
| <p><u>Establish School-Level Pandemic Response Teams (PRT)</u></p> <ul style="list-style-type: none"> <li>● Identify PRT in Each School</li> <li>● Identify Responsibilities of PRT</li> </ul> | <ul style="list-style-type: none"> <li>● <b>School-Level Pandemic Response Team</b> that will help centralize, expedite, and implement COVID-19 related decision-making. Each school campus will have their own which were established in July 2020. It is composed of administrators, teachers, and support staff of each individual campus of Camden Academy, Camden’s Promise, Camden’s Pride and Katz Dalsey Academy. Each group is responsible for laying out a specific response plan for their individual campus, along with determining professional developments for staff regarding health and safety and instruction delivery in a hybrid model.</li> </ul>  |
| <b>Scheduling</b>  |   |
| <p><u>What Counts?</u></p> <ul style="list-style-type: none"> <li>● School Year, School Day</li> </ul>   | <ul style="list-style-type: none"> <li>● Effective August 31, 2020 our Canvas Platform as well as Google Classroom Platforms will be open and available for students and parents to become comfortable with their new year as a virtual platform.</li> <li>● Effective September 8, 2020 would be the first day of live in person face to face</li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Recommendations</li> <br/> <li>● Hybrid Guidelines</li> </ul>  | <p>instruction. This begins the calendar year. This is a change to the existing school year calendar as it is an official start day one week later.</p> <ul style="list-style-type: none"> <li>● There will be three cohorts of students. Families will be grouped together in similar cohorts. <b>Cohort A:</b> The first cohort shall be present in school for face to face learning on Monday and Tuesday and will participate in virtual instruction for Wednesday, Thursday, and Friday. <b>Cohort B:</b> The second cohort shall be present in school for face to face instruction on Thursday and Friday only and participate in virtual instruction on Monday, Tuesday, and Wednesday. <b>Cohort C:</b> The third cohort shall be an optional 100% virtual instruction only track for parents of children who do not feel comfortable returning their child to school yet. Students with IEP, 504, and ELL students will continue to receive the appropriate support either in person or virtually.</li> <br/> <li>● There will be a reduced day, where instruction itself shall be for a reduced day of 4-5 hours of core instruction for face to face time. Teachers shall be available throughout a regular school day via face to face instruction, or synchronous virtual instruction, or “office hours” via virtual means.</li> </ul> |
| <p><u>Implementation Strategies</u></p> <ul style="list-style-type: none"> <li>● Communication</li> <br/> <li>● Attendance</li> <br/> <li>● Access to Technology</li> <br/> <li>● Professional Development</li> <br/> <li>● Feedback Loops</li> <br/> <li>● Contingency Planning</li> </ul> | <ul style="list-style-type: none"> <li>● The <b>Chief School Administrator</b> will continue to send out overall messages to the school district through both video messages and email blasts. Social Media will also continue to post all information that is sent to families. Each campus will use specific platforms to communicate in addition to the school wide email blasts. The High School and Middle School will use Canvas. The Elementary school will use Google Classroom and class dojo as a means to communicate directly with parents. Email addresses will need to be updated regularly if they change, along with phone numbers.</li> <br/> <li>● Attendance will be tracked through in-person and virtual attendance in alignment with the school’s attendance policies. Social workers will actively identify students who are not regularly attending class and assist with addressing the barriers preventing each student’s attendance and give opportunity to show attendance through asynchronous</li> </ul>  |

