COVID-19
HYBRID MODEL
Introduction

CPC High Point Schools is dedicated to ensuring the continued education of its students under all circumstances.

CPC High Point Elementary and Adolescent Schools is an approved private school for students with disabilities, serving students grades K-12, ages 5 through 21. The current student enrollment is 145.

To prepare, administration has continuously met to ensure the school re-opening has encompassed parental choice, continuity in learning and staff training and support. CPC High Point Schools’ main priority is health and safety. In order to continue to maintain the safety of all students and staff, we will be starting the school year with a hybrid model which allows for a two-day in school instruction with two separate Cohorts and the remaining days of instruction being remote. We are also accommodating those parents/guardians who would prefer their child’s instruction be fully remote.

CPC High Point Schools combine a comprehensive academic curriculum with evidence based positive behavior supports and a wide array of therapeutic services to promote a positive and effective learning environment. We will continue our comprehensive clinical program including medication management, individual and group therapy, as well as speech and occupational therapy which is offered for each student based on their individual needs.

The purpose of this document is to outline how CPC High Point Schools will continue to provide instruction and meet the goals in each student’s Individualized Education Program (IEP). The plan further serves to ensure compliance with the NJ Department of Education’s requirements of “The Road Back” plan and the guidance provided by the Centers for Disease Control and Prevention (CDC). This reopening plan for our school is subject to change if Governor Murphy changes opening guidelines. We will continue to provide you with timely updates.
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Conditions for Learning

Critical Area of Operation #1 - General Health and Safety Guidelines

CPC High Point Schools is dedicated to ensuring the health and safety of our students and staff. In order to maintain the health, safety and well-being of our students and staff, CPC will follow the guidelines outlined by the CDC and the Department of Health, as well as stakeholders within the community to minimize the spread of illness, which will include:

- Adhering to policies and procedures
- Social distancing
- Face masks
- Frequent hand washing/sanitizing
- Staying home when appropriate
- Proper respiratory etiquette

Reasonable accommodations for students and staff who have been identified as having higher risk or severe illness from COVID-19 including older adults and students with disabilities or those having serious underlying medical conditions have been taken into consideration. Some accommodations may include 100% virtual learning for students who are at risk and reassignment of job duties for staff who may have a serious, underlying medical condition.

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

CPC High Point Schools has implemented several measures to ensure social distancing in Instructional and Non-Instructional Rooms. We have implemented a hybrid/blended approach of school attendance/virtual learning featuring an A/B rotation of students that will limit the number of students in classrooms and the hallways. Each classroom is set up with a maximum of six student desks allowing six feet between each desk. We have established instructional pods which will limit interaction with other students. CPC High Point Schools will follow social distancing guidelines to the maximum extent possible. Face masks are always required for staff, visitors, and students unless there is a danger to the child’s health. If a visitor refuses to wear a face covering for non-medical reasons the visitor’s entry to the school building will be denied. Students and staff may wear their own face covering. CPC High Point Schools will have a
supply of face coverings for distribution for individuals who do not have their own. Face covering must fully cover mouth and nose. Additional PPE will be provided for protective purposes to staff members who will be in close contact with students.

CPC High Point Schools will minimize use of shared objects and/or sanitize between use, ensure indoor facilities have adequate ventilation, prepare, and maintain alcohol-based hand sanitizing stations, and ensure students and staff wash hands frequently. Hand washing breaks will occur at regular intervals including before and after eating, after using the bathroom, after blowing their nose/coughing/sneezing and after outside activities. Signage emphasizing the process will be displayed. All student handwashing will be overseen by staff to ensure it is done adequately. All classrooms are equipped with sinks and soap, reducing the number of students utilizing these common areas. Alcohol based hand sanitizing dispensers are in each classroom, at entrances and exits of the buildings, and outside of all bathrooms. When outdoor spaces are being utilized, portable alcohol-based hand sanitizers will be available to all students and staff.

To ensure indoor facilities have adequate ventilation, MERV-1311 filters will be employed subject to availability. Filters will be changed every 30 days. Custodial staff will open minimum outdoor air dampers as high as possible. HVAC distance settings will be adjusted from “auto” to “on”, permitting the systems to run up to 24/7 thereby improving air exchange.

**Critical Area of Operation #3 – Transportation**

At CPC High Point Schools transportation companies are contracted through sending school districts. CPC High Point Schools Administration communicated with transportation companies to collect their COVID-19 procedures. CPC High Point Schools advises that all students complete a pre-health screening form including temperature checks prior to allowing students to board the bus. Further, students should be required to wear face masks for the duration of the bus ride and maintain social distancing practices to the maximum extent practicable.

