

EMERGENCY VIRTUAL PROGRAM PLAN

CUMBERLAND COUNTY CHARTER SCHOOL NETWORK

VINELAND PUBLIC CHARTER

MILLVILLE PUBLIC CHARTER

BRIDGETON PUBLIC CHARTER

UPDATED 2022-2023

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In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. The Executive Director or designee must consult with the Board of Trustees, if practicable, prior to implementing the school's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education. **Cumberland County Charter School will ensure essential employees are identified and a list is provided to the county office at the time of the transition to remote or virtual instruction.**

Purpose

Cumberland County Charter Schools Network Remote Instruction Plan will serve as a resource guide for planning for, responding to a school organization closure. This document will address guidance for Chapter 27 Emergency Virtual /remote program for the Cumberland County Charter School Network (Vineland, Millville, and Bridgeton Public Charter Schools).

The primary goals of this plan are to:

- Continue the essential operations of Cumberland County Charter School Network, in the event of a school closure lasting more than three consecutive days.
- Ensure effective, timely, and situation-sensitive decision-making related to any event that is impacting or has the potential to impact the Cumberland County Charter School Network community.
- Establish a clear communications plan that ensures that students, families, and staff receive timely and accurate information regarding the closure as well as information about impacts to the school district and available services.
- Layout full strategy to move instructional classes online.
- Provide equitable access and opportunity to instruction for all students.
- Address Special Education and English language learners (ELL) Plan needs.
- Manage student attendance and participation during online instruction
- Provision for safe delivery of meals to eligible students

Immediate and Temporary School/Office Closure

N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education.

Local health officials and or County officials may recommend temporary school closures in instances where there is a health related/state/county/school wide emergency. In such instances, local/school officials will make recommendations related to the scope of the closure (i.e. a single school, an entire organization). The duration of closures will be determined on a case-by-case basis using the most up-to-date information available about the emergency in the state/community or within the school network.

In the event an emergency within the school network, the following steps will be taken: Cumberland County Charter School Network will confer with local officials/ health department and the County Superintendent's Office to obtain a recommendation regarding school closure, timing, scope, and duration. Cumberland County Charter School Network will then communicate the information to the community, which includes students, families, staff, and the Board of Trustees. At that time, in person learning will be cancelled and distance/remote learning will be deemed necessary.

- **Communication:** Information about the closure and the change to distance/remote learning will be shared with all stakeholders as soon as possible after closure determinations are made via: Blackboard Connect, social media, school home pages, and parent e-mails.

Equitable Access and Opportunity to Instruction

Instructional Support Multi-Tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-8 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. The network uses a collaborative team approach that allows ALL students to be successful academically, socially, and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions. Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, pre-assessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions in-person or virtually as appropriate.

Our schools are committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

Curriculum:

- Continue to monitor learning environments on the pacing of instructional delivery, and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards found in the schools written curriculum utilizing the network's approved curriculum resources.
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning.

- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in the virtual setting.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during traditional, virtual or hybrid instruction, and to continue to develop and build skills essential in this everchanging, evolving world, especially in virtual environments.
- Review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies address home use of devices.
- Determine structures for the collaborative creation of content for virtual learning.
- Utilize Google Suites, in addition to other approved technology, PreK-8 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.

Instructional Components:

- Continue to plan standards-based lessons to meet the needs of all students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment.
- Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice,” and promote learning by designing experiences that: Build student understanding by linking together concepts within and across grade-levels and content areas.

Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities:

Leverage student interest

Address real-world issues

- Provide support that allows all students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students’ progress toward those goals. Remediate and Enrich as necessary based upon assessment data.
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
 - Distribute materials, manipulatives and items purchased by the network for at home activities at no cost to families for all students.
 - Plan and implement developmentally appropriate on-line activities for preschool students/early childhood students.
 - Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules.
 - Educator Planning Time: Provide regular time to collaborate with colleagues, both within and across buildings to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common planning.

Professional Learning:

The school will support teachers as they assist students acclimate to a virtual learning environment. Teacher supports will be provided through the implementation of the following professional learning opportunities:

- Review modified and/or new assessment tools and procedures that will need to be utilized in a virtual learning environment.
- Review high-quality online resources that support student learning.
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for virtual learning.
- Explore instructional methods that maintain high levels of student engagement, including but not limited to the use of “office hours” for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences.
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship.
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.
- Recognize the impacts that home environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered, and student-guided learning.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during virtual instruction.