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| <ul style="list-style-type: none"> <li>● School Personnel</li> <li>● Access to Supports</li> <li>● Class Schedules</li> <li>● Accommodations</li> <li>● Learning Management System</li> </ul> | <p>learning as well.</p> <ul style="list-style-type: none"> <li>● With CARES ACT and Digital divide, students will access to devices and internet connectivity and allow for all students to be 1:1. Using Canvas for the high and middle school program and google classroom for the elementary will allow for integration of synchronous online teaching and self-paced courses in the hybrid model for students.</li> <li>● Staff returns the week of August 17 in order to begin preparation for the hybrid learning model - synchronous and live streaming. The Week of August 31 will be a virtual training practice for all students and staff to have an introductory to virtual program.</li> <li>● Continual communication between families is necessary. Elementary students will all have their homeroom teacher which is a main channel of communication. High School and Middle School all have Team Leader and Dean to oversee their grade, in addition to the grade level guidance and social workers. Surveys will be sent home periodically to monitor overall experience in hybrid learning.</li> <li>● Specific plans will be made for medically fragile students, students with IEPs and 504s for both in-person or virtual depending on the parent's choice of cohort and guidance from the Child <b>Study Team</b> and <b>Nursing</b>. In addition, if having the switch to all virtual, specific protocols will be in place for all students, especially those identified students.</li> <li>● School schedules have been devised to ensure contingency plans for alternative schedules for staff coverages if needed due to shortages. This would apply to both virtual and in-person instruction.</li> <li>● Families will be able to communicate regularly with Nurses, Team Leaders, Deans, Social Workers, Guidance Counselors through google voice, emails, and various channels of communication.</li> <li>● Classes will be divided in three cohorts. Within each cohort, students will be assigned to specific classes for in class instruction. Additional classes will be</li> </ul> |
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|  | <p>taught virtually to allow for mixing of cohorts.</p> <ul style="list-style-type: none"> <li>● The district will allow for technology flexibility and accommodations to address a variety of learning and health needs.</li> <li>● The district uses Real Time for grading and allows for a Parent Portal to transparency. The middle and high school will be using Canvas as their platform for academic content, while the elementary school program will be using Google Classroom.</li> </ul>  |
| <p><b>Staffing</b></p>   |  |
| <p><u>Guidance</u></p> <ul style="list-style-type: none"> <li>● Mentoring</li> <li>● Educator Evaluation</li> <li>● Certification</li> </ul> | <ul style="list-style-type: none"> <li>● The mentoring program for provisional staff will continue with a pairing of teachers that quality.. There will be “in person “ contact where an agreed plan of communication is determined and supported by both parties.</li> <li>● The mentor and mentee will determine immediate issues of teaching in the hybrid model to have an understanding of technology needs and how to provide effective remote instruction.</li> <li>● Observation protocols will be established depending on the current health data and recommendations for remote observations or video recordings in order to limit the in-person observations.</li> <li>● It is important that wellness and self care is discussed regularly and all mentor scheduling and practice must be recorded in a log either in person or in a log.</li> <li>● <b>Human Resources</b> will still continue to collect all information required for certification with EdTPA and educator evaluation.</li> <li>● <a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a></li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● <a href="https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml</a><br/>EdTPA</li> <li>● <a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a><br/>Certification</li> <li>● <a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a></li> </ul>   |
| <p><u>Instructional Staff</u></p> <ul style="list-style-type: none"> <li>● School Operations</li> <li>● Instructional Contributions</li> <li>● Wellness</li> <li>● Feedback and Assessment</li> <li>● Materials</li> </ul> | <ul style="list-style-type: none"> <li>● The instructional staff must have a firm understanding of Social Distancing Protocols with students, co-teacher, and support will be established prior to the start of the school and reinforce and model it. This will be established during the weeks prior to the start. They will be supporting the logistics and procedures established by the Pandemic Committee.</li> <li>● Lessons will continue to be standard-based following the established curriculum through a hybrid model of in-person and virtual platforms, while continuing to differentiate and meeting the academic and social needs of their students. There will be established routines in order to encourage student engagement through the in-person and virtual learning environment. Classroom expectations will be the same for in-person and virtual. A structured environment is necessary.</li> <li>● Feedback will be provided to both the student and parent on a consistent basis through a variety of platforms (Realtime, Class Dojo, Canvas, and phone calls). Each teacher will establish office hours for students and parents to discuss progress. Teachers will initiate the conversations with parents. Parent/Teacher conferences and progress reports will still be distributed and held quarterly.</li> <li>● Teacher leaders or instructional coaches will support teachers in making necessary curricular adjustments and continuously improving the quality of</li> </ul> |

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|   | <p>instruction in remote and hybrid environments.</p> <ul style="list-style-type: none"> <li>● All materials and/or manipulatives will be sent home on virtual learning days for at-home days or can be picked up for cohort 3, There will be no cost to families. The Preschool program will limit on-line activities for preschool students to less than 1 hour.</li> </ul>  |
| <p><u>Administrators</u></p> <ul style="list-style-type: none"> <li>● School Operations</li> <li>● Instructional Contributions</li> <li>● Wellness</li> <li>● Staff w/ Health Concerns</li> <li>● Evaluation</li> <li>● Scheduling</li> </ul> | <ul style="list-style-type: none"> <li>● Each campus has a building principal and a team of administration to support the healthy and safety, along with academic and social emotional learning in the in-person and virtual environment.</li> <li>● Administration has had involvement on all Restart Start and Pandemic Committee and has been in communication with their staff through the summer. The hybrid schedule will allow for staff collaboration in PLCs, grade level meetings, and department meetings. The summer professional development will review schedules and communication. Professional Development will focus on health and safety and hybrid schedule. Teacher Leaders who had successful remote instruction will lead support groups for struggling teachers.</li> <li>● The building schedules have been focused on groups for IEP, 504s, and ELL, along with those “at risk” students who struggled with remote learning to have in-person learning. The administration will continue to work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered. Instruction needs to continue to be differentiated for all learners in both the virtual and in person environment.</li> <li>● The administration will ensure that the Social Emotional Support is delivered through virtual and in person environments by continuing to foster relationship building within the community through transparent</li> </ul> |

