Celebrate the Children

Reopening Plan
Fall 2020

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<h1 style="text-align:center">OVERVIEW</h1>

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (NJDOE Guidance), a guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan to reopen schools in September 2020 that best fits each school's needs.

The NJDOE Guidance presented information for New Jersey schools related to four key subject areas:

- **Conditions for Learning**
- **Leadership and Planning**
- **Policy and Funding**
- **Continuity of Learning**.

This plan is aligned with the requirements outlined in the NJDOE Guidance. It includes Celebrate The Children's unique and locally developed protocols to ensure the school reopens safely and is prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the resource section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this plan are controlled by Executive Orders of the Governor of New Jersey and are subject to change.

This plan will take effect on September 8, 2020, the first scheduled day back for students, as per guidance from the New Jersey Department of Education. As always, Celebrate the Children (CTC) is committed to providing the best possible school experience for our students and families while ensuring that the safety, health, and well being of our school population remains our number one priority.

Priorities Regarding Reopening School During COVID-19

1. *Provide the most dynamic and safest learning environment for our entire school and community*
2. *Ensure compliance with both state and local guidelines*
3. *Meet students where they are socially, emotionally and academically after the closure and provide increased support in all areas upon returning to school*

Our goal for the fall is to safely bring back as many students as possible to the in-person school setting, maximize learning, and effectively address our students' academic, developmental, social, and emotional needs. The information provided in this plan is comprehensive. It allows for various scenarios dependent upon the recommendations from the local health department, NJDOE, and the state/federal government with a focus first and foremost on getting our students safely back into school buildings.

Reopening Scenarios

As the uncertainty remains around the future impact of Covid-19, it is imperative that CTC remains prepared for all possibilities to transition students based on any new developments quickly. CTC is prepared to implement the following three scenarios, dependent upon guidance from the CDC and NJDOE:

The On-Campus Model

A full return to campus with mitigation (social distancing) strategies in place. This would be implemented if CTC or local/state officials have determined that the school may operate on a typical schedule with specific social distancing and mitigation strategies in place- If COVID-19 spread is **low** and students and staff are able to follow the protocols to the safest extent possible, then all children will attend school on campus 5 days a week.

The Hybrid Model

A blended model of learning model includes part-time on campus and part-time remote learning- This would be implemented if CTC or local/state officials have determined that the school should operate on a hybrid schedule with alternating days and specific cohorts while practicing social distancing and other mitigation strategies. If COVID-19 spread is **medium** and/or safety protocols need to be reviewed and practiced, each student may attend school on campus **2 days a week**. The other days the students will engage in **online learning**.

The Distance Learning Model

A fully virtual learning model. This would occur if CTC or local/state officials have determined that the school is not safe to operate on campus and a full virtual academic schedule is in effect. If COVID-19 spread is **high**, the students will engage in e-learning. This option is currently available to all students upon written request.

* All models recognize the importance of addressing the social/emotional needs of the students to mitigate the stress and anxiety experienced during this crisis.

Considering the current health conditions and state recommendations, Celebrate the Children plans to implement a three-phased return to school. The initial return in September, Phase One, will include the implementation of a hybrid model that will have all students come to school two days per week from 9AM to 1PM, and then attend classes from home for the other three days. This will entail half of the students and staff attending in-person on Monday and Tuesday and the other half of the students and staff attending Thursday and Friday. On Wednesday, there will be no students in the building allowing the maintenance team to thoroughly sanitize the school buildings and grounds.

During these first weeks of school, students and staff will be taught and practice in-school social distancing. This training will ensure that the students and staff will be well prepared when Celebrate the Children enters into Phase Two - a continuation of the hybrid model with school hours being extended to 9AM-3PM. Once students and staff are fully comfortable with the new protocols, the third phase will go into effect which is a traditional five days on campus.

CTC will be keeping the risk mitigation strategies and social distancing guidelines in place for the foreseeable future. Pending any changes provided by the governor, CDC, or NJDOE, the plan is to complete a monthly review before moving on to the next phase. The review will include current progress in COVID-19 control in conjunction with the progress made by the staff and students.

NOTE: *The success of this plan is predicated upon the cooperation and vigilance of our staff and students with regards to following the state's social distancing guidelines. If in fact there is a spike in the state COVID numbers, or our staff and students are unable to safely follow said guidelines, adjustments will be made to this plan. This adjustment could result in less time in the school building, or a total distance learning model, as was followed during the spring of the 2019-2020 school year.*

CRITICAL COMPONENTS OF THIS REOPENING PLAN

Key Area # 1 -Conditions for Learning

Conditions for learning addresses students' and staff's basic physical safety needs, and also the social and emotional and environmental factors that can impact the CTC staff's capacity to teach and students' capacity to learn.

Critical Area of Operations # 1: General Health and Safety Guidelines

In all stages and phases of pandemic response and recovery, CTC will comply with the Center for Disease Control (CDC), the state, and the local guidelines. Reasonable accommodations will be provided for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older), individuals with disabilities, or individuals with serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index (BMI) of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)

Some accommodations for these individuals may include preferential scheduling for hybrid learning, the establishment of smaller class sizes or individualized in-person instruction, truncated in-person attendance requirements, or the implementation of a fully online teaching and learning experience. While these are just broad suggestions, the accommodations developed for these individuals will be specific to their individual needs.