Assessment:

- Continuously review formative data tools purchased by the school. Consider the implications of delivering these in a potentially virtual learning environment to measure student growth outcomes with respect to 1) the planning of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions.
- Utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students’ strengths and readiness for instruction, to ensure all students varied and age-appropriate needs are addressed.
 - Utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students’ progress toward goals, including student self-assessment) to monitor and adjust instruction; regularly assess and analyze the school data on how English Language Learners are adjusting to instruction during virtual or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction. Enter grades on a weekly basis in the Oncourse system as per grading guidelines established by the network.
- Continue to monitor the progress of students with IEPs (Individualized Education Plans) towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

Accelerated Learning:

Utilizing assessment data, instructional staff members will determine the critical skills and concepts students are missing and provide scaffolds that will bridge learning gaps. It is recommended to assist students during virtual learning, staff identify specific skill gaps/misconceptions and target instruction on those concepts/ skills.

Staff should provide core instruction with scaffolds to help all students move forward with grade level content while bridging the gap of unfinished learning. During intervention periods and or small group learning times, provide targeted instruction on the identified specific skills/concepts. This will fill academic gaps for those who have missed critical content upon which the current lesson relies. Reassess appropriately to check for understanding and plan accordingly.

Technology and Connectivity/Digital Divide

The school will continuously strive to ensure that every student has access to a device and internet connectivity. To ensure all students who do not have access to a computer or device can take part in virtual learning, the schools within the charter network have identified yearly budgetary funds to coordinate a technology program to bridge the digital divide. All students within the network have been provided /assigned a network-owned technological device to utilize throughout the school year during both remote and in-person learning.

If a school closure occurs during a school day students and staff will transport their assigned device from school to home. In the event the school closure occurs after school hours, the building principal will arrange a schedule for device pick up or delivery. This information will be conveyed during or immediately following the notice of school closure. The schedule information will be broadcasted via social media, school webpage, and Blackboard Connect. IT will be available for any service requests or required assistance daily. Parents will be provided with directions on how to request service

An additional supply of Chromebooks is available to account for devices that need service or devices that are damaged. Additionally, all students have been assigned a Gmail account for the entire suite to utilize during in person and remote learning. All staff will utilize Google Classroom and post assignments that are compatible with the platform. In addition, the schools will provide personal WIFI hotspots for use by students who do not have reliable wireless internet access for their computer at home upon request. Students will have the ability to access online resources and supplemental programs at home to help bridge the digital divide and ensure educational equity.

Continuity of Education and Equity Plans

In the event of a closure, the organization will implement digital learning utilizing preexisting learning platforms and telecommute plans for students and staff, where appropriate. To prepare to support continuity of education and network services, Cumberland County Charter School Network has developed comprehensive plans for the following:

- All parents /families will receive a survey at the onset of the school year and periodically throughout the year to determine the current availability of internet access within our students' homes.
- Current technology audits will be conducted monthly to ensure a 1-to-1 technological device availability by the school principal and the IT Department.
- The Network will provide personal WIFI hotspots for use by students who do not have reliable wireless internet access for their computer at home.
- Online learning platforms for all students will be provided that includes digital differentiated learning options through Google Suites. Google Suites will be used, to assign lessons, house student work, and provide teacher/student feedback. Google classroom will allow staff to assess daily student attendance through students logging into the system, visually accounting for their presence, and completion of daily work. Teachers will employ an approach to education that

allows for both online educational materials and opportunities for interaction and traditional classroom activities completed in the home. It is supported by the remote presence of both teacher and student, with elements of student control.