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|  | <p>communication. In addition, in coordination with the tech department, the administration will make sure that families continue to have technology access.</p> <ul style="list-style-type: none"> <li>● Regularly Assess teacher, student, and parent needs regularly through surveys, observations, communication in the virtual and in person environment with the proper social distancing standards. The administration will continue to communicate the list of academic interventions, social emotional and mental health, along with food access resources. The administration will continue to develop high expectations of student engagement and school culture through the PBIS program established last year.</li> <li>● The administration will work with the PreSchool Program at the elementary school to continue to make sure all programs are developmentally appropriate and support the transition from preschool to kindergarten. The PreSchool transition committee has continued to meet and discuss developmentally appropriate preschool programming in the virtual environment in conjunction with the Creative Curriculum.</li> </ul> |
| <p><u>Educational Services Staff</u></p> <ul style="list-style-type: none"> <li>● School Operations</li> <li>● Support Teaching</li> <li>● Wellness</li> </ul> | <ul style="list-style-type: none"> <li>● Educational Services will continue to provide small group instruction in a virtual environment, where they will facilitate the virtual component of synchronous online interactions. They will be subjected to the same screening procedures when entering the building.</li> <li>● They will assist with the development and implementation of adjusted schedules, limiting the physical interactions and/or mixing of cohorts.</li> <li>● Communication for feedback is vital between students, families, and teachers. Together they will determine the schedule and form of communication.</li> <li>● Social Emotional Learning is necessary in all interactions and learning with</li> </ul>   |

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|   | <p>students. If working in small groups, social distancing and proper PPE is required. Support embedding of SEL into lessons..</p>   |
| <p><u>Support Staff</u></p> <ul style="list-style-type: none"> <li>● School Operations</li> <li>● Instructional Contributions</li> <li>● Wellness</li> </ul>    | <ul style="list-style-type: none"> <li>● Paraprofessionals that usually serve in physical classrooms supporting students and teachers may also provide support in the virtual environment, especially for struggling students, those with special needs, English language learners, and those that need additional support at home.</li> <li>● Paraprofessionals may: Lead small group instruction to ensure social distancing, where they continue to work with a single cohort, rather than 1 to 1 schedule</li> <li>● Working with the general ed teacher, pre-record read-alouds and videos around SEL activities and routines will be used to support virtual learning.</li> <li>● They will continue to support families and students in accessing and participating in remote learning and be another form of communication. Paraprofessionals can be added to online classes as co-teacher.</li> <li>● In the Preschool setting, the Family Workers will need to provide support to parents via virtual platforms through Google Classroom and Creative Curriculum.</li> </ul> |
| <p><b>Educator Roles Related to School Technology Needs</b></p>   |  |
| <p><u>Preparation</u></p> <ul style="list-style-type: none"> <li>● Support</li> <li>● Access</li> <li>● Devices</li> <li>● Setup</li> <li>● Training</li> </ul> | <ul style="list-style-type: none"> <li>● The three weeks prior to the start of school will give opportunity for technology support in all capacity - platforms, accessibility, device issues, etc.</li> <li>● Tech team will have office hours for tech support for families to assist with issues during virtual learning.</li> <li>● A member of the tech team is assigned to each campus in order to provide</li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Teaching Assistants</li> </ul> | <p>support to each campus.</p> <ul style="list-style-type: none"> <li>● Families have been surveyed to determine technology needs and access and will be providing 1:1 for the families.</li> <li>● All usernames and passwords will be given out during the week period to start.</li> </ul> |
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## Policy and Funding

### School Funding

| <i>Critical Area</i>  | <i>District Actions and Person(s) Responsible</i>   |
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| <p><u>ESSE Relief Fund (CARES)</u></p> <ul style="list-style-type: none"> <li>● Allocation and Uses</li> <li>● Rules</li> </ul> | <p>ESSE Relief Fund (Cares) was submitted and approved in June 2020. With following allocations and uses:</p> <ul style="list-style-type: none"> <li>● Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</li> <li>● Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.</li> <li>● Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.</li> <li>● Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.</li> </ul> |

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|   | <ul style="list-style-type: none"> <li>● Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.</li> <li>● Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care</li> </ul> |
| <u>Federal Emergency Management Agency (FEMA)</u> <ul style="list-style-type: none"> <li>● Eligibility</li> <li>● Uses</li> </ul> | <ul style="list-style-type: none"> <li>● FEMA is available to reimburse 75 percent of eligible expenses that are a direct result of the declared emergency. At this time, the district has not applied for FEMA, because FEMA is considered a payer of last resort and will reimburse after all available revenue sources have been exhausted. If needed in the future, the district could apply.</li> <li>● Examples of uses could include purchase of personal protective equipment to protect against the spread of the virus and reasonable costs for disinfecting common areas.</li> </ul>  |
| <u>State School Aid</u> <ul style="list-style-type: none"> <li>● Accounting</li> </ul>  | <ul style="list-style-type: none"> <li>● As a charter school the district’s budget is dependent on state aid through sending districts. The Budget for the 20-21 school year has been approved, however the district is prepared to revise the budget if needed when the final state aid amount is determined. When the NJDOE will provide more detailed accounting guidance after the appropriations act is adopted, the district will follow the new guidance.</li> </ul>  |
| <u>Purchasing</u> <ul style="list-style-type: none"> <li>● Procedures</li> </ul>  | <ul style="list-style-type: none"> <li>● The district will continue to follow the provisions of the “Public Schools Contract Law with regards to purchases. The school will continue to follow the purchasing procedures already established by the <b>Business Office</b>.</li> <li>● The school district is purchasing new items suchs PPE, additional cleaning supplies, and</li> </ul>   |