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

All classrooms, testing, and therapy rooms will utilize social distance measures and reduce capacity to 50% of max. All classrooms have been measured and desks are placed six feet apart to comply with social distancing guidelines. Each area is marked by tape to ensure compliance. Each student will be designated a color in their classroom and all areas and individual supplies will be marked with the assigned color. Staff will be required to wear face coverings which will include face masks and face shields. 1:1 paraprofessionals will be offered gloves for additional protection, in the event social distance cannot be maintained. Students will be encouraged to don masks or face shields to the greatest extent possible. Social stories and modeling will be ongoing, to promote comfort and understanding around this initiative. Portable handwashing stations have been purchased to increase the frequency of handwashing for staff and students. Students and staff will wash hands for at least 20 seconds every 30 minutes, in addition to before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. CTC also purchased additional hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). All students will be supervised when using hand sanitizer.

All windows will be open to provide good airflow and increased opportunities for outdoor activities will be encouraged during the school day. Finally, six tented and natural canopied outdoor classroom environments will be established to further support recommendations for students to be outside more.

Critical Area of Operation #3: Critical Area Transportation

Celebrate the Children relies on the sending districts and parents for transport to and from school. There will be no or minimal activities during the fall months that would require students to leave campus, however, any transporting of students during the school day, utilizing CTC vehicles and drivers, will include social distancing practices to the maximum extent practicable. The cleaning and disinfecting of all school vehicles will be completed between each run. All students and staff who are able to must wear face coverings while on busses. To limit incidental physical interaction, students will board the school bus by filling the back rows first, then progressing forward. When leaving the bus, students will exit in the opposite order. Students will follow assigned seating. Windows will be open whenever possible. An additional staff person will accompany the driver on all transportation routes to ensure safety and social distancing.

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

Celebrate the Children has provided physical signs and markings to ensure the six feet distance rule throughout the building. During dropoff and pickup, students will be directed to use multiple points of entry to avoid unnecessary contact with students from other classes and grade-levels. Student schedules have also been designed to minimize excessive traffic throughout the school hallways. In the common areas, additional hand sanitizers and portable handwashing stations will be made available.

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

CTC has developed a policy for screening students and employees for symptoms of Covid-19. Visitors will be severely limited. Those visitors allowed in the building must comply with the screening protocols. Temperature stations will be in place to screen the students, staff, and visitors prior to entering the building. In addition, a screening form will be required to be filled out by staff and parents daily.

Staff will be required to wear face coverings which will include face masks and face shields which will be provided by CTC. 1:1 paraprofessionals will be offered gloves for additional protection, in the event social distance cannot be maintained. Students will be encouraged to don masks to the greatest extent possible.

Portable handwashing stations have been purchased to increase the frequency of handwashing for staff and students. Students and staff will wash hands for at least 20 seconds every 30 minutes, in addition to before eating, after using the bathroom, and after blowing their nose/coughing/sneezing. CTC also purchased additional hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). All students will be supervised when using hand sanitizer.

An isolation room with a hepa filter has been set up near the front lobby to safely contain students or staff who exhibit symptoms related to Covid-19. In the event that any individual who has spent time in the school building has tested positive for Covid-19, after alerting the building administration, the nurse will notify the local health dept, staff, and families, and contact tracing will begin.

Critical Area of Operation #6: Contact Tracing

CTC has assigned a contact tracing team which includes two school nurses, a school counselor and a social worker. This team will establish, oversee, and report on policies and procedures, in alignment with local and state guidelines.

After establishing that a member of the CTC School Community has contracted or been exposed to the COVID-19 virus, reporting and contact tracing procedures may include:

- Contacting the Local Health Department for input and guidance.
- Establishing a list of classes the infected person has visited.
- Listing all students or staff members who may have come in contact with the infected person.
    - This comprises all parts of the day, including commutes to and from school.

After these steps are completed, the contact tracing team will consult with the building administration to establish appropriate communications to the greater CTC School Community, which might include, but not be limited to parents, staff, sending districts, and the local authorities.

Critical Area of Operation # 7: Facilities Cleaning Practices

The custodial staff will be charged with increased daily cleaning which will include common areas, classrooms, offices, bathrooms, high touch surfaces, playgrounds, etc. In the daily work schedules for custodians, the building will be opened, and key sections cleaned first. When classes begin, custodians will disinfect all classroom door knobs, bottle filling stations and bathroom fixtures. Restrooms will be cleaned two times while school is in session and one time after dismissal. High-touch areas will be cleaned as often as possible while school is in session and again after dismissal. High-traffic areas such as entrances and lobbies will be cleaned once while school is in session and again after dismissal. Each area will also be cleaned as needed to address any situations that may arise. Water bottle filling stations will remain available. Additional electro-static sprayers have been purchased to be used in daily sanitizing of the entire CTC campus. All cleaning supplies comply with CDC and EPA guidelines. Garbage disposal will take place immediately after lunch and at the end of each school day. In addition to the CTC custodial staff's efforts, an additional crew will be contracted to complete a more thorough cleaning each night once the staff and students have left the building. During school hours, in the cases where outdoor classrooms

and other facilities are being shared between classes, the facility in question will also be cleaned between classes.