- Assignment of an email account for the entire student body will be completed in September. All new students upon registration will be assigned a google account and will be assigned a technology device.
- All families will have meaningful high-quality education materials that align to state standards and the supports needed to successfully access grade level learning plans and associated materials virtually or will be distributed at the time of closure.
- The school will maintain a record of student attendance each day. Attendance will be taken promptly at 8:15am and at the start of each new period. The school secretary will certify the attendance by 9:00 am. A daily log must be completed by all staff for their students and submitted to building administration. Staff will report concerning levels of absence or disengagement to administration for administrative and counseling intervention. Student attendance during virtual learning will follow all local policy and truancy regulations and may factor into student retention, promotion, and graduation.
- Pre-K-5 students will receive daily instruction and support according to their developmental age. Minimum daily instruction provided for direct instruction, group projects, and independent practice is 4 hours or less as per the developmental age of the child and recommended screen time.
- Students in grades 6-8 will continue their normal courses as they would in their school with minimum daily instruction of 4 hours. The school will work with staff and families to determine the best way to engage in remote learning while maintaining the trajectory of learning that was occurring in person.
- The classroom teacher, nurse and school administration will document and communicate with a family of a student when a student is not attending (2 or more consecutive days) or participating in online instruction and or fails to submit completed assignments on a regular basis. An individual success plan will be created to offer hard to reach students.
- Students are expected to engage in **synchronous**(live) lessons for each subject period to receive credit for a full day of attendance.
- A student experiencing technical difficulties and or internet interruption should notify their teacher(s) of the difficulty. If substantiated, the student will receive full credit for attendance if all assigned work is completed.
- **Instructional hours for interaction with students will be between 8:00am and 2:45pm daily (Monday-Friday).** Teachers will collaborate to prepare daily online experiences per week per content area. All teachers will provide support and feedback to students and families through Google Classroom being the primary source. Students will have unlimited access to the materials throughout the day and will not be limited to the “office hour” windows, but may not receive immediate correspondence from teachers if it falls beyond 3:15 p.m.
- Teacher schedules will be posted on each staff members Google Homeroom and will be emailed to parents along with all contact and log in information.
- **Lunch and Recess time will be allotted- 30 minutes for lunch and 20 minutes for daily recess.**
- Schedules for preplanned early dismissal days will be followed as per the school calendar.
- Grades will be posted weekly with Grade Book for student and parent review.

Staff Expectations

Teacher/Staff Expectations:

- All teachers at the beginning of the school year will have created a Google Classroom. Students will be provided the links at the start of the school year. Teachers will actively utilize Google Classroom on a daily basis. This will provide students with access during the school year and will provide ease of use in the event of a school closure.
- Homeroom will be dedicated to attendance and for students to participate in Focused Intervention Time and Social Emotional Learning Activities.
- Principals and Assistant Principals will be invited to Google Classroom. Teachers should designate the building administrators, as “Google Classroom Instructors”. This will allow Administrators to view submissions and monitor instruction for students.
- Teachers who work with small groups (Basic Skills teachers, Interventionists, Special Education teachers) must have their own Google Classroom and schedule. Building administration will monitor schedule and small group learning.
- Live instruction will be conducted through the Google platform, utilizing Google suites, with live streaming for synchronous (real time; live) learning, focusing on the standards-based curriculum for the content area/grade level of their students.
- Class instructors are to have their video camera on for the entirety of the class period. If at any time you’re using a photo of yourself it must be appropriate.
- Instructors are not to video record, audio record, photograph, live stream, or transmit through any other platform unless prior administrative approval is granted.
- Any confidential or personally identifiable information related to students participating in Google Suites should not be collected, discussed, or shared.
- Notifications that are created in Google Classroom should be timed to occur during the school day for students.
- School staff are to ensure a guardian’s email is set up to inform parents of missing assignments upcoming projects/due dates, assessment dates and classroom information.
- Target objectives and success criteria must be posted daily.
- Post assignments and homework each day by 8:30 in Google Classroom.
- Teachers are to take attendance three times during the lesson to ensure students are attending the entire lesson.
- The instructor assigned to the class must be the last person to log off.
- Lesson plans will be submitted as per the school buildings schedule to their direct administrator.
- All teachers must have substitute lesson plans developed for 5 instructional days that afford the students with synchronous lesson delivery with the substitute.
- Respond to all student parent emails/phone calls within a 24 -hour period. Inquiries sent over the weekend will be returned the next workday.
- Maintain a daily parent/student communication log.
- If students conduct is inappropriate during a Google Meet/Hangout, please complete a discipline tracker within Oncourse and contact your administrator regarding the incident.

Instructional Assistants Expectations:

- Directly work and communicate with the classroom teacher
- Participate in Teachers Google Classroom and Google Meets daily.

- Assist teachers and students during working hours.
- Provide outreach to students as directed by classroom teacher or building administration
- Work with small groups of students at the direction of the classroom teacher and building administration.
- Complete duties as assigned by the building administration.

Office staff Expectations:

- Directly work with and communicate throughout the day with building administration.
- Complete all duties assigned by building administration.
- School phones need to be forwarded to a home phone.
- Provide outreach to students and families.
- Certify daily attendance by 9:00 a.m.
- Complete transfer requests.
- Assist with all home surveys
- Update emergency contact information as needed.
- Ensure accuracy of Oncourse student/parent information. Update as needed.
- Respond to parent inquiries.