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|  | technology items.  |
| <u>Reserve Accounts, Transfers, Cash Flow</u> <ul style="list-style-type: none"> <li>● Unexpected Needs</li> <li>● Emergency Accounts</li> <li>● Transfers</li> <li>● Cash Flow</li> </ul>         | <ul style="list-style-type: none"> <li>● The <b>Business Administrator</b> has created a budget plan for unexpected needs, emergency accounts, transfers, and continual cash flow. . At the end of the 19-20 school year, the school budget had the appropriate fund balance.</li> <li>● There has been a <b>Fiscal Operations Committee</b>, which is composed of the business office, administration, facilities staff, technology staff, and Camden’s Charter School Network Non-Profit. This group is tasked out with fiscal preparation, digital technology preparedness, transportation, and equipment purchasing in preparation for the return of school.</li> <li>● The districts will consider making expenditures from various accounts or overbudgeted line items to meet unanticipated costs and to manage their cash flow. Any transfers would need appropriate approval.</li> <li>● The Business Administrator will continue to make sure there is the appropriate cash flow with receiving payment from sending districts.</li> </ul> |
| <u>Costs and Contracting</u> <ul style="list-style-type: none"> <li>● E-rate program</li> <li>● Cooperative Contracts, Purchasing Information, and resources for Districts and Families</li> </ul> | <ul style="list-style-type: none"> <li>● The district participates in a federal E-rate program. Camden’s Promise Charter School submits, annually, Category 1 470/471 Forms for high speed internet access and our fiber WAN connectivity. Camden’s Promise Charter School submits, within the Category 2 Five Year Budget Cycle, Category 2 470/471 Forms for Data Cabling, Network Switches, and Wireless Access Points</li> <li>● Camden’s Promise Charter School considers and utilizes State recognized Cooperative Purchasing vehicles, NJ State Contracts, Shared Services, and Public RFP’s to solicit pricing and solutions to be purchased during the school year.</li> </ul>  |

# Continuity of Learning

## Student Growth, Special Populations

### *Critical Area*

### *District Action and Person(s) Responsible*

#### Student Growth 2019-2020

- Assumptions Student Growth
- Prioritizing Students Who Need In-Person instruction Most

- Students completed Fall and Winter MAP testing along with all Benchmark testing for the year. The school all have 3 quarters of report card grades from in person learning and 1 marking period virtually. **School administration and teachers** will use this data to help group students into cohorts for the upcoming year.
- All students who have an IEP, a 505, or are classified ELL will be asked to come to school for both A Days and B Days. They will stay within their own cohort as to not mix groups. We plan on also inviting any students who were in process of being tested by the child study team prior to school closure. As always if a family declines, there will be a fully virtual option.

## Delivery of Special Education and Related Services

### Students with Special Needs

- Medically Fragile Students
- Growth Students with Disabilities
- Evaluation Processes
- Postsecondary Plans
- Communication

- Students identified as Medically Fragile by the Child **Study Team, 504 Coordinators, Nurses, and/or Parents** will be considered on a case-by-case basis to determine if additional precautions or unique measures are required prior to the student's return to in-person instruction. In some cases, it may be determined that in-person is too great a risk and the student will participate in a fully remote or virtual program until it is deemed safe for the student to return for in-person instruction.  
  
**IEP Teams (CST, teachers, parents, and related service providers)** will review student data and monitor progress towards individual IEP goals and objectives

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|   | <p>to determine if additional or compensatory services are needed to address regression and/or recoupment of skills.</p> <p><b>Child Study Team Director</b> will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. Evaluations will be conducted in a 1:1 setting and appropriate PPE, screening, barriers, and social distancing will be utilized throughout.</p> <p><b>Child Study Team Case Managers and School Guidance Counselors</b> will identify students with IEPs whose postsecondary plans were adversely affected by COVID-19 and provide support, resources, and assistance with facilitating connections with community organizations, scholarships, and other opportunities to access support.</p> <p><b>Child Study Team Personnel (Director, Case Managers, Related Service Providers) and 504 Coordinators</b> will communicate clearly and regularly with parents regarding procedures relating to referrals, evaluations, student progress, and annual reviews. Methods of communication will include phone calls, emails, mail, and remote/virtual meetings.</p> |
| <p><b>Technology, Connectivity, Participation, and Platforms</b></p>  |  |
| <p><u>Technology and Connectivity</u></p> <ul style="list-style-type: none"> <li>● Devices</li> <li>● Connectivity</li> <li>● Setup/Training</li> </ul> | <ul style="list-style-type: none"> <li>● In preparation for technical support during the quarantine phase of the pandemic, communication steps between student/parent, teacher, and the technology support were established and communicated. Teachers engaged technology in the same manner as the physical classroom in which their general understanding of the operation of the student’s Chromebook and selection of classroom applications are tools they have been familiarized with through prior professional development and desk side support from the district’s Technology Team. In the event a technical issue arose in which additional help is needed, the teacher would place a help desk ticket into the Technology Department to further troubleshoot and correct the technical issue. Such steps by the <b>Technology Department</b> would escalate as needed and if the school issued Chromebook was determined to have failed in its operation, the ability to exchange the</li> </ul>   |

unit with a replacement was available daily with set service hours by the Technology Department