During the hybrid schedule, deep cleaning will take place each Wednesday as all students and staff will be participating in remote instruction. CTC has had its heating and air conditioning system cleaned and serviced and will be installing additional precautions including specialized UV Light-based filtration. All windows are up to code and operational in order to keep air circulating. CTC has water coolers rather than fountains and all students will be encouraged to bring their own reusable water bottles for use Lastly, to further encourage social distancing, when possible, soap dispensers, towel dispensers, and hand sanitizers will be those with touchless operation.

Critical Area of Operation # 8: Meals

CTC does not have a food service program and will be limiting any outside food deliveries to the building to service students who are eligible for free or reduced lunch by the sending district. In these cases, there will be a designated single entrance where these deliveries will be made. All other students are required to bring lunch from home. Students will eat lunch in their classrooms to minimize large group gatherings.

Critical Area of Operation # 9: Recess/Physical Education

CTC has multiple outdoor spaces that will be utilized on a staggered schedule for recess and physical education. These areas include a Pre-K/ Kindergarten playground which is separate from the sensory swings for our older students, a walking path, and a small field. All areas will be specifically designated for individual classroom use. Identifying markers such as cones or flags will be used as a visual for the students and staff to ensure social distancing compliance between groups. All playground equipment structures will be disinfected between uses. CTC will minimize any sharing of equipment and any equipment utilized will be disinfected between uses. Students will wash hands (soap and water for 20 seconds) immediately after outdoor playtime in addition to the scheduled handwashing in place. Students are not required to change for Physical Education classes and there are no gym locker rooms on campus.

Critical Area of Operation #10: Extracurricular Activities and Use of Facilities Outside of School Hours

All extracurricular activities, such as the CTC afterschool program, will take place remotely, until such time as the threat is diminished and social distancing requirements and hygiene protocols are relaxed. At this time, Celebrate the Children will not be allowing external community organizations to use school facilities.

Academic, Social, and Behavioral Supports

Social-Emotional Learning (SEL) and School Climate and Culture

The social-emotional effects of the recent prolonged school closure, in addition to general anxiety around the virus, has been a significant issue, particularly for CTC's school population. Comprehension around the events that have taken place and the lack of routine or structure our students experienced have definitely impacted their ability to make sense of the world to the extent they had pre-pandemic.

CTC's mission statement supports the need for well-regulated students who are able to share thoughts, feelings, and ideas, and the school recognizes that returning to school in this new normal requires increased emphasis on supporting the mental health of our students

CTC is fortunate to have school counselors and social workers experienced in trauma and compassionate care and will be utilizing their expertise to develop a curriculum specifically designed to focus on the events of the past few months, and the "new normal" COVID-19 has inspired. Every classroom will have a daily class period dedicated to the emotional well being of the students. Additionally, the CTC human resource department will be implementing supports for the staff as they navigate their own emotions and challenges including self-care recommendations, mindfulness groups, and ongoing full-time access to the employee assistance program

Multi-Tiered Systems of Support (MTSS)

CTC is fully comprised of students with special needs, and its program is designed to provide a multi-tiered system of support. All students participate in full-class, small-group, and individual lessons

according to their specific needs. The developmental weaknesses of each student are identified and specific goals to address these areas are integrated throughout the day as part of CTC's typical school program. Additionally, every student has their own professional team designed to support them. This team consists of an administrator, social worker or school counselor, teacher, and, when applicable, a speech therapist, occupational therapist, physical therapist, behaviorist, and paraprofessional. Everyone works in an interdisciplinary and integrated model to maximize student progress. CTC's in-house case managers work as a liaison between home and school to ensure consistency across environments.

Wraparound Supports

Students participated in an entirely virtual summer program that delivered live instruction for three and a half hours per day, including related services targeting IEP goals and objectives. A mental health clinician also provided parent support groups and trainings throughout the summer.

CTC parents and family members have been participating in ongoing trainings on the DIR-FCD Model. In addition, educational and developmental trainings are offered continually throughout the year. Both virtual and live parent coaching designed to support the parent-child relationship is offered throughout the entire year.

Staff receives weekly training for two hours to support the social, emotional, developmental, and academic needs of the students. In addition, they are provided mentors to help guide their on-going learning.

In addition, CTC offers an after school enrichment program to support our students' individualized needs. The program is specifically designed to support student passions and interests. Students and families have an opportunity to design or request a specific class of interest. This program operates Monday - Thursday. 3:00pm - 4:45pm.

CTC employs a mental health team that maintains a dual role as case managers for a specific student caseload. Their role is diversified as they provide counseling mandates for students on their caseload, they interface with the sending school district's Child Study Team members to support individualized programming, and support the student's team of professionals in the school setting. They are also instrumental in supporting the emotional needs of the students and families and provide sibling

support.

Food Service and Distribution

Not Applicable to CTC

Quality Child Care

To ensure equity of services in support of its students, if requested by parents, CTC will be sending paraprofessionals into the home two days per week to support the families and students who have chosen 100% remote learning. This decision has been made to parallel the amount of time hybrid learners receive with their paraprofessionals during in-person learning sessions. Prior to paraprofessionals being sent into the home, documentation will be distributed and signatures required regarding mutual health and safety agreements, including, but not limited to, Temperatures being taken prior, PPEs being worn at all times by the family and paraprofessional, the establishment of a dedicated learning space- outside preferred when weather conditions appropriate, and assurance that a parent or guardian will be in the home the entire time the paraprofessional is there. The effectiveness of this service will be assessed and adjusted accordingly at the end of each month. In addition, liability waivers will be signed.

