Virtual Instruction Plan 2024-2025

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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 L.E.A.s can utilize virtual or remote education to satisfy the 180-day requirement according to N J.S.A. 18A:7F-9. 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, public health emergency, or a directive by the appropriate health agency or officer to institute a general health related closure. The C.S.A., Principal, or designee must consult with the Board of Trustees, if practicable, before implementing the school's virtual or remote instruction plan. 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 to meet State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education. Compass Academy Charter School will identify essential employees and provide a list to the county office during the transition to remote or virtual instruction.

Purpose

Compass Academy Charter School Remote Instruction Plan will serve as a resource guide for planning for and responding to a school organization closure. This document will address guidance for Chapter 27, Emergency Virtual /remote program for the Compass Academy Charter School.

The primary goals of this plan are to:

I. Continue the essential operations of Compass Academy Charter School in the event of a school closure lasting more than three consecutive days.

II. Ensure effective, timely, and situation-sensitive decision-making regarding any event impacting or potentially impacting the Compass Academy Charter School community.

III. Establish a clear communications plan that ensures that students, families, and staff receive timely and accurate information regarding the closure and information about impacts on the school district and available services.

IV. Layout complete strategy to move instructional classes online.

V. Provide equitable access and opportunity to instruction for all students.

VI. Address Special Education and English language learners (ELL) Plan needs.

VII. Manage student attendance and participation during online instruction.

VIII. Provision for safe delivery of meals to eligible students.

Immediate and Temporary School/Office Closure

Local health officials and County officials may recommend temporary school closures when 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 or an entire organization). The duration of closures will be determined case-by-case using the most up-to-date information about the emergency in the state/community or within the school network.

In the event of an emergency within the school network, the following steps will be taken: Compass Academy Charter School will confer with local officials/ health department and the County Superintendent's Office to obtain a recommendation regarding school closure, timing, scope, and duration. Compass Academy Charter School 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 canceled, 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 social media, school home pages, and parent emails.

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 Multitiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-5 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 various 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 school is committed to providing all students with the highest educational experience. The following supports will continue to be in place regardless of the nature of the learning environment:

Curriculum

a) 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 school's written curriculum utilizing the network's approved curriculum resources.

b) Administrators continue to be aware of adjustments and support teachers in making appropriate shifts in teaching and learning.

c) Teacher leaders or instructional coaches support teachers in making any necessary adjustments and continuously improving the quality of instruction in the virtual setting.

d) Collaborate with school leaders and educators to determine what types of support are needed for practical pedagogical approaches during traditional, virtual or hybrid instruction and to continue developing and building skills essential in this everchanging, evolving world, especially in virtual environments.

e) 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.

f) Determine structures for the collaborative creation of content for virtual learning.

g) Utilize Google Apps for Education, in addition to other approved technology, PreK-5 to facilitate online learning, manage coursework online, and communicate with students, 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

a) 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.

b) Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student "voice & choice," and promote education by designing experiences that: Build student understanding by linking concepts within and across grade levels and content areas.

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

Leverage Student Interest / Address Real-World Issues

a) 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 on assessment data.

b) Based on various assessment indicators, provide regular feedback to students and families on expectations and progress.

c) Distribute materials, manipulatives, and items purchased by the network for at-home activities at no cost to families for all students.

d) Plan and implement developmentally appropriate online activities for preschool students/early childhood students.

e) Recognize home and societal environments' impacts on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules.

Educator Planning Time

Provide regular time to collaborate with colleagues within and across buildings to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and joint planning.

Professional Learning

The school will support teachers as they assist students in acclimating to a virtual learning environment. The teacher will be provided with the implementation of the following professional learning opportunities:

a) Review modified and new assessment tools and procedures that must be utilized in a virtual learning environment.

b) Review high-quality online resources that support student learning.

c) 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.

d) Explore instructional methods that maintain high levels of student engagement, including but not limited to "office hours" for additional support, synchronous whole and small group lessons, and technology to provide asynchronous learning experiences.

e) Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship.

f) Provide regular time to collaborate with colleagues within and across buildings to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules.

g) Recognize home environments' impacts 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.

h) Collaborate with school leaders and educators to determine what support is needed for practical pedagogical approaches during virtual instruction.