- Access and connectivity availability in the student's place of learning was established with parent surveys in preparation of the remote learning format. Community programs offered by ISP providers were provided to parents if the internet was lacking at home. Clarification of any technical requirements were provided by a request by the teacher/administrator to the **Technology Department**. The escalation resulted in consultation to assist the family with any setup directions or clarifications.
- Camden's Promise Charter School operates with a 1 to 1 program from Grades 5 through 12. Grades 3 and 4 have assigned Chromebook Carts for designated classrooms that equate to an additional 1 to 1 coverage. Additional Chromebooks were distributed for Pre-K through Grades 2 on an as needed basis. Parents had requested a device with a scheduled pickup during service hours from the Technology Department. All devices are accompanied with a student account for access and usage to the device and district designated application platforms.
- Educators and technology setup mostly resided in the preparation of content, lessons, and communications through the district's current LMS platforms. Pre-K through 4<sup>th</sup> utilized Google Classrooms which integrated with the district Chromebooks. Grades 5<sup>th</sup> through 12<sup>th</sup> are standardized on our Canvas LMS platform to host lessons, communication, assignments and quizzes. Tools for online learning have been integrated into the daily use of our technology and are reinforced annually with professional development. Additional tools such as GoGuardian for monitoring, tasks management, and filtering continue to be present during remote instruction and are commonly used in all grades.
- Professional Development is provided annually and throughout the year. During remote instruction key platforms had many online tutorials that were shared to refresh educators on the functionality of platforms and to further enhance features and tools

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|   | <p>that were not commonly in use during in building instruction. Teachers also have access to the Technology Department for further inquiries and assistance.</p> <ul style="list-style-type: none"> <li>● Teaching Assistants have the same tools and resources as our primary classroom educators. Our designated LMS and web based applications have features and components to allow primary and teacher assistance to be present within the same courses and content resources. This allows both educators to be present within the same virtual space with proper visibility to shared content and student engagement.</li> </ul>   |
| <p><u>Technology Considerations</u></p> <ul style="list-style-type: none"> <li>● Tracking Participation Rates</li> <li>● Attendance</li> <li>● Platforms</li> <li>● Technical Assistance</li> </ul> | <ul style="list-style-type: none"> <li>● The assessment of participation rates currently does not reside within a single management interface but is the sum of various components. Our educators are engaged directly with the students which provides a direct assessment of the participation and presence of the students in his or her care. Many of our software platforms have reporting components that can provide additional verification and data. Canvas has an access log that shows when an account has logged into the platform, the duration, and which parts of the online course were viewed. GoGuardian Teacher allows a teacher to view all Chromebooks logged in at time of his or her class. The Admin Tools of GoGuardian also allow reporting on which websites and searches are conducted daily on the student Chromebook. Additional tools surrounding video content creation have also been onboarded, such as Ed Puzzle. Such platforms allow for the integration of quiz and questions during a video, but not allowing the viewing of the video to be sped forward. These various engagements do not provide an accurate quantification of time but do provide a general sense of access and viewing of necessary course and content materials for online instructions</li> <li>● Attendance historically has been recorded in our SIS (Student Information System). We have been standardized on Real Time, which is a NJ local provider. Educators, in their daily routine and under the guidance of district policy, record attendance in this system. Attendance reports are viewed and summarized daily between classroom educators and designated district personnel. Canvas has an attendance module embedded in each course. This is in duplication to the attendance tasks residing in Real Time.</li> </ul> |

- We are currently releasing and expanding features on our existing platforms to further the delivery of remote instruction under a Pandemic environment. We have expanded our Zoom Subscription to allow for universal use and the delivery to larger audiences at extended times. Our Vimeo subscription has been expanded to other staff members to allow for additional video storage outside of YouTube, which at times can flag content that is under acceptable use guidelines without any indication prior to the time of need. Vimeo is always being expanded for the use of the platforms Live Stream Tool Set. Additional plugins and integrations with Google Classroom and Canvas are being introduced to allow for ease of use and syncing which allow for more efficient navigation and time while operating within the platform. Our Raptor Visitor Entry system is being evaluated to expand visitor entry to include COVID-19 Qualifying questions, notifications, and reporting that can be used to initiate contact tracing. Temperature monitoring stations are being installed at designated entry locations to assist with the monitoring of our “district health status”. The district currently operates under a ShoreTel IP Telephony system (now owned by Mitel) in which additional features for voice mail, call forwarding, and remote access have been configured and provided.
- Technical assistance is provided in a dual capacity through the Technology Department of Camden’s Promise Charter School. Teachers and staff are able to receive remote support through our Bomgar Solution. This solution allows for screen sharing and access to any device remotely and proper end user permission. The ability to see and have access to a faulty device allows for easier communication and resolution. The Chromebook feature release from Bomgar has also been implemented to allow a technician to view a Chromebook screen to assist with understanding and remediating a problem for a device that is not physically present. For families guiding their student’s remote instruction from home, Camden’s Promise Charter School has set service office hours daily. Teachers or administrators place tickets in the district Help Desk system to notify the Technology Department of an issue and or parent arriving. The service hours allow for the service of any hardware failures and or direct discussions and guidance on