Key Area # 2- Leadership and Planning

Pandemic Response Team

CTC has developed a Pandemic Response Team to coordinate all efforts connected to COVID-19-related decision-making. These are the executive committee members of the reopening committee (See Page 2) which represents a cross-section of administrators, teachers, and staff. The full reopening committee will work closely with CTC's Pandemic Response Team, local health departments, and others in municipal and county government to implement the plans based on current Covid-19 conditions.

Scheduling

Celebrate the Children has developed multiple schedules (see appendix A) based on the most recent guidance from the New Jersey Department of Health. These schedules ensure that students receive their mandated academic lessons and IEP-driven related services. The Supervisor of Instruction has developed the master schedule utilizing the RealTime electronic student information system. The master schedule has been adjusted to meet the unique needs of running classes through the hybrid model, as opposed to the traditional five-day schedule CTC normally runs.

Schedule Implementation

Communication

The CTC administration and board members have always recognized the importance of clear and consistent communication with all stakeholders. Relationships are at the core of all that CTC does. During this uncertain and stressful time, the need for communication and transparency is vital. CTC has developed a Principal's Corner which delivers critical news via a recorded video. In addition to this weekly program, Honeywell alerts, emails, letters, direct phone calls, google meets, and social media are all employed to ensure that the school community remains "in the know." Many of these diverse communication modes can be found on the school's official website.

Attendance

Whether on campus or at home, all students are expected to participate daily to the extent they are able. When students are scheduled to be on campus, standard methods of attendance will be employed. During remote learning hours, the parents will be emailed a Google Form check-in, to verify students' attendance each day. This parent verification of a student being present or absent, as well as submitted work, will be utilized to ensure participation. A reminder email will be sent daily at 11:00 AM for those who have not checked in.

Five-day absence letters will be sent to the district when there is no evidence of student participation or a parent consecutively marks the student as absent for five days. In addition, the follow up for those not participating in remote instruction will include an ongoing log of all correspondence with students/parents via email, phone calls, video conferencing, etc. Celebrate The Children will continue to maintain a file of student attendance during the 2020-2021 school year.

Digital Divide and Access to Technology

Celebrate the Children will ensure that every student has access to a device and internet connectivity. CTC will prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, CTC will take the following steps to ensure effective execution of remote learning:

(1) Celebrate the Children conducted another needs assessment similar to the one described in our closure plan in the Spring. Many of the students already use iPads and/or Chromebooks for instruction as well as communication. For students who do not have access to technology, there is an opportunity to borrow appropriate tools from CTC.

(2) Prior to the 2020-21 school year, the Administration will be updating its technology acceptable use policy to address the increase in technology use and the newer applications and innovations introduced as a result of COVID-19. Parents will be invited to attend a voluntary training session to ensure they can successfully use the technology to support their child's remote instruction.

(3) All of our students have been offered Chromebooks to use during the 2020-2021 school year. The school budget now includes the provision of Chromebooks to all current students, as well as new students upon admittance to Celebrate The Children to ensure equitable access for all

students. Any student without access to the internet will be provided a Chromebook with embedded internet access to bridge any divide.

(4) All student accommodations according to their instructional program will be addressed as appropriate for each student.

(5) If there is a device or connectivity shortage, Celebrate the Children will address these issues following their typical protocols by utilizing the following steps:

    a. Parents or teachers report the concern to IT via email or phone call.

    b. IT specialists will reach out to parents to understand the concern. If possible, IT will provide remote support to correct the issue.

    c. If the concern persists, parents will then make an appointment with IT to resolve the issue.

    d. If IT cannot resolve the issue, a loaner device is provided to the student while the original device is sent out for repairs.

    e. Once the original device has been repaired, students can exchange the devices.

Professional Development

CTC prides itself as being a forward-thinking organization with professional development being a foundational element of its school culture. The school provides weekly professional development opportunities to its professional staff and will continue to do so throughout the upcoming year. Prior to the 2019-2020 move to remote learning, CTC provided comprehensive training to its instructional staff to ensure that all classroom environments were accessible to the students and academic goals were met remotely.

For the 2020-21 school year, CTC will provide accelerated professional development to all staff members focusing on pedagogical aspects of online learning, including the development of differentiated instruction models tailored to the unique educational and social-emotional needs of all CTC's students. These training opportunities will be offered online and in small-group in-person sessions that adhere to social distancing guidelines. Topics to be addressed will be provided by the instructional staff during the summer of 2020 to ensure that activities have a direct impact on daily instruction.

In addition to offering its professional staff training, CTC also has a rich home-to-school training program, where parents and caregivers are mentored and trained in the latest advances and techniques in child development. CTC was able to pivot to an online offering of this service and will continue to offer both online and small-group in-person activities during the 2020-21 school year.

Feedback Loops

CTC has a rich online and social media presence, as well as an established set of communication tools that are used to communicate with the school's constituency. As a means of self-assessment, the administration will be developing virtual feedback forums and suggestion boxes to ensure it is maintaining the highest level of educational services to its students and their families. This solicited feedback will result in program change as well as related professional development.