School Nurse Expectations:

- Directly work with and communicate throughout the day with building administration.
- Conduct wellness checks via use of the Google Suite.
- Provide support with outreach to students.
- Assist with communication to parents.
- Assist with daily attendance and student attendance checks.
- Complete all state reporting as necessary.

Student Expectations:

- Follow the schedule that is posted on your homeroom teachers Google Classroom.
- When working remotely, ensure that you are logged into the Google Meet for each class on time for **synchronous** instruction, attendance will be recorded within the first three minutes of class and taken during the middle and end to ensure attendance throughout the entire class period.
- Attendance for the day will only be counted if the student is present for the entirety of the lesson.
- Complete all assignments by the due date unless previously approved by the classroom teacher.
- Partial credit and makeup work will not be accepted unless student and parent have contacted the staff member to discuss the situation and an agreement is made. No extra credit or make up work will be permitted for a student who has chosen not to complete the assignment or participate in synchronous learning without a valid reason.
- Online names that are not the students name must be pre- approved by the classroom teacher.
- Inappropriate screen names, photographs, or behavior that is not accepted will not be permissible.
- Students must contact their teacher immediately if they are experiencing technological difficulties, internet interruption, or having difficulty when completing an assignment.
- If a student needs extra support, please notify the teacher immediately so remediation measures can be put into place.

Student Etiquette

- Prepare for technical difficulties; check that technology is working prior to starting the session.
- If technical difficulties occur, please contact the teacher, main office.
- Behave in a respectful manner at all times.
- Dress appropriately
- Actively engage in all sessions
- Refrain from cell phone usage unless directed by the classroom teacher to utilize as part of the session.
- Utilize a quiet space in your home that has minimal distractions.
- Avoid eating during a learning session.
- Keep your microphone on mute unless told otherwise by your teacher.
- Do not share Google Meet code with anyone outside of the classroom.

Parents and guardians are encouraged to assist their child(ren) through the remote learning process; however, we kindly request all parents and guardians observe the privacy of all student participants. We ask that parents do not record, audio record, photograph, live stream, or transmit any part of the Google Meeting. Any confidential or personally identifiable information related to students participating in remote learning should not be collected, discussed, or shared. We request that parents assist their student with encouragement and support during asynchronous learning; however, do not actively participate or engage in the lesson with other students during student learning activities.

Addressing Special Education Needs

Special Education Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. Upon the return to in person learning, it may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities: Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Consistent with guidance from the United States Department of Education, the schools must continue to meet their obligations to students with disabilities to the greatest extent possible, including accessible materials and platforms. During school closure, Special Education students will be provided with virtual/remote instruction to implement their Individualized Education Program (IEPs) to the greatest extent possible. Specific strategies and considerations for students during virtual learning will be documented in distance learning plans to ensure the continuity of instruction.

To document IEP implementation including the tracking of services, student progress, and provisions of accommodations and modifications the Child Study Team will utilize Oncourse management platform to document, collect, and analyze data. To assess students present levels of performance and regression of skills, staff will utilize all diagnostic, formative, summative assessment tools purchased by the network to identify specific student learning needs and progress toward IEP goals. To facilitate the outcome, the case manager and the school administration team will confirm that data is being collected and reviewed to ensure fidelity of the IEP implementation as well as the students progress toward meeting his/her goals is occurring. Communicate with instructional staff and CST team to determine if additional educational and related services/ supports are needed.

Case managers are to follow up regularly to ensure services are implemented in accordance with Individualized Education Plans (IEP) to the greatest extent possible. During virtual learning, all meetings, phone conferences, and correspondences must be documented in Oncourse.

In the event of school closure, IEP meetings will be conducted virtually. In -person meetings and evaluations will resume when it has been deemed safe to do so. IEP teams will refer to their set procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services. The use of school guidance department staff and child study team personnel will be utilized to identify students whose plans may have been adversely affected by the school closure to recommend support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support. Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

Prior to return to in-person learning, IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss. IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

Addressing English Language Learners Needs

Cumberland County Charter School Network is committed to continuing to serve English Language Learners. Whether in-person or during remote learning, staff will continue to implement instructional strategies to address the academic and language needs of ELL students that are aligned with State and Federal requirements to meet the needs of ELLs. In addition, district leaders and school support staff will continue to partner with families to provide resources and tools to ensure the academic success of ELL students. Communication with our ELL families will occur on a regular basis. The network will provide all translation materials, interpretive services, and literacy appropriate information to best support our ELL students and their families.