When students arrive to CPC High Point Schools, buses will unload in the front of the building, one bus at a time. Markers are placed six feet apart to demonstrate safe distancing for students
and staff. Students will enter through a designated door. Temperature checks will be administered before students enter the building.

During dismissal, one bus will be called at a time limiting the number of students exiting the building. Face masks will be required.

**Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas**

CPC High Point Schools has established separate entrances and exits to school facilities where possible and has created “one-way” routes, with directional reminders, in the hallways. Social distancing will be maintained in hallways and common areas and non-essential interactions between students and staff will be minimized throughout the school day. Student cohorts have been created to limit exposure, contact, and minimize large group gatherings. Classroom dismissal times have been staggered to limit the number of students in the hallways at the same time.

Alcohol based hand sanitizer will be provided at school entrances and all common areas. Signage has been placed around school buildings to provide hygiene advice. CPC High Point Schools has increased sanitization and frequency of cleaning of all surfaces throughout the buildings. Physical barriers will be installed in areas where it is difficult to maintain six feet apart.

**Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms**

**Staff Screening**

CPC High Point Schools students and staff will adhere to our COVID-19 Response Policy Manual which outlines screening, PPE, and Response to Students and Staff Presenting Symptoms procedures. Prior to entering the building, staff will complete a web-based application that administers health screening questions to all staff daily. The questions align with recommendations promulgated by the US Center for Disease Control & Prevention (CDC).
Staff experiencing one or more of the identified symptoms will not be permitted to enter the school building and will be referred to the Director of Nursing or designee and Human Resources for further evaluation.
**Personal Protective Equipment**

**Visitors**

CPC High Point Schools will limit the number of visitors permitted to enter the building. All visitors will be required to wear face masks and adhere to social distancing requirements. Face mask will be provided, as necessary.

**Staff**

All staff will be required to wear face masks. CPC High Point Schools will provide staff with required PPE and the Director of Nursing will train staff on the proper use which includes, how to appropriately wear and dispose of face masks

- Special considerations will be given to protect staff members, such as school nurses, custodians, teachers, paraprofessionals, and school crisis intervention team who will come in close contact with students. N-95 masks and face shields will be worn.
- Staff will be trained on how to properly wear face masks and how to maintain hand hygiene for meals and physical activity.
- For individuals who have difficulty wearing a face mask due to a medical condition, documentation from a physician must be provided for an accommodation to be considered.

**Student Screening**

CPC High Point Schools respects the privacy of all students. Parents will be encouraged to be alert for signs of illness in their children and keep them home when they are sick. Prior to entering the building, health checks will be conducted respectfully and safely. Designated staff will visually check students for symptoms, which will include contactless temperature checks. Any student presenting with any of the following symptoms, per CDC guidelines, will be referred to the school nurse for additional evaluation.

- Fever of 100.4 degrees or greater
• Cough
• Shortness of breath or difficulty breathing
• Repeated shaking with chills
• Muscle pain
• Headache
• Sore throat
• New loss of taste or smell
• Fatigue
• Congestion or runny nose
• Nausea or vomiting
• Diarrhea

**Student PPE**

CPC High Point Schools will provide face masks to all students who do not have access. All students will be required to wear a cloth face covering. All students will be trained on how to properly wear face masks and how to maintain hand hygiene for meals and physical activity. Students will be required to wear face masks, unless doing so would inhabit their health. Frequent mask breaks will be provided to all students throughout the day.

**Staff and Student Response**

Students who have a temperature more than 100.4 degrees Fahrenheit or exhibit signs of illness will be discreetly brought to a designated isolation room for evaluation by the school nurse. If a student is deemed by the school nurse to need further follow-up, the student’s parent/guardian will be contacted and requested to transport the student home for a medical evaluation. The student will remain in the designated room under visual observation by staff from outside the room until the parent/guardian arrives. Symptoms will be continuously monitored by assigned staff and medical attention will be provided by the school nurse as needed. The threshold temperature and/or symptoms of illness and subsequent return home will be documented in the student’s record.

• Students and staff who are sent home who have a temperature more than 100.4 degrees Fahrenheit or exhibit signs of illness will be recommended to receive a COVID-19 test. The student will not be permitted to return to the school for 10 days or until the student has not experienced signs/symptoms of illness or a temperature greater than 100.4
degrees Fahrenheit with at least 3 days of symptom abatement, including a temperature reading that is lower than 100.4 degrees Fahrenheit without the use of fever reducing medications or whichever is longer.

**Critical Area of Operation #6 - Contact Tracing**

Contract Tracing is essential to prevent further spread of COVID-19. It is the process for identifying individuals who come in contact with others who have tested positive for COVID-19.