Contingency Planning

Three options (See Page 6) have been designed to address potential changes in state and local conditions and ensure continuity of instruction through all possible scenarios.

School Personnel

Through the years, CTC has developed an efficient Human Resources Department that throughout the year continues to recruit talent to meet the growing student population and their unique physical, social-emotional, developmental, and academic needs. During the summer of 2020, the administration, under the direction of and assistance from the Human Resources Department, continues to interview prospective team members, in preparation for a COVID-19 inspired staffing shortage or increase in student enrollment. Additionally, CTC is being proactive in identifying such staffing needs by disseminating a staff survey to ensure that both the needs of the staff and the instructional program are considered as staffing plans are developed for the 2020-21 school year.

Access to Supports

As part of the typical CTC program, two school nurses are available to students each day of instruction. In addition, every student has a school counselor or social worker assigned to them. Related service professionals and DIR/Floortime specialists are also available for individual and group support.

Class Schedules

Student and staff schedules are created and posted in Realtime and include on-campus instruction times/activities. The master schedule has been created for a traditional school year to ensure all academic and related services have been accounted for. The master schedule has been adjusted to meet the unique needs of running classes through the hybrid model(Appendix B). This procedure ensures all academic and IEP goals are addressed and met.

Accommodations (students and staff)

Considering CTC is an IEP-driven program for students with special needs, accommodations are an inherent part of the school program. To meet these needs during times of remote instruction, CTC has equipped each student with a Chromebook, to ensure standardized access to academic and social-emotional programs. Additionally, CTC has established telehealth/teletherapy procedures for related services to ensure those IEP goals and accommodations are being met. Furthermore, CTC has maintained a full staff to ensure that those students who require 1:1 assistance, both in-person and remotely, are provided that accommodation as well.

Regarding accommodations for the staff, CTC has distributed a staff survey to ensure that the individual needs of its employees have been reported and are addressed in an appropriate manner. As is customary, all PPE and sanitizing procedures have been tailored to be in ADA compliance for universal access by all students and staff members.

Learning Management Systems (LMS)

CTC is utilizing an integrated Google Classroom-based approach to manage daily lessons, parent communications, extension activities, and administrative oversight, as well as formative and general assessments. This approach includes the implementation of Google Apps, including Meet, Docs, Classroom, Slides, Sheets, Mail, Calendar, and Forms. All staff members have been trained on the implementation of this learning management system as it applies to their professional success and the success of their students.

Staffing

CTC will be developing new and updating existing policies and protocols to meet the health and

safety needs of its employees and those students under their supervision. These policies will encompass building usage, personal accountability, technology acceptable use, and interpersonal interactions. As previously mentioned, CTC has distributed a staff survey to ensure that the individual needs of its employees have been reported and are addressed in an appropriate manner.

CTC is currently fully staffed; however, after the collection of data through the staff survey, or the development of hybrid cohorts, there might be a need to hire additional staff to ensure all IEP mandates are met.

To address new health and safety initiatives, various staff members will be assigned duties that specifically address the new protocols and policies put in place. Not unlike the traditional hall, lunch, or bus duty, these posts will assist the administration in maintaining the health and safety of all members of the school community. While these new assignments may not apply to every staff members, all CTC staff members have been charged with complying and reinforcement of the following:

- Reinforcing social distancing protocol with students and fellow staff members.
- Limiting group interactions to maintain safety.
- Supporting school building safety logistics (entering, exiting, restrooms, etc.).
- Becoming familiar with CTC's online protocols and platforms.
- Implementing lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Developing predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Providing regular feedback to students and families on expectations and progress.
- Setting clear expectations for remote and in-person students.
- Assessing student progress early and often and adjusting instruction and/or methodology accordingly.
- Developing opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instructing and maintaining good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students will assist with the school building and safety logistics.

- The curriculum team will support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

Athletics

Not Applicable to CTC

Key Area # 3- Policy and Funding:

New and Updated Policies

CTC will be developing new and updating existing policies and protocols to meet the health and safety needs of its school community. These policies will encompass building access, building usage, personal accountability, technology acceptable use, and interpersonal interactions. These policies will be board approved and shared with the full school community prior to the commencement of the 2020-21 school year.

Budgeting, Funding, and Fiscal Considerations

Celebrate the Children will be taking full advantage, when applicable to APSSDs ,of all federal, state, and local programs that will be made available as a result of COVID-19. These programs include but are not limited to, the Elementary and Secondary School Emergency Relief Fund (ESSER); "Coronavirus Aid, Relief, and Economic Security" (CARES) Act ; and other programs through the Federal Emergency Management Agency (FEMA) and various State Aid programs.

Purchasing

Celebrate the Children has purchased additional supplies including PPE equipment (face masks, shields, gloves), additional cleaning supplies (sprayers), portable hand washing units, temperature kiosks, and thermometers. Additionally, funds have been allocated towards the increased utilization of the use of existing and the creation of new outdoor classrooms.

Use of Reserve Accounts, Transfers, and Cashflow

Being an APSSD, Celebrate the Children will use its line of credit and unrestricted funds (when absolutely deemed necessary by our Board of Directors) if needed to maintain adequate cash flow throughout the 2020-21 fiscal year.

Cost and Contracting

CTC has established a fiscal plan for the procurement of technology, PPE, and instructional materials. CTC will continue to implement its policies and procedures for bidding and purchasing.