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|   | <p>an issue. The 2020 – 2021 school year will introduce regularly scheduled workshops for parents that will be tailored to build their comfort level with the technology and platforms their student is using daily.</p>   |
| <p><b>Curriculum, Instruction, and Assessment</b></p>   |  |
| <p><u>Delivering High-Quality Instruction in Hybrid Environment</u></p> <ul style="list-style-type: none"> <li>● Staff Training / Refinement</li> <br/> <li>● Equitable Access</li> <br/> <li>● Engagement</li> <br/> <li>● Assessment</li> <br/> <li>● Relationships</li> <br/> <li>● Consistency</li> </ul> | <ul style="list-style-type: none"> <li>● Curriculum, Instruction, and Assessment will be led by <b>Building Principals</b> and <b>Curriculum Department Heads</b>. The hybrid model will be offered in the fall. There will be two day in person with 3 virtual days each week. Half of a grade will come in on Monday and Tuesday, and the other half will come in on Thursday and Friday with a deep cleaning day on Wednesday. Staff Schedule includes the following: Admin Staff Training - 8/17-8/18 in person; New Staff Training - 8/19 - 8/21 in person; Returning Staff Starts Virtually Training - 8/19-8/21; All Staff Returns Training - 8/24-8/28 in person. Topics for New staff includes Realtime Basics, Canvas Basic, and Understanding of PBIS and Restorative Practices. Topics for all staff include: Curriculum Planning/ Standards Based Learning, Canvas - Best Practices and the Big Blue Button, Social Emotional Learning, Project Based Learning, Best Practices for Virtual Learning, Health and Safety Practices, Diversity and Equity Training, Online Tools (Measuring Up Live, IXL, Go Guardian, Writable, NewsELA, Edpuzzle, Pear deck, Zoom, Loom, BrainPop. For elementary, Staff will complete Google Classroom Certification units for PD</li> <br/> <li>● Camden’s Promise is a 1-1 school district. Each student has a Chromebook checked out to them. All hardback textbooks have a virtual copy embedded onto the students’ Chromebook for ease of access. A family survey determined family’s internet access issues, and provided resources for those in need.</li> </ul> |

- There are quality resources that can be used in both a virtual and in person classroom. Live sessions will be offered on Monday & Tuesday and Thursday & Friday. There will be Asynchronous lessons on Wednesday. These online tools include but are not limited to the following: Measuring Up Live, IXL, Go Guardian, LoTi Benchmark Assessments, Writable, NewsELA Freckle, Edpuzzle, Pear deck, Zoom, Loom, BrainPOP, Canvas, and Google Drive. The staff has been using many of these resources for several years and so have our students. The wide variety offers the ability for the staff to keep things fresh and engaging.
- Teachers that are teaching the same subject/grade MUST have the same unit assessments. Other requirements included: Use Go Guardian, Use Zoom or “Big Blue Button.” Have students click submit before exiting. Randomize test questions to help prevent answer sharing. Set up testing “windows” for synchronous virtual testing. Students must be live/synchronous for tests, must have cameras on, and must submit before exiting test
- The most important part of in person lessons will be the relationship building between the students and the teachers. The school is in its second year of integrating PBIS, restorative practices, and SEL into our school culture. As a school we understand our students will need this just as much as they need the academic challenge, and we are committed to making this a smooth transition. Office hours for teachers will occur for students and parents daily. For the elementary program, class dojo will be used daily for continual communication. There will be virtual parent conferences for each marking period.
- In order to set a consistent schedule for the students and staff, all classes will be held at the same time each day. In the middle and high school, teachers will take period attendance as opposed to daily attendance. If they cannot be on synchronously, they can watch the video of the class and then submit the day’s class assignment.

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|   | <ul style="list-style-type: none"> <li>● The grading policy will be streamlined as well to give consistency to the program over all. Homework should be graded based on satisfactory completion of the assignment. If assignment is submitted and does not meet teacher expectations of completion, students will have the opportunity to resubmit. Quizzes and Tests are to be graded based on accuracy. Report Card Quarterly Grades will be calculated at the highest letter value.</li> </ul>   |
| <p><u>Virtual and Hybrid - Curriculum</u></p> <ul style="list-style-type: none"> <li>● Loss of Learning and Learning Gaps</li> <li>● Accelerated Learning</li> <li>● Prioritize Learning Goals</li> </ul> | <ul style="list-style-type: none"> <li>● Administration and Curriculum Department Heads will oversee all instruction. MAP testing will be completed virtually in the fall to determine loss of learning and learning gaps. Also, many of the other resources (IXL, Measuring Up Live, Freckle, LoTi Benchmark assessments etc...) test the students for gaps giving the teachers a wealth of knowledge to create a program accessible to each child. In the elementary program, pacing will reflect a 4 weeks review of the previous marking period from 2019-2020. MAP and Schoolpace will be a baseline benchmark for where students are in regards to grade-level. Basic Skills and Co-teachers will provide virtual pull-out sessions to fill the gaps</li> <li>● In the high school program, the curriculum will still provide honors and advanced placement courses, along with dual college credit courses. In the middle school program, the curriculum will continue three of the accelerated learning programs this year: Algebra I, STEAM, and Spanish I. In the elementary school, to aid those who are on-level or above, lessons will be differentiated and will accommodate those learning needs. Co-teachers focus can shift between basic skills and accelerated learning dependent upon student needs.</li> <li>● Being mindful of the limitations of a virtual platform, time will be spent prior to school starting in PD prioritizing learning goals and reworking our existing</li> </ul> |