**Staff Reporting**

- All CPC High Point Schools staff who test positive for COVID-19 are required to report the results to the Human Resources Department (HR) within 1 business day of receiving the results.

- All CPC High Point Schools staff who test positive for COVID-19 may not return to work at the school for 10 days. Staff may return to work thereafter with at least 3 days of symptom abatement, including a temperature reading that is lower than 100.4 degrees Fahrenheit without the use of fever reducing medications.

- HR will determine in consultation with the CPC High Point Schools Director or designee and agency administration including the Director of Nursing next steps regarding the staff member’s work status.

**Student Reporting**

- The parents/guardians of all CPC High Point Schools students who test positive for COVID-19 are expected to report the results to the school nurse or designee within 24 hours of receiving a positive test or 1 business day and prior to the student returning to school.

- All CPC High Point Schools students who test positive for COVID-19 may not return to school for 10 days. Students may return to school thereafter with at least 3 days of symptom abatement, including a temperature reading that is lower than 100.4 degrees Fahrenheit without the use of fever reducing medications.

- Students who are unable to attend school due to testing positive for COVID-19 and subsequent quarantine are provided virtual instruction, provided their medical condition does not prohibit virtual participation for some or all of their in-person absence.
Notification

- The CPC High Point Schools Director or designee will notify the Monmouth County Department of Health and school staff when it learns of students and/or staff who test positive for COVID-19. The School Director or designee will notify the Department of Health of the sending district when it learns a student from the sending district tested positive for COVID-19 or came in contact with students and/or staff who tested positive for COVID-19.

- When CPC High Point Schools learns of a staff member or student who tests positive for COVID-19, the School Director or designee will notify all staff and/or parents/guardians of students and staff who experienced close contact with the individual(s) who tested positive. Close contact is anyone who was within 6 feet or less of the individual(s) who tested positive for a period of at least 10 minutes.

- All notifications will be made in a manner that is confidential and compliant with the Health Insurance Portability and Accountability Act (HIPAA) and Family Educational Rights and Privacy Act (FERPA).

Critical Area of Operation #7 - Facilities Cleaning Practices

CPC High Point Schools shall continue to adhere to existing required facilities cleaning practices, procedures, and any new specific requirements of the local health department or any other such jurisdiction having authority, as they arise.

CPC High Point Schools developed a COVID-19 response procedural manual that outlines cleaning and disinfecting schedules, targeted areas to be cleaned and disinfected, and methods and materials.

Proper cleaning and disinfection are effective ways to minimize the spread of viruses through surface contact. CPC High Point Schools follows guidance from the CDC which indicates that routine cleaning will be appropriate for most areas. CPC High Point Schools will be cleaned 5 days per week by outside vendors. In addition, an enhanced cleaning and disinfection plan will be used in conjunction with the standard routine cleaning of the school building.
CPC High Point Schools provides cleaning contractors and custodial staff with the disinfecting materials to use. AIRX 75 Antibacterial Heavy-Duty Cleaner or Virex II Disinfectant are used. Both are a multi-purpose hospital grade disinfectant and listed as Tier 1 products on the Center for Biocide Chemistries list of Novel Coronavirus COVID-19 Fighting Products.

CPC High Point Schools custodial staff will routinely clean and disinfect surfaces and objects that are frequently touched and will use all cleaning products according to the directions on the label. Examples of frequently touched areas are as follows:

- Classroom desks and chairs
- Door handles and push plates
- Handrails
- Kitchens and bathrooms
- Light switches
- Shared telephones
- Office equipment
- Main office reception desk

To improve air filtration, MERV-1311 filters will be employed subject to availability. Filters will be changed every 30 days. At time of changing, staff performing the filter replacement must use appropriate personal protection equipment including face masks and gloves. The discarded filters are to be sealed in plastic bags for disposal. Custodial staff will open minimum outdoor air dampers as high as possible. HVAC system settings will be adjusted from “auto” to “on”. This will permit the systems to run up to 24/7 thereby improving air exchange.

Kitchens, refrigerators, staff lounges and breakrooms are off limits. Facilities staff will disable microwaves and coffee pots, etc. Staff will be required to bring any food in their own containers and bring items home for washing. Water Coolers and Fountains are off limits. Facilities staff will disable water coolers and remove the water bottles. Bottles of water will be available for students.

Bathrooms are limited to single occupant use. Staff will escort students to and from bathrooms. Bathrooms will be frequently sanitized throughout the day. Sanitizing wipes and disinfectant spray will be available in restrooms.
CPC High Point Schools will limit the use of school vehicles. In cases where staff need to transport a student, a 15-passenger van will be utilized. School vehicles have been modified so that only one student can be transported at a time and social distancing protocols can be adhered to.