<p style="text-align:center;">**Key Area # 4- Continuity of Learning:**</p>

The goal of CTC's reopening plan is to ensure continuity of learning throughout the 2020-2021 school year regardless of any further challenges/interruptions to the normal school schedule.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

Considering CTC is an IEP-driven program for students with special needs, accommodations are an inherent part of the school program. The administration has taken great care to ensure that academic, developmental, and social-emotional programs have been developed to meet the goals and mandates included in each student's IEP. These programs include in-class and remote opportunities for student growth. As is traditionally planned for and implemented, teachers will create lesson plans that meet the unique needs of their students and vary from class to class and student to student.

Teachers and instructional staff have in place communication processes by which they communicate regularly with the home to ensure smooth home-to-school collaboration. This collaborative approach is a core component of the CTC school program and was easily continued during the move to remote learning. The same communication protocols will continue during the 2020-21 school year.

The collection of data and student progress is also a core component of the CTC program. The continued formative assessment of student progress made in their individual learning and development goals is seamlessly part of any of the school scenarios described earlier in this report. These reporting documents vary from department to department, to meet the unique needs of their tasks and responsibilities in meeting student IEP goals.

CTC is currently fully staffed; however, after the collection of data through the staff survey, or the development of hybrid cohorts, there might be a need to hire additional staff to ensure all IEP mandates are met.

Curriculum, Instruction, and Assessments

The process by which CTC has developed its initial hybrid-to-full time approach for the 2020-21 school year, ensures that the delivery of curriculum, instruction, and assessment mirrors that of a typical

year not impacted by COVID-19. This delivery of instructional programs includes alignment with individual student's IEP goals and the New Jersey Student Learning Standards (NJSLS). As previously described in this report, CTC will have in place an academically, developmentally, and social-emotionally rich program that meets the unique needs of each of its students. Instruction will be delivered both in-person and remotely with the use of the Google Classroom and G-Suite family of applications to ensure carryover from school into the home. This approach will continue through Phase Two and Three of this plan to ensure continuity in the event there is a spike in the spread of COVID-19, requiring schools to retreat to remote learning models.

Professional Learning

CTC prides itself on promoting and delivering professional development opportunities for its staff, parents, and the greater school community. See page 15 for a more detailed description of this culture of lifelong learning.

Career and Technical Education (CTE)

As part of its post-secondary, young-adult program (YAP), as well as through its secondary and post-secondary transition program, CTC offers various opportunities for structured learning experiences (SLE). These experiences include both in-house and community-based internships that provide students with real-world opportunities that curricular, co-curricular, and job readiness skills taught through the transition program. As a result of social distancing guidelines, the off-campus, community-based opportunities have diminished. Fortunately, CTC has a campus that can support the expansion of in-house SLE opportunities which include the expansion of the Environmental Education Program and the development of online marketing and business opportunities that parallel private industry. As social distancing guidelines expand, the re-introduction of community-based opportunities will follow. However, the current in-house offerings are comprehensive.

Full-Time Remote Learning Model

Based on our parents' survey and due to either health-related conditions, or concern around the spread of Covid-19, Celebrate The Children is implementing a fully virtual program to ensure ALL students have access to quality instruction.

Procedures for Submitting Full Time Remote Learning Requests:

Parents must submit the following in order to be approved for the program.

1. All parents will be given the option to choose the fully virtual program with a deadline of August 7th in order for the administration to provide the proper staff and supports necessary to run the program.
2. All requests must be submitted in writing.
3. The school principal will approve all requests.
4. Districts will be notified of the parent request for full-time remote instruction.
5. Determination of an IEP meeting or amendment will be made by district, CTC, and parent(s)
6. All parents will be given the option to continue full remote instruction or transition to in-person instruction at the end of each marking period (November 15, March 15).
7. All parents will be given the choice to continue in-person instruction or transition to the fully remote model prior to the end of each marking period (November 1, March 1)
8. All requests will be approved by November 15, and March 15
9. All transitions will occur on the first day of the new marking period December 1, April 1)
10. Instruction will consist of 4 hours of synchronous and asynchronous learning
11. All individual/group mandated related service therapies will be conducted via live teletherapy
12. The in house case manager will maintain communication with a weekly check-in via a phone call or google meet.
13. Students will receive progress reports and report cards based on formative assessments, completion of work, and teacher observations.

SUMMARY

In summary, the initial plan for reopening the school for September of 2020 includes the implementation of a hybrid instructional model with the goal of returning to full operation within a few months, pending the students' ability to comply with social distancing guidelines, and the reports from the state and CDC continue to include the lessening of COVID-19 throughout the school community. With CTC's students coming from all over the tri-state area, the plan to reopen within a few months might be a bit ambitious; however, the administration and instructional staff recognize the importance of students attending school in person and are making every effort to return to normal operation, with social distancing guidelines in place, as soon as possible.

If students are not able to follow the social distancing guidelines, or there is a spike in COVID-19 statistics, this report lays out a framework that will ensure that all students' academic, developmental, social-emotional, and IEP-mandated needs are met.

APPENDIX A

PROPOSED SCHEDULES

Hybrid Schedule-Cohorts A/B

    Cohort A will attend school on campus Monday and Tuesdays and virtually on Wednesday, Thursday, and Fridays

Extended Activities beginning at 2PM (Mon/Tues) to allow time for travel home
Wednesday will dismiss at 1PM to allow for Staff Professional Development
Related Service Therapies will be provided both face to face and via live teletherapy. All individual/group mandates will be met per the IEP.