Assessment

a) 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 concerning 1) the planning of administration, 2) the validity of screening outcome decisions, and 3) how assessment data can inform instructional decisions.

b) Utilize various assessment tools (pre-assessments, formative assessments, interim assessments, student self-assessment, summative assessments) to determine students' strengths and readiness for instruction to ensure all students varied and age-appropriate needs are addressed.

c) 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 changing to teaching 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 and formative, informative, and NJDOE-required assessment data to plan high-impact instruction. Enter grades weekly in the Oncourse system per the network's grading guidelines.

d) Continue to monitor students' progress with lEPs (Individualized Education Plans) toward learning goals and adjust instruction based on ongoing formative and summative assessments.

Accelerated Learning

Using assessment data, instructional staff members will determine the critical skills and concepts students are missing and provide scaffolds to bridge learning gaps. It is recommended to assist students during virtual learning, and 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 the intervention and small group learning times, provide targeted education on the identified specific skills/concepts.

This will fill academic gaps for those who still need to catch up on 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 every student can access a device and internet connectivity. To ensure all students who do not have access to a computer or device can participate 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 remote and in-person learning.

If a school closure occurs during the day, students and staff transport their assigned devices from school to home. If the school closure happens after school hours, the building principal will arrange an instrument pick-up or delivery schedule. This information will be conveyed during or immediately following the notice of school closure. The schedule information will be broadcasted via social media, the 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 damaged devices. Additionally, all students have been assigned a Gmail account for the entire suite during in-person and remote learning. All staff will utilize Google Classroom and post compatible assignments with the platform. In addition, the school will provide personal WIFI hotspots for use by students who need reliable wireless internet access for their computers at home upon request. Students can access online resources and supplemental programs at home to help bridge the digital divide and ensure educational equity.

Continuity of Education 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 the continuity of education and network services, Compass Academy Charter School has developed comprehensive methods for the following:

a) 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.
b) Current technology audits will be conducted monthly to ensure a 1-to-1 technological device availability by the school principal and the IT Department.

c) Compass Academy Charter School will provide personal WIFI hotspots for students who need reliable wireless internet access to their computers at home.

d) Online learning platforms for all students will be provided that include digital differentiated learning options through Google. Google 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 online educational materials and opportunities for interaction and traditional classroom activities completed at home. It is supported by the remote presence of both teacher and student, with elements of student control.

The 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 given a technology device.

All families will have meaningful, high-quality education materials that align with state standards and the support needed to 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 8:15 am and the start of each new period. The school secretary will certify the attendance by 9:00 am. All staff must complete a daily log for their students and submit it to the 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 policies and truancy regulations and may factor into student retention, promotion, and graduation.

Pre-K-5 students will receive daily instruction (5.75 hours) and support according to their developmental age. As per 6A:32-8.3, a day in session shall consist of not less than four hours, exclusive of recess and lunch periods, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Instructional schedule below:

- 8:00 am to 9:00 am (KG-5th)
- 9:00 am to 10:00 am (KG-5th)
- 10:00 am to 11:00 (KG– 5^{th})
- 11:00 am to 12:00 pm (Lunch & Recess)
- 12:00 pm to 1:00 pm (1^{st} – 5^{th})
- 1:00 pm to 2:45 pm (1^{st} – 5^{th})

The classroom teacher, nurse, and school administration will document and communicate with a student's family when a student is not attending (2 or more consecutive days) or participating in online instruction and or fails to submit completed assignments regularly. 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 or internet interruption should notify their teacher(s) of the problem. If substantiated, the student will receive full credit for attendance if all assigned work is completed.

Instructional hours for student interaction will be between 8:00 am and 2:45 pm daily (Monday-Friday). Teachers will collaborate in preparing daily online experiences per week per content area. All teachers will provide support and feedback to students and families through Google Classroom, the primary source. Students will have unlimited access to the materials throughout the day and will not be limited to the "office hour" windows. However, they may not receive immediate teacher correspondence if it falls beyond 3:15 pm.

Teacher schedules will be posted on each staff member's Google Classroom and emailed to parents, along with all contact and login information. Lunch and Recess time will be allotted-30 minutes for lunch and 30 minutes for daily. recess.

Schedules for preplanned early dismissal days will be followed per the school calendar. Grades will be posted weekly with Grade Book for student and parent review.