**Critical Area of Operation #8 – Meals**

All CPC High Point Schools students that attend in-person instruction will be provided with a “grab and go” bagged meal. Both breakfast and lunch will be served. Staff who prepare meals will follow appropriate hand hygiene protocols, which includes washing their hands with soap upon removal of their gloves or after directly handling used food service items.

To ensure safety and maintain social distancing, students will eat with their individual classes. If weather permits, students will eat outside. Lunch times will be staggered to allow for social distancing, cleaning, and disinfecting between groups. Students will not be permitted to share food. The use of disposable food-service items will be utilized. All eating areas will be properly sanitized before and after meals. Hand washing will be required before and after eating. On remote learning days, meals will not be provided. If a student qualifies for free or reduced lunch, they will be provided with information to pick up meals from their sending districts.

**Critical Area of Operation #9 – Recess/Physical Education**

As a safety precaution, and to maximize instructional time, physical education classes will be held remotely. Physical Education teachers will provide activities that are developmentally appropriate and will require no equipment. At the elementary level, playground equipment will not be utilized to mitigate risk. However, students will be provided breaks throughout the day to encourage physical activity and movement. Cones, flags, and tape will be used to create boundaries between students to ensure social distancing. Students will be required to wash their hands with soap immediately after outdoor break time.
Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

Due to the current health crisis, in-person field trips will not be held. In lieu of field trips, CPC High Point Schools will pursue virtual activities and events. As a private, out of district receiving school, CPC High Point Schools does not offer extra-curricular activities.

Academic, Social, and Behavioral Supports

Social Emotional Learning (SEL) and School Culture and Climate

Trauma Informed and Social Emotional Learning

CPC High Point Schools seeks to enhance a student’s Social-Emotional functioning to maximize their educational, behavioral, and social performance. This is especially true during these unprecedented times where trauma, anxiety, loss, and fear are widespread. Due to the complexities in the challenges the students face, CPC High Point Schools utilizes a Trauma Informed approach. The primary focus has been creating an environment of safety and trust in which positive relationships are paramount to student’s success. Establishing a positive culture, with strong communication and structured routines, is essential to supporting the students.

All CPC High Point Schools students are assigned a clinical social worker and have weekly scheduled therapy sessions in person and/or virtually. These sessions focus on their individual goals as well as support Social Emotional functioning in order to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. Students develop strong relationships with their clinical social workers who are available on a as needed basis in addition to their scheduled sessions. Students and families can contact their assigned social worker throughout the school day to address issues and concerns.
Grades K-8 students will have social emotional learning incorporated into the classroom in person and/or virtually utilizing the Social Emotional Character Development curriculum developed by the New Jersey State Bar Foundation. Students will have daily morning meetings with school staff and will engage in discussion and activities pulled from the curriculum throughout the learning day. Students will have opportunities to practice social and emotional competencies in the classroom. Leading discussions, brain breaks and creative ways to structure social times within the guidelines of physical distancing will be utilized. Grades 9-12 students will continue to work individually with their assigned social worker to achieve their individual social emotional goals. Opportunities for group discussions utilizing Zoom will be explored to provide for discussion of the pandemic and other social inequities. Clinical social workers and teaching staff will collaborate to meet the students’ specific needs.

**Utilizing Staff Strengths**

Staff competence is a major determining factor in achieving the goals of a student’s IEP. Due to the unique and intensive needs of the students at CPC High Point Schools, staff is recruited based on their abilities to identify and address the social, emotional, and behavioral needs of our students. Professional development focuses on ensuring that these skill sets are further developed and any gaps in performance are addressed.

Agency wide support services such as virtual yoga, self-care sessions and employee assistance programs will be offered to help staff manage their own stressors.

**Multi-Tiered Systems of Support (MTSS)**

In addition to Social-Emotional Learning protocols, all CPC High Point Schools students require individualized and intensive support as they have been identified as needing mental health and/or substance abuse interventions. Clinical social workers continuously engage in ongoing assessment of mental health risk of the students as safety is a primary concern.
**Universal Screening**

In conjunction with the curriculum coordinator and CPC High Point Schools administration, screening tools will be reviewed, and data will be analyzed to inform decisions about instruction.

**Wraparound Support**

**Mental Health Supports**

CPC High Point Schools clinical social workers will continue to engage students in social-emotional learning and provide self-care strategies and provide psychoeducational information to students and their families. Clinical social workers continue to work with students using an evidence-based trauma sensitive and culturally responsive approach to assist students in achieving their mental health goals in their weekly scheduled sessions. Emergency assessment and crisis intervention is available during school hours to assess and address mental health emergencies. All families also have access to an Emergency cell phone number for after school hours to assess and triage potential mental health crises.