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| <ul style="list-style-type: none"> <li>● Communication</li> <br/> <li>● Consistency</li> </ul>   | <p>curriculum. With our schedule being condensed from 8 hours to 5 hours, for the students, it will allow for more group teacher planning and discussion around the curriculum, the standards, and data analysis. Also, the core teachers will have a total class load of 45 – 50 students, on average versus the 90 they have had in the past. This allows for more personalized attention for each child’s needs. Pacing guides include review of past material from previous year as well as all new material for each grade level</p> <ul style="list-style-type: none"> <li>● In the middle and high school programs, Canvas will be used as the primary platform for communicating with the students on assignments, grading, and teaching. It is important to keep everything in one place to help both the parent and the student navigate. During Staff PD, specific expectations will be set in place about the look of each teacher's Canvas shell to make sure it is uniform across all subjects, for ease of use. Both students and parents will have individual login information for Canvas and will be trained on how to navigate the site. In the elementary programs, Google classroom will be the platform for instruction, along with Class Dojo for communication.</li> <br/> <li>● In order to set a consistent schedule for the students and staff, all classes will be held at the same time each day. Schedules will be posted and remain consistent through each Phase. Any changes will be communicated to all via communication avenues</li> </ul> |
| <p><u>Virtual and Hybrid - Instruction</u></p> <ul style="list-style-type: none"> <li>● Shared understanding</li> <br/> <li>● Types of Learning</li> </ul> | <ul style="list-style-type: none"> <li>● Students will be offered both synchronous and asynchronous lessons during their instructional days. Cohorts will be face-to-face for 2 days and virtual for three. In order to develop a shared understanding among staff, students, and families across grade levels we will communicate in a multitude of ways including Committee Work – Teams will be convened with representatives</li> </ul>  |

- Goal
- Clarity
- Creativity

from all stakeholders (Parents, Staff, Administration) to talk through and process the plans for return in the fall. Messaging to staff as well as parents will be ongoing throughout the summer and into the fall through email, mailings and videos from the Chief school administrator. Town Hall Virtual Orientations: Once the plan has been approved. The school will hold grade level virtual town halls to present the plan in totality and answer questions from our parents. 2 week Professional Development: Staff will begin reporting back 2 weeks prior to the students to process the plan and to begin implementing it. There will also be a Virtual practice week prior to the start of the school.

- There are quality resources that can be used in both a virtual and in person classroom. Live sessions will be offered on Monday & Tuesday and Thursday & Friday. There will be Asynchronous lessons on Wednesday. These online tools include but are not limited to the following: Measuring Up Live, IXL, Go Guardian, LoTi Benchmark Assessments, Writable, NewsELA Freckle, Edpuzzle, Pear deck, Zoom, Loom, BrainPOP, Canvas, and Google Drive. The staff has been using many of these resources for several years and so have our students. The wide variety offers the ability for the staff to keep things fresh and engaging. The main platform for Middle School and High School will be Canvas. Google Classroom will be the main platform, digital subscriptions, hands on kits, and paper-based learning. Having students in both the virtual and in person classroom at the same time creates challenges but allows for much more flexibility in programming. From the work with virtual learning in the spring we have begun to realize what works and what does not. The school will go back to their roots with a UBD model of curriculum. All final assessments will be made prior to starting a unit and all teachers teaching the

same class will use the same final assessment. The resources selected lend themselves to allowing for scaffolding and differentiations, in small highly specific instructional groups even. These resources are not new to our staff but we will be training them to get the maximum benefits from each one. All learning will be standards based, and teachers will be spending time prior to the start of the school year looking at pacing and identifying criteria to demonstrate mastery for those standards.

- As always the goal is to continue to provide a high quality educational experience for the students while also meeting their social/emotional needs. This has always been at the heart of Camden's Promise mission and it will not change. Students continue to demonstrate learning and achievement in grade and subject standards on the appropriate school pace. Supports are in place for clarity that will offer recaps of lessons through google classroom and canvas and office hours for teachers. Virtual Programs have also streamlined our use of Canvas and Realtime as our platforms for instruction and reporting. Staff members will have more guidance for expectations on how their course shells should be set up and utilized. To provide clarity to our students and parents we will have each course set up the same way. Classes will be provided to both the parent and the students on how to maneuver through Canvas, Google Classroom. and Realtime. The goal is to have the parent/guardian be as comfortable with the products as the students, in order to build collaborations between the school and the family unit.
- The hybrid model is that it allows for creativity and flexibility to teaching and learning. Assessment creativity will be a must this year, and many of our PD opportunities in the fall will address this. Also, creating the understanding by