Staff Expectations

Teacher/Staff Expectations

a) All teachers will have created a Google Classroom at the beginning of the school year. Students will be provided the links at the start of the school year. Teachers will actively utilize Google Classroom daily. This will provide students with access during the school year and ease of use in the event of a school closure.

b) Homeroom will be dedicated to attendance and for students to participate in Focused Intervention Time and Social Emotional Learning Activities.

c) Principal and Instructional Coach 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.

d) 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 the program and small group learning.

e) Live instruction will be conducted through the Google platform, utilizing Google Apps for Education, with live streaming for synchronous (real-time; live) learning, focusing on the standards-based curriculum for their students' content area/grade level.

f) Class instructors are to have their video cameras on for the entirety of the class period. It must be appropriate if you're using a photo of yourself at any time.

g) Instructors are not to video, audio, photograph, live stream, or transmit through any other platform unless prior administrative approval is granted.

h) Any confidential or personally identifiable information about students participating in Google Apps for Education should not be collected, discussed, or shared.

i) Notifications created in Google Classroom should be timed for students during the school day.

j) School staff must ensure a guardian's email is set up to inform parents of missing assignments, upcoming projects/due dates, assessment dates, and classroom information.

k) Target objectives and success criteria must be posted daily.

l) Post assignments and homework each day by 8:30 in Google Classroom.

m) Teachers are to take attendance three times during the lesson to ensure students are attending the entire class.

n) The instructor assigned to the class must be the last person to log off.

o) Lesson plans will be submitted per the school building's schedule to their direct administrator.

p) All teachers must have substitute lesson plans developed for five instructional days that afford the students with synchronous lesson delivery with the substitute.

q) Respond to all student parent emails/phone calls within 24 hours. Inquiries sent over the weekend will be returned the next workday.

r) Maintain a daily parent/student communication log.

s) If a student's conduct is inappropriate during a Google Meet/Hangout, please complete a discipline tracker within Oncourse Systems and contact your administrator regarding the incident.

Instructional Assistants Expectations

a) Directly work and communicate with the classroom teacher.

b) Participate in Teachers' Google Classroom and Google Meets daily.

c) Assist teachers and students during working hours.

d) Provide outreach to students as directed by the classroom teacher or building administration.

e) Work with small groups of students at the classroom teacher's direction and building administration.

f) Complete duties as assigned by the building administration.

Office Staff Expectations

a) Directly work with and communicate throughout the day with building administration.

b) Complete all duties assigned by the building administration.

c) School phones need to be forwarded to a home phone.

d) Provide outreach to students and families.

e) Certify daily attendance by 9:00 a.m.

f) Complete transfer requests.

g) Assist with all home surveys.

h) Update emergency contact information as needed.

i) Ensure the accuracy of Oncourse student/parent information. Update as needed.

j) Respond to parent inquiries.

School Nurse Expectations

a) Directly work with and communicate throughout the day with building administration.

b) Conduct wellness checks via the use of Google Apps for Education.

c) Provide support with outreach to students.

d) Assist with communication with parents.

e) Assist with daily attendance and student attendance checks.

f) Complete all state reporting as necessary.

Student Expectations

a) Follow the schedule on your homeroom teachers' Google Classroom.

b) When working remotely, ensure that you are logged into 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.

c) Attendance for the day will only be counted if the student is present for the entirety of the lesson.

d) Complete all assignments by the due date unless previously approved by the classroom teacher.

e) Partial credit and makeup work will only be accepted if the student and parent have contacted the staff member to discuss the situation and an agreement is made. Extra credit or makeup work will only be permitted for a student who has chosen to complete the assignment or participate in synchronous learning with a valid reason.

f) Online names that are not the students' names must be pre-approved by the classroom teacher.

g) Inappropriate screen names, photographs, or behavior that is not accepted will not be permissible.

h) Students must contact their teacher immediately if they are experiencing technological difficulties, internet interruption, or difficulty completing an assignment.

i) If a student needs extra support, please notify the teacher immediately to implement remediation measures.

Student Etiquette

a) Prepare for technical difficulties; check that technology works before starting the session.

b) If technical problems occur, please get in touch with the teacher or main office.

c) Always behave respectfully.

d) Dress appropriately.

e) Actively engage in all sessions.

f) Refrain from cell phone usage unless the classroom teacher directs you to utilize it during the session.

g) Utilize a quiet space in your home that has minimal distractions.

h) Avoid eating during a learning session.

i) Keep your microphone on mute unless told otherwise by your teacher.

j) Only share the Google Meet code with people in the classroom..