Psychiatric services are available to all students and include evaluations/ assessments and medication monitoring and crisis intervention.

**Primary Health and Dental Care**

All students’ health and safety remain a top priority. School nurses will reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the COVID-19 pandemic. In addition, clinical social workers assist families in navigating the health care system and providing referrals to social service organizations such as the NJ Supplemental Nutrition Assistance Program (SNAP), NJ FamilyCare, and the NJ Division of Developmental Disabilities (DDD). Families are also provided with COVID-19 resources which are updated regularly.
**Family Engagement**

Developing meaningful relationships with parents and guardians is a prerequisite to success with our students. To accomplish this, weekly regular contact with families is maintained by clinical and educational staff to assess and adjust for student and family needs, provide information, and utilize feedback for continuous improvement. Families are engaged through telephone calls, texts, emails, Zoom sessions and surveys to stay connected. A bilingual therapist is also utilized to ensure all parents have a voice and an understanding of current plans.

Clinical social workers coordinate with outside professionals working with the families and assist families in identifying and accessing needed resources. They continually assess the needs of families, identifying community partners to provide additional supports such as: rental assistance, food resources, access to additional mental health supports and medical services. Referrals are provided for additional community supports such as NJ’S Children System of Care-Performcare, NJ Division of Child Protection & Permanency (DCP&P), NJ FamilyCare, and NJ SNAP. Collaboration with wraparound partners is ongoing to provide a comprehensive and continuous delivery of services and interventions outside the school environment.

**Food Service and Distribution**

CPC High Point Schools participate in the Community Eligibility Provision (CEP) program through the Department of Agriculture, which provides all students attending CPC High Point Schools with free breakfast and lunch. Students will be given grab and go meals and will eat lunch with their individual classrooms. On remote learning days, meals will not be provided. If a student qualifies for free or reduced lunch, they will be provided with information to pick up meals from their sending districts.
Quality Child Care

Due to the number of counties that CPC High Point Schools serves, before or after care is not provided. Clinical social workers work with families to identify resources in their local communities.

Leadership & Planning

Restart Committee/Pandemic Response Team

CPC High Point Schools administration recognizes that collaboration is a critical part in the development of a school reopening plan. Therefore, a reopening committee that includes the following met to develop this plan based on the guidelines from the New Jersey Department of Education. This committee also serves as our Pandemic Response Team.

- Chief Executive Officer
- School Administration
- Chief Financial Officer
- Human Resources
- Director of Nursing
- Vice President of Quality & Risk Management
- Director of Information Technology
- Facilities Director
- Clinical Social Worker
- Special Education Teacher

The Pandemic Response Team is responsible for:

- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
• Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

• Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges presented by COVID-19.

• Providing necessary communications to the school community and to the district.
• Creating pathways for community, family, and student voices to continuously inform the Team’s decision making.

Scheduling

CPC High Point Schools understands scheduling decisions should be informed by careful evaluation of health and safety standards and the most up-to-date guidance from the New Jersey Department of Health, as well as input from families regarding the needs of their students. Parent surveys were sent to gather feedback on which model accommodates their unique situations.

CPC High Point Schools is offering two models for this Fall:

1. In-person hybrid model utilizing an A/B cohort
2. 100% virtual learning

• Students in Cohort A will attend in-person school on Mondays and Wednesdays for a single session day. Virtual learning will be on Tuesday, Thursday, and Friday for a full day schedule.

• Students in Cohort B will attend in-person school on Tuesday and Thursdays for a single session day. Virtual learning will be on a Monday, Wednesday, and Friday for a full day schedule.

• Friday will be a virtual learning day for a full day schedule.

• In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours. CPC High Point Schools will follow the length of school day outlined above.

• Should CPC High Point Schools be required to institute Full Virtual Learning as per the NJ Department of Education, CPC High Point Schools policies for attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

• Virtual learning will continue to be guided by P.L. 2020, c.27 and the CPC High Point Schools Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
• Students will be provided with Chrome books and will utilize Google Classrooms during in person and virtual learning as their educational platform to ensure a smooth transition if 100% Virtual learning is mandated.

• To prepare for a potential shift back to entirely virtual learning, professional development and training for students, parents/guardians will be provided through presentations in the areas of effective utilization of zoom, google classroom and responsive classroom in a virtual learning environment.

**Hybrid Model**

Health and safety are CPC High Point Schools’ priority. To maintain the safety of all students and staff, we will be implementing an A/B Cohort model. This model allows for two days in-person instruction with the remaining days of instruction delivered virtually.