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|   | <p>staff that high interest, project based lessons, which are linked together will have the most impact on learning this fall. Teachers will promote all hands on learning in the building and send students home with kits to extend the hands-on learning.</p>  |
| <p><u>Virtual and Hybrid - Assessment</u></p> <ul style="list-style-type: none"> <li>● Types of Assessments</li> <li>● Assessment Strategy</li> <li>● Professional Development</li> <li>● Importance</li> </ul> | <ul style="list-style-type: none"> <li>● Assessments range from Grade-level benchmarking, NWEA Map, and Schoolpace leveling for reading in the elementary program, teachers generated assessments.. Benchmarks will be at the end of units in LAL, Math, Social, and Science. NWEA Map will be taken 3x per year. The assessment breakdown for the fall will continue with Homework, Classwork, Quiz, and Tests.</li> <li>● Data collected will drive instruction and remediation for students. The school will continue its use of an Understanding by Design model of curriculum. Teachers will work collaboratively to build End of Unit Assessments and then work backwards to design lessons to meet the needs of the assessment. Pre-assessments will also be used to decide on students' prior knowledge before starting the unit. Formative data will be collected throughout the unit to provide information prior to taking the summative assessment.</li> <li>● PD will take place before school begins addressing all Assessment platforms and goals. As mentioned earlier, parents will also be trained in a virtual setting on the Realtime, Canvas, Google Classroom platforms to give them the tools to help their children succeed in the 2020-2021 school year. Frequent communication prior to and during the school year is a priority for Camden's Promise.</li> </ul> |

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|  | <ul style="list-style-type: none"> <li>● Teachers will create their PDP's as always. Many of the opportunities that we provide in August meet the hour requirements for the state, however, we ask our staff to set one goal outside of the schools already existing PD plans to work on for the year. Mentor and Induction of novice teachers will be provided. Special attention will be provided to providing mentoring in both the hybrid and totally virtual model. Evaluations will be conducted on a modified schedule to account for the hybrid model. Teachers will undergo an evaluation training that reflects and addresses the differences of an in person observation versus a virtual observation.</li> <li>● Teachers that are teaching the same subject/grade MUST have the same unit assessments for consistency between classes. Other requirements included: Use Go Guardian, Use Zoom or "Big Blue Button." Have students click submit before exiting. Randomize test questions to help prevent answer sharing. Set up testing "windows" for synchronous virtual testing. Students must be live/synchronous for tests, must have cameras on, and must submit before exiting test</li> <li>● Assessments are the cornerstone of good quality education. Understanding the role of each type of assessment and using them together to create an overall academically robust program is the goal of the staff at Camden's Promise.</li> </ul> |
| <p><u>Professional Learning</u></p> <ul style="list-style-type: none"> <li>● Remote/Hybrid Learning</li> <li>● Learning Loss/Gaps</li> </ul> | <ul style="list-style-type: none"> <li>● Like in years past, Professional Development will begin prior to the arrival of students. Administration Professional Development will begin on August 17 and 18, followed by New Staff on August 19-21. Returning staff will begin a virtual program on August 20 &amp; 21. The week of August 24th and August 31 will be spent on preparing the hybrid program. The Professional Development will be determined by the <b>Building Principals and Department Heads.</b></li> </ul>   |

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| <ul style="list-style-type: none"> <li>● Planning Time</li> <li>● Technology</li> <li>● Ongoing Professional Learning</li> <li>● Professional Development Plans</li> <li>● Mentoring</li> <li>● Evaluation</li> <li>● ScIP</li> <li>● Provisional Teachers, Nontenured Teachers, Corrective Action Plans</li> </ul> | <ul style="list-style-type: none"> <li>● Topics for all staff include: Curriculum Planning/ Standards Based Learning, Canvas - Best Practices and the Big Blue Button, Social Emotional Learning, Project Based Learning, Best Practices for Virtual Learning, Health and Safety Practices, Diversity and Equity Training, Online Tools. For elementary, Staff will complete Google Classroom Certification units for PD.</li> <li>● Teachers will be given planning time in the afternoons due to the modified schedule, along with virtual day will be utilized if PLCs and grade or department levels.</li> <li>● Teachers need to have equitable access to technology in their classroom and/or at home.</li> <li>● Professional Development will continue throughout the day on designated PD days, PLCS, and/or grade or department level meetings.</li> <li>● Professional development plans (PDPs) for teaching staff and administrators will be aligned to the current environment and are living documents that can be updated and changed. A variety of PD is provided for the staff throughout the year in order to count towards the 20 hours of professional development required.</li> <li>● The mentoring program consists of a one to one mentor that is assigned during Professional Development to all novice provisional teachers. Additional training will be provided to ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment. Mentoring must continue in the hybrid model. Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience. All of the communication and method should be documented in a log. Recording or</li> </ul> |
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viewing the live streams will be used to assist mentor teachers in observing each other.

- During Professional Development, the evaluation process will be discussed in the hybrid model where procedures and processes which would be impacted. Observation schedules will be developed in the hybrid model.
- School Improvement Panel's (ScIP) role will inform professional learning, mentoring, and other evaluation-related activities which occur in individual schools.
- The school will determine the requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).