Parents and guardians are encouraged to assist their child(ren) through the remote learning process; however, we kindly request that 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 students with encouragement and support during asynchronous learning; however, they 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 free and appropriate Education and special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance learning and disproportionately impacted by regular education interruptions. Upon returning to in-person learning, it may not be feasible to adhere to distancing guidelines and the criteria outlined in a specific IEP, depending on the needs of the individual child and adolescent. Attempts to meet physical distancing guidelines should meet the individual child's needs 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 meet their obligations to students with disabilities to the greatest extent possible, including accessible materials and platforms. During school closure, Special Education students will receive virtual/remote instruction to implement their Individualized Education Program (lEPs) 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 the Oncourse

management platform to document, collect, and analyze data. To assess students' present performance levels and regression of skills, staff will use all diagnostic, formative, and 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 and the student's progress toward meeting their goals. Communicate with instructional staff and the CST team to determine if additional educational and related. services/ supports are needed.

Case managers must follow up regularly to ensure services are fully implemented per Individualized Education Plans (IEP) possible. All meetings, phone conferences, and correspondences must be documented during virtual learning in Oncourse Systems.

In the event of school closure, IEP meetings will be conducted virtually. In-person conferences and evaluations will resume when it has been deemed safe. IEP teams will refer to their set procedures to complete overdue 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.

Before returning 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 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 toward meeting IEP goals and objectives and determine if other compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

Addressing English Language Learners (ELL) Needs

Compass Academy Charter School 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 ELL students' academic and language needs 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 regularly. The network will give all translation materials, interpretive services, and literacy appropriate.

information to best support our ELL students and their families.

a) ESL virtual instruction in grades PreK-5 is delivered in a blended model that includes synchronous and asynchronous learning opportunities utilizing a school-assigned Chrome book. Alternate methods of teaching, such as differentiated instruction, 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.

b) Daily materials include specific student assignments and time for independent practice of

skills and strategies introduced.

c) Asynchronous learning experiences are crafted to advance student learning aligned with grade-level specific NJSLSs. Teachers can view student work in "real-time," receive student work for review and provide feedback promptly.

d) ESL teachers utilize video conferencing platforms (e.g., Google Meets) to give students assignments and offer individual, group, and sometimes peer feedback. Teachers can view student work in "real-time," receive student work for review, and provide feedback promptly.

e) ESL teachers will be flexible with due dates, provide choice assignments, and give students the option of either a written or oral response concerning instruction that meets the needs of our ELL population; teachers are modifying and supplementing the general education by the following:

    a. Meeting with small groups of ELLs to provide ESL-based instruction.

    b. Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read-aloud, shared reading, and shared/interactive writing activities.

    c. Providing time for scaffolded conversations that target students' specific stages of English language acquisition.

    d. Meeting with students in partnership with the ESL students' homeroom teachers to provide extra support around academic skills and strategies, especially in reading, writing, and math.

e. Meeting with students' entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

f) Staff will be provided with all relevant professional development to support ELL's during virtual learning. Training will include but are not limited to:

a Strategies related to culturally responsive teaching and learning o Socio emotional learning.

b Trauma-informed teaching for students affected by forced migration Social Emotional health of staff and students.

Social and 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 on four areas:

I. Mental health and trauma,

II. Social-emotional learning

III. Relationships and community,

IV. Adult wellness.

Compass Academy Charter School will collaborate with trusted local partners and national experts to provide support, professional development and training, and resources throughout the school closure period to address students and staff members' needs in these four areas. The goal is to build on the foundation created with ongoing training and resources throughout the year.

Mental Health Trauma

a) Live and virtual counseling and mental health helpline information for students and families will be provided.

b) Training for principals on meeting the mental health needs of students, families, and staff.

c) Training for counselors and other support positions on newly available mental health resources.

d) Training for teachers on identifying and assisting students who need extra support.

e) Trauma-informed mental health activities that can be completed in-person or virtually.

Social-Emotional Learning

a) Training for all school staff on the social-emotional developmental trajectory.

b) Resources to help school leaders support social-emotional learning in their schools.

c) Professional development on integrating social-emotional and academic learning.

Mindfulness Training and Resources

a) Grade-specific social-emotional learning activities can be implemented live or virtually.

b) Relationships and Community.

c) Training for principals on practices that foster strong, supportive relationships in schools.

d) Training for leaders and staff on community building through restorative circles and restorative disciplinary approaches.

e) Grade-specific relationship- and community-building activities can be implemented live or virtually.