CPC High Point Schools is a private special education school for students with disabilities. We are committed to meeting the needs and IEP Goals and Objectives for all students to ensure the continuity of learning. A combination of both synchronous and asynchronous learning will take place for all students to allow for contact time between educators and their students, as well as time for students to engage with their peers.

**Virtual Learning**

CPC High Point Schools recognizes the diverse needs of our students. The 100% virtual learning option is designed for families who are unable or hesitant to send their children into the school building.

This model will be different from the virtual learning that was used during this past Spring. Virtual learning will include scheduled synchronous and asynchronous learning with teachers and mandatory participation times.

Families opting for 100% virtual learning must abide by the following guidelines:

• Any student with a request for a virtual learning must stay in that mode of instruction for at least the first marking period.

• During the school year parents/guardians may request that their child transition from in person learning to virtual learning.

• A formal written request must be submitted.

• Parents/guardians may request their child leave virtual learning and transition to in person learning after completing one marking period. These requests must be submitted in
writing and addressed to the building principal at least 10 working days before the end of the marking period.

- If your child is on virtual learning, they will have access to all services provided by the school (individual therapy, speech, and occupational therapy).

- CPC High Point Schools will use reasonable efforts to protect your child’s privacy; however, please be advised that because of the nature of virtual learning, there may be instances where your child’s image or voice may be discernible by other adults who have access to the live stream because they reside in the household of other children engaging in virtual learning. We ask our parents to be mindful of classroom instruction and respectful of our teachers’ teaching and all student’s learning.

**Cohort Model**

The Cohort model will utilize small groups and keep them together to the greatest extent possible to ensure that student and staff groupings are as static as possible. This will include physical activity and movement, as well as lunch time. This approach will allow us to significantly reduce class size and provide a safer and healthier classroom experience.

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**100% Virtual**

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**Communication**

Clear and consistent communication with parents and stakeholders are vital to successful reopening. All pertinent information will be made available via the CPC High Point Schools website, blasts and emails. Administration will be available to address any concerns that may arise.
Attendance

CPC High Point Schools understands the unique demands placed on a family by virtual learning and will provide opportunities for students to show attendance asynchronously. Student attendance will be monitored daily by the classroom teachers. School administrators and/or clinical social workers will work with families to resolve any attendance issues.

Technology

In an effort to provide on-going monitoring, provisions for issuing educational technology throughout the school year and other provisions necessary to prevent lapses in student access to virtual instruction as school or family circumstances evolve, CPC High Point Schools will:

- Ensure equitable access to instruction by administering on-going technology surveys to assess student needs.
- Provide chrome books to all students.
- To the greatest extent possible, provide Wi-Fi access for those students who do not have internet connectivity.
- Provide on-going support with technology to students, teachers, and families by assigning a technology point person.
- Provide school email addresses and access to on-line platforms which will include usernames and passwords.
- Utilize Google Suites to manage on-line learning, course work and communicate with students to minimize the number of on-line platforms used to reduce the learning curve for students and teachers and ease transitions between in person and virtual learning.

Staffing

At CPC High Point Schools reopening plans and decision making will consider unique needs of each staff member such as access to technology, social and emotional health, and childcare concerns. When making staffing scheduling and assignments we will comply with all applicable employment laws including but not limited to the American Disabilities Act (ADA), and the Health Insurance Portability and Accountability Act (HIPAA), and all applicable state laws. All educators will maintain quality instruction for students and abide by requirements set forth in NJDOE regulation.

In Person and Hybrid Learning Environments: Roles and Responsibilities

Because the health and safety of our students are paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety.
**Instructional Staff**

- Reinforce social distancing protocols with students and staff.
- Limit group interactions to maintain safety.
- Support the building and safety logistics (entering, exiting, restrooms, etc.)
- Become familiar with on-line protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lesson to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for virtual and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meeting, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Provide materials, manipulatives, and items for at home activities at no cost to families.

**Mentor Teacher**

- Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
• Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

• Continue to maintain logs of mentoring contact.

• Mentor teachers should consider all health and safety measures when doing in-person observations.

• Plan for “in-person” contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

• Consider alternative methods for classroom observations and avoiding in-person contact where possible.

**Administrators**

In addition to administrators’ non-instructional responsibilities, administrators will:

• Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

• Provide time for staff collaboration and planning.

• Prioritize vulnerable student groups for face-to-face instruction.

• Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

• Work with staff and faculty to ensure that teaching and learning and all student services are effectively and efficiently developed, planned, and delivered.

• Hone collaboration, cooperation and relationship building skills using alternative methods to remain connected to virtual instruction.