Extended Schedule
- 2:00-2:30-Live Specials
- 2:30-3:00-RS Groups/Group Floortime
- Google Classroom Activities

    Cohort B will attend school virtually on Monday, Tuesday, Wednesday and on campus Thursday and Fridays
*Extended Activities beginning at 2PM to allow time for travel home
Wednesday will dismiss at 1PM to allow for Staff Professional Development
Related Service Therapies will be provided both face to face and via live teletherapy. All individual/group mandates will be met per the IEP.

Afterschool Schedule
- 2:00-2:30-Live Specials
- 2:30-3:00-RS Groups/Group Floortime
- Google Classroom Activities

Cohort C - Fully Remote- Synchronous and Asynchronous Instruction
Extended Activities-Google classroom/RS Groups/Recorded Specials
Wednesday will dismiss at 1PM to allow for Staff Professional Development
Related Service Therapies will be provided both face to face and via live teletherapy. All individual/group mandates will be met per the IEP.

COHORT B-Schedule - Preschool

Time	Mon-COHORT (B)-Virtual	Tues-COHORT (B) Virtual	Wed- ALL VIRTUAL	Thursday-COHORT (B)-On Campus	Friday-COHORT (B)-On Campus
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Drop Off-Daily screenings	Drop Off-Daily screenings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	Live Specials	Preschool Academics	Live Specials	Outdoor Education	Outdoor Education
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Motor Planning/Visual Spatial	Motor Planning/Visual Spatial	Preschool Academics	Preschool Academics	Preschool Academics
11:00-11:30	Preschool Academics	Social Skills	RS Groups	Daily Living Skills	Daily Living Skills
11:30-12:00	Lunch Break	Lunch Break	Lunch Break	Relaxation	Relaxation
12:00-12:30	Group Floortime	Live Specials	Group Floortime	Group Floortime	Group Floortime
12:30-12:45	12:30-1:00 -Breakout Sessions-Individual Work/VB MAPP/Unlocking Language/DIR	12:30-1:00-Breakout Sessions-Individual work/VB MAPP/ Unlocking Language/DIR	12:30-1:00 -Breakout Sessions-Individual Work/VB MAPP/ Unlocking Language/DIR	Indoor/Outdoor Playground	Indoor/Outdoor Playground
12:45-1:00	Wrap Up/Dismiss	Wrap Up/Dismiss	Wrap Up/Dismiss	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities

COHORT A-Schedule - ES/MS

Time	Mon-COHORT (A)-On Campus	Tues-COHORT (A)-On Campus	Wed- ALL VIRTUAL	Thursday-COHORT (A)-Virtual	Friday-COHORT (A)Virtual
9:00-9:15	Drop Off-Daily screenings	Drop Off-Daily screenings	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Reading	Reading	Social Emotional Thinking	Social Emotional Thinking	Group Floortime
9:45-10:15	ELA	ELA	Science/Social Studies	Math	Math
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	STEAM	STEAM	Live Specials	Reading	Reading
11:00-11:30	Math	Math	RS Groups	ELA	ELA
11:30-12:00	Daily Living Skills	Daily Living Skills	Group Floortime	Science/Social Studies	Science/Social Studies
12:00-12:30	Social Emotional Thinking	Social Emotional Thinking	Lunch Break	Lunch Break	Lunch Break
12:30-12:45	Virtual Assignments review	Virtual Assignments Review	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/Unlocking Language/DIR	12:30-1:00-Break out Sessions- Individual work/VB MAPP/ Unlocking Language/DIR
12:45-1:00	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities	Wrap Up/Dismiss	1:00-3:00 extended activities/google classroom	1:00-3:00-extended activities/google classroom

COHORT B-Schedule - ES/MS

Time	Mon-COHORT (B)-Virtual	Tues-COHORT (B) Virtual	Wed- ALL VIRTUAL	Thursday-COHORT (B)-On Campus	Friday-COHORT (B)-On Campus
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Drop Off-Daily screenings	Drop Off-Daily screenings
9:15-9:45	Social Emotional Thinking	Group Floortime	Social Emotional Thinking	Reading	Reading
9:45-10:15	Math	Math	Science/Social Studies	ELA	ELA
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Reading	Reading	Live Specials	Outdoor Education	Outdoor Education
11:00-11:30	ELA	ELA	RS Groups	Math	Math
11:30-12:00	Science/Social Studies	Science/Social Studies	Group Floortime	Daily Living Skills	Daily Living Skills
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Social Emotional Thinking	Social Emotional Thinking
12:30-12:45	12:30-1:00 -Breakout Sessions-Individual Work/VB MAPP/Unlocking Language/DIR	12:30-1:00-Breakout Sessions-Individual work/VB MAPP/ Unlocking Language/DIR	12:30-1:00 -Breakout Sessions-Individual Work/VB MAPP/ Unlocking Language/DIR	Virtual Assignments review	Virtual Assignments Review
12:45-1:00	1:00-3:00 extended activities/google classroom	1:00-3:00-extended activities/google classroom	Wrap Up/Dismiss	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities

COHORT C - Full Remote Schedule - ES/MS

Time	Mon-COHORT (C) ALL VIRTUAL	Tues-COHORT (C)-All Virtual	Wed- ALL VIRTUAL	Thursday-COHORT (C)-Virtual	Friday-COHORT (C)Virtual
9:00-9:15	Morning Meeting	Morning Meeting	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Reading	Reading	Social Emotional Thinking	Social Emotional Thinking	Group Floortime
9:45-10:15	ELA	ELA	Science/Social Studies	Math	Math
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Live Special	Live Special	Live Special	Reading	Reading
11:00-11:30	Math	Math	RS Groups	ELA	ELA
11:30-12:00	Social Emotional Thinking	Social Emotional Thinking	Group Floortime	Science/Social Studies	Science/Social Studies
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-1:00	Breakout Sessions-Individual Work/VB MAPP/ Unlocking Language/DIR	Breakout Sessions-Individual Work/VB MAPP/ Unlocking Language/DIR	Breakout Sessions-Individual Work/VB MAPP/ Unlocking Language/DIR	Breakout Sessions-Individual Work/VB MAPP/Unlocking Language/DIR	Breakout Sessions-Individual work/VB MAPP/ Unlocking Language/DIR
1:00 - 3:00	Extended activities/google classroom	Extended activities/google classroom	Wrap Up/Dismiss	Extended activities/google classroom	Extended activities/google classroom

COHORT A-Schedule HS

Time	Mon-COHORT (A)-On Campus	Tues-COHORT (A)-On Campus	Wed- ALL VIRTUAL	Thursday-COHORT (A)-Virtual	Friday-COHORT (A)Virtual
9:00-9:15	Drop Off-Daily screenings	Drop Off-Daily screenings	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Science	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	ELA	ELA	Social Studies	ELA	ELA
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Math	Math	RS Groups	Math	Math
11:00-11:30	STEAM	STEAM	Live Specials	Social Skills/Current Events	Group Floortime
11:30-12:00	Daily Living Skills	Daily Living Skills	Group Floortime	Science	Social Studies
12:00-12:30	Science	Social Studies	Lunch Break	Lunch Break	Lunch Break
12:30-12:45	Virtual Assignments review	Virtual Assignments Review	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/Unlocking Language/DIR	12:30-1:00-Break out Sessions- Individual work/VB MAPP/ Unlocking Language/DIR
12:45-1:00	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities	Wrap Up/Dismiss	1:00-3:00 extended activities/google classroom	1:00-3:00-extended activities/google classroom

COHORT B-Schedule HS

Time	Mon-COHORT (B)-Virtual	Tues-COHORT (B)-Virtual	Wed- ALL VIRTUAL	Thurs-COHORT (B)-On Campus	Fri-COHORT (B)-On Campus
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Drop Off-Daily screenings	Drop Off-Daily screenings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Science	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	ELA	ELA	Social Studies	ELA	ELA
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Math	Math	RS Groups	Math	Math
11:00-11:30	Social Skills/Current Events	Group Floortime	Live Specials	Outdoor Education	Outdoor Education
11:30-12:00	Science	Social Studies	Group Floortime	Daily Living Skills	Daily Living Skills
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Science	Social Studies
12:30-12:45	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/Unlocking Language/DIR	12:30-1:00-Breakout Sessions- Individual work/VB MAPP/ Unlocking Language/DIR	12:30-1:00 -Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR	Virtual Assignments review	Virtual Assignments Review
12:45-1:00	1:00-3:00 extended activities/google classroom	1:00-3:00-extended activities/google classroom	Wrap Up/Dismiss	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities

COHORT C-Schedule HS

Time	Mon-COHORT (C)-Virtual	Tues-COHORT (C)-Virtual	Wed- ALL VIRTUAL	Thurs-COHORT (C)-Virtual	Fri-COHORT (C)-Virtual
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Science	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	ELA	ELA	Live Specials	ELA	ELA
10:15-10:30	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness	Snack/Mindfulness
10:30-11:00	Math	Math	RS Groups	Math	Math
11:00-11:30	Social Skills/Current Events	Group Floortime	Social Studies	Live Specials	Live Specials
11:30-12:00	Science	Social Studies	Group Floortime	Daily Living Skills	Daily Living Skills
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Science	Social Studies
12:30-1:00	Breakout Sessions- Individual Work/VB MAPP/Unlocking Language/DIR	Breakout Sessions- Individual work/VB MAPP/ Unlocking Language/DIR	-Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR	-Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR	-Breakout Sessions- Individual Work/VB MAPP/ Unlocking Language/DIR
1:00-3:00	Extended activities/google classroom	Extended activities/google classroom	Wrap Up/Dismiss	Extended activities/google classroom	Extended activities/google classroom

COHORT A-Schedule Young Adult Program

Time	Mon-COHORT (A)-On Campus	Tues-COHORT (A)-On Campus	Wed- ALL VIRTUAL	Thurs- COHORT (A)-Virtual	Fri-COHORT (A)Virtual
9:00-9:15	Drop Off-Daily screenings	Drop Off-Daily screenings	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	Internship	Internship	Tools for Adulthood	Applied Literacy	Personal Finance
10:15-10:30	Internship	Internship	Mindfulness	Mindfulness	Mindfulness
10:30-11:00	Personal Finance