- ESL virtual instruction in grades Pre-K-8 is delivered in a blended model that includes synchronous and asynchronous learning opportunities utilizing a school assigned chrome book. Alternate methods of instruction such as differentiated instruction to support student learning. English Language Learners will be provided with access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers.

- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
 - ESL teachers will be flexible with due dates, provide choice assignments, and give students the option of either a written or oral response with respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:
 - Meeting with small groups of ELLs to provide ESL-based instruction.
 - Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities.
 - Providing time for scaffolded conversations that target students’ specific stages of English language acquisition.
 - Meeting with students in partnership with the ESL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math.
 - Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

Staff will be provided with all relevant professional development to support ELL’s during virtual learning. Trainings will include, but are not limited to:

- Strategies related to culturally responsive teaching and learning
- Socio-emotional learning
- Trauma informed teaching for students affected by forced migration

Social Emotional health of staff and students:

To address the needs of our students, staff, and families in the wake of sustained trauma. This encompasses an intensive focus in four areas:

- Mental health and trauma
- Social-emotional learning
- Relationships and community
- Adult wellness.

The charter network will work in collaboration with trusted local partners and national experts to provide support, professional development and training, and resources throughout the period of school closure to address students’ and staff members’ needs in each of these four areas. The goal is to build on the foundation already created with ongoing training and resources throughout the year. Specific supports will include:

Mental Health and Trauma:

- Live and virtual counseling and mental health helpline information for students and families will be provided.
- Training for principals on meeting mental health needs of students, families, and staff.
- Training for counselors and other support positions on newly available mental health resources.
- Training for teachers on identifying and assisting students who need extra support.
- Trauma-informed mental health activities that can be completed in-person or virtually.

Social-emotional learning:

- Training for all school staff on the social-emotional developmental trajectory.
- Resources to help school leaders support social-emotional learning in their schools.
- Professional development on integrating social-emotional and academic learning.

Mindfulness training and resources:

- Grade-specific social-emotional learning activities that can be implemented live or virtually.
- Relationships and Community.
- Training for principals on practices that foster strong, supportive relationships in schools.
- Training for leaders and staff on community building through restorative circles and restorative disciplinary approaches.
- Grade-specific relationship- and community-building activities that can be implemented live or virtually.

Adult Wellness:

- Facilitated support sessions for school leaders and staff throughout August.
- Training for principals on best practices in supporting adult wellness in schools.
- Professional development for teachers on integrating mindfulness practices into their day.
- Planning guides to assist school leadership teams in creating systems and structures to support adult wellness and mental health.

School Breakfast and Lunch Programs

Cumberland County Charter School Network (Millville, Bridgeton, and Vineland locations) will provide meal programs (breakfast and lunch) to all eligible students. School cafeterias will not be open during building closures for public eating. Food services will provide ordering information to all parents via social media and an all call through Blackboard connect. Breakfast and lunch will be provided at 790 East Commerce Street for the Bridgeton Public Charter, 1101 Wheaton Avenue for the Millville Public Charter and at 1480 Pennsylvania Ave for the Vineland Public Charter School as a pick up-drive by between the hours of 11:00 a.m.-12: 30 p.m. on Monday and Wednesday. Multiple days of meals consisting of breakfast and lunch will be provided. Meals will be delivered by staff following all state requirements for food distribution and all safety measures will be adhered.

Facilities Plan

During school closure, the networks' maintenance staff directed by the Facilities Manager will maintain the school buildings and grounds. Comprehensive cleaning and disinfection will occur at the onset of the closure to further reduce potential spread of any bacterial and viral pathogens. Upon return from a school closure, interim disinfection will take place by disinfecting and sanitizing high touch areas during work hours to maintain a safe environment and help reduce the spread of potential contaminants.

- A procedure manual schedule has been established for cleaning and disinfecting during a school closure.
- Cleaning will be performed per established protocols followed by disinfection when appropriate.
- Normal cleaning with soap and water will optimize the efficacy of disinfectants.
- The use of EPA approved disinfectants will be used.

Afterschool/Extended Learning Programs

Extracurricular activities including but not limited to Title 1 extended learning programs, drama club, and, tutoring will be scheduled and occur virtually during a school closure. Building administration will schedule accordingly and inform parents of the extended learning program opportunities.