• Define and provide examples of high-quality instruction given context and resources available.

• Assess teacher, student, and parent needs regularly.

• Ensure students and parents receive necessary supports to ensure access to instruction.
• Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE’s Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

• Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

• Collaborate on curriculum planning and assessing student academic and social emotional well-being when they return to school.

• Create feedback loops with parents and families about students’ academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their student’s experience and learning while out of school.

• Share a comprehensive account of academic interventions and social, emotional and mental health support services available through the district.

• Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

• Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

• Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

**Educational Services**

• Lead small group instruction in a virtual environment.
• Facilitate the virtual component of synchronous online interactions.
• Manage online platform for small groups of in-person students while teacher is remote.
• Assist teachers with providing updates to students and families.
• Support embedding of SEL into lessons.
• Lead small group instruction to ensure social distancing.
• Consider student grouping to maintain single classroom cohorts.
• Consider alternative methods for 1:1 interactions avoiding in-person contact where possible.
Support Staff

- Lead small group instruction to ensure social distancing.
- Consider student grouping to maintain single classroom cohorts.
- Consider alternative methods for 1:1 interactions avoiding in-person contact where possible.
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
- Support families and students in accessing and participating in virtual learning.
- Paraprofessionals can be added to online classes as co-teacher.
- Lead small group instruction in a virtual environment.
- Facilitate the virtual component of synchronous online interactions.

Substitutes

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

Athletics

As a receiving school, CPC High Point Schools currently does not have an athletic program.

Policy and Funding

Purchasing

CPC High Point Schools, as part of the larger CPC Behavioral Healthcare organization, has established relationships with PPE vendors and vendors of cleaning supplies. We have actively sought out other suppliers. Disposable masks, reusable masks for students and staff, N95 masks, disposable gowns and gloves, and face shields have been purchased. We have collaborated with our supplier to purchase additional cleaning and sanitizing supplies for use throughout the school.
day as well as for after school. We will continue to purchase PPE and supplies as needed. We have completed a technology inventory and will continue to monitor our needs.

**Cash Flow**

To the greatest extent possible, CPC High Point Schools will work to support unanticipated costs and to manage cash flow. Available resources will continue to be monitored and used for necessary purchases.

**Costs and Contracting**

As an Approved Private School for Students with Disabilities (APSSD), CPC High Point Schools will utilize all Federal and State resources available to our school. We will continue to monitor funding sources and potentially work with other APSSD schools for purchasing power. We do currently participate in the federal E-Rate program. As a non-profit, we also actively seek out other sources of support for our mission from private donors.

**Continuity of Learning**

CPC High Point Schools is committed to providing high quality standards-based curriculum and instruction. This includes developing a process for teachers to create and implement equitable learning experiences for each student based on their needs.

**Delivery of Special Education and Related Services**

As a private Special Education school, CPC High Point Schools is committed to the delivery of special education and related services. Students receiving special education services may be more negatively affected by virtual learning and may be disproportionately impacted by the interruptions in regular education. It may not be feasible, depending on the needs of the individual child or adolescent, to adhere both to distancing guidelines and criteria outlined in specific IEPs. To determine whether critical skills were lost during the period in which virtual learning was provided, student data/progress will be reviewed. Clear communication with sending district case managers and families/guardians will remain on-going.

Teachers and teacher assistants will collaborate with students, families and guardians on assignments and expectations. Teacher assistants will be assigned to specific students to work with virtually as well as in the classroom. On virtual learning days, Teachers Assistants will work with students individually via phone, Zoom, and Google Hangouts. In addition, administrators will remain in communication with teachers to monitor instructional activities.
Furthermore, regular virtual meetings will be set up with teachers, related services, and clinicians to ensure open lines of communication, consistent delivery of instruction, and to address the social and emotional needs of our students. All related services will continue according to each student’s IEP.

**Technology/Connectivity**

CPC High Point Schools will ensure that every student has access to a device and internet connectivity. CPC High Point Schools conducted a needs assessment to determine the number of students that require devices/internet access. Based on this assessment, the following areas have been determined:

- All students will be provided with a device.
- Students in need of internet access will be provided with a hot spot device.
- Devices will be delivered to families who are unable to pick them up from High Point Schools.
- CPC High Point Schools will consider the attending needs associated with the deployment of needed technology including student and parent training and acceptable use policy implementation.

**Technology and Instruction**

CPC High Point Schools has identified a consistent technology that is used for the delivery of virtual instruction.

- Training on use of all platforms will be provided to students, parents/guardians.
- Virtual platforms will be used to track participation and attendance during virtual learning.
- Staff may use assignment or project completion as an alternative for attendance purposes. Clinical social workers will assess obstacles to participation/attendance and provide outreach to overcome barriers.