Adult Wellness

a) Facilitated support sessions for school leaders and staff that is ongoing.

b) Training for principals on best practices in supporting adult wellness in schools.

c) Professional development for teachers on integrating mindfulness practices into their day.

d) Planning guides to assist school leadership teams in creating systems and structures to support adult wellness and mental health.

School Breakfast and Lunch Programs

Compass Academy Charter School 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 23 West Chestnut Ave, Vineland, NJ 08360. 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 to.

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 the potential spread of bacterial and viral pathogens. Upon return from a school closure, interim disinfection will occur by disinfecting and sanitizing high-touch areas during work hours to maintain a safe environment and help reduce the spread of potential contaminants.

a) A procedure manual schedule has been established for cleaning and disinfecting during school closure.

b) Cleaning will be performed per established protocols, followed by disinfection when appropriate.

c) Routine cleaning with soap and water will optimize the efficacy of disinfectants.

d) 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 school closure. Building administration will plan accordingly and inform parents of the extended learning program opportunities.

Essential Personnel during the Emergency Closing

The essential functions of the district will continue as long as possible while buildings remain open and operational. The district is prepared to work remotely if the school is closed to maintain essential functions like payroll, health benefits, instruction, communication, etc.

Chief School Administrator

a) Maintains authority and decision-making overall district operations/instruction and all preparedness management plans.

School Business Administrator

a) Assist with overseeing buildings, grounds, and food services to ensure proper actions and responses to maintain operations.

b) Oversee payroll to ensure continued regular functioning but, if necessary, will work from an outside location. If at an external site, timesheet payments will be delayed until access to the central office.

c) Access the payroll and attendance systems to ensure the continuation of pay.

d) If necessary, the School Business Administrator will function from an outside location to manage wire transfers and all functions to ensure the continuation of pay.

e) Continue to approve emergency purchases and make critical payments.

Front Office Support Personnel

a) Front Office personnel will be available to assist administrators in the reports needed to be completed as required by the NJ Department of Education and Departments of Health.

b) Conduct the regular operations of the office as needed for the functioning of the district.

District Technology Personnel

a) Technology personnel will continue to function regularly from an outside location if necessary.

b) They will be available during their regular 8 am-4 pm hours to respond to technology issues about district programs and equipment.

c) Staff can email with their needs and can expect responses within 24 working hours by email or Google Voice Number during regular work hours.

d) District servers on-site can be monitored remotely to ensure all systems remain up.

e) Technology personnel will also supply Chromebooks temporarily to the select students that still need to assign a take-home device to them.

f) Address and take responsibility for any other issues, items, topics, or duties as assigned by the CSA.

Director of Special Services (SCSS) and CST

a) Maintains academics and student learning with the support of the Child Study Team.

b) Communicate with teaching and student services staff to ensure student needs are met.

c) Assign educational assistants with materials to assist special education teachers.

d) Be available to answer staff and parent questions concerning school closings.

e) Updates Superintendent of Schools (as well as other members of Senior Staff) regularly.

f) Address and take responsibility for any other issues, items, topics, or duties as assigned by the Superintendent of Schools.

Food Services / Cafeteria Personnel

a) Cafeteria personnel will work under the supervision and direction of the administration.

b) The cafeteria personnel will continue preparing food items for distribution during school closure to ensure a continuum of food service available for our students.

Custodial, Maintenance, and Grounds Personnel

a) Work under the supervision and direction of the administration.

b) Cleaning, changing, and sanitizing of ceiling tiles, walls, doors, windows, and any other porous surfaces in the district.

c) Cleaning and sanitizing hard surfaces, including fountains, doorknobs, work areas, computer keyboards, countertops, railing, stairwells, and writing tools.

d) Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors, windows.

e) Cleaning and sanitizing cafeterias - tables, chairs, food lines, and vents.

f) Clean and sanitize the cafeteria, classrooms, doors, windows.

g) Filing of soap and hand sanitizer dispensers with the approved district supplies.

Guidance Counselor

a) Monitor student progress and attendance.

b) Be available virtually for individual/group meetings with students for academic counseling.

c) Be available virtually for individual/group counseling and social-emotional support.

Community Programming

Community support and programming will continue to be held either in person or virtually on a quarterly basis. Scheduled Board of Trustee meetings will also be held in person or virtually via Google Meet or Zoom.