**Curriculum, Instruction and Assessment**

CPC High Point Schools is committed to ensuring all students are provided with equitable access to a high-quality education. We understand the impact of trauma on student learning. Therefore,
teachers and students will be provided with necessary supports to maximize student learning, enhance communication pathways, and foster effective partnerships with families and guardians.

**Curriculum**

- CPC High Point Schools will continue to monitor and identify unfinished learning needs because of extended school building closures. Adjustments will be made on the pacing of instructional delivery to ensure all students meet grade-level and content specific NJSL standards.

- Teachers will assess student progress on assignments and provide support to ensure IEP Goals and Objectives are achieved.

- Administration will provide support to teachers in making any necessary adjustments to continuously improve the quality of instruction in virtual and hybrid learning environments.

- Administration will collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during virtual and hybrid instruction, and to continue to develop and build skills essential in the virtual and hybrid environment.

- Administration will review and update (as applicable) data privacy policies, acceptable use policies and policies related to accidental damage, theft, and the loss of technology to ensure these policies adequately address home use of devices.

- Teachers and Teacher Assistants will utilize Google Suites, in addition to other approved technology to facilitate on-line learning, manage course work online and communicate with students.

**Instruction**

CPC High Point Schools recognizes the impact that home and societal environments may have on learning as students reacclimate to in-person learning and adjust to new instructional models and schedules. CPC High Point Schools teachers will:

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether provided in-person or in a virtual learning environment.
• Continue to utilize structures that support high levels of student engagement and foster student ownership of learning, includes student “voice and choice”, and promotes independent learning by designing learning experiences that:

1. Use technology in the service of learning.
2. Build student understanding by linking together concepts within and across grade-levels and content areas.
3. Provide a variety of learning opportunities, including support and enrichment activities.
4. Leverage student interest.
5. Address real-world issues.

• Differentiate instruction and provide supports that allow students to meet the requirements of grade level and content specific learning goals.

• Include a variety of teaching structures e.g., whole group and small group instruction, 1:1 instructional support, timely and actionable feedback based on on-going assessment to support student progress towards meeting IEP Goals and Objectives.

• Utilize project-based learning and distribute materials, manipulatives and items purchased by CPC High Point Schools for at-home activities at no cost to families for all students.

• Educator planning time: provide regular time for educators to collaborate with colleagues to ensure consistency of practice, coordination of assignments, cross curricular learning opportunities and common lessons and modules.

Assessment

CPC High Point Schools will be administering a variety of assessment tools to collect data including pre-assessments, formative assessments, interim assessments, student self-assessments and summative assessments to determine students’ strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year.

On-going formative assessments will be conducted to monitor student progress. Examples of formative assessments will include:

• Entrance and exit slips.
• Anonymous polls and answers.
• Individual white boards and other age/grade appropriate formats.
• Quizzes and tests that will be utilized at the end of each unit as a summative assessment.
Assessments will be conducted with students on days they attend school. For students who are full virtual learners’ assessments will be completed during a 1:1 scheduled Zoom meeting with a teaching assistant.

All assessments will be modified according to student IEP’s.

**Professional Learning**

CPC High Point Schools will support teachers as they assist students to acclimate to a new hybrid or all virtual learning environment. Teachers will be prepared and supported in meeting the social, emotional, health and academic needs of their students with a focus on student learning loss. Teachers will be provided with the following professional learning opportunities prior to and throughout the school year:

- General health and safety: COVID-19 procedures and policies.
- An Educator’s Guide to Teaching over Zoom.
- ScreenCastify.
- Flipgrid.
- Social Emotional Character Curriculum (NJ State Bar Foundation).
- Trauma sensitive classrooms.
- On-line tools and resources.

**Mentoring and Induction**

CPC High Point Schools provides a Mentoring Program for all novice provisional teachers. Throughout the year, novice provisional teachers will be provided with the following:

- One to one mentoring by a qualified mentor.
- Guidance and support with working in a virtual environment.
- Mentoring in both a hybrid and virtual environment.
- Use of on-line collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

**Teacher Evaluation**

CPC High Point Schools developed an observation tool consistent with teacher standards and expectations to be utilized within the hybrid model.

- Modifications were made to the observation and measurement tool including procedures and processes impacted by hybrid model instruction.
- In the evaluation process, Administration will inform teachers of the standards and procedures by conducting a virtual staff meeting.
- Each teacher will have an informal and formal evaluation in addition to three “Snapshot” observations.
• Teachers who are identified as not meeting standards will have an increase in supervision, targeted professional development, and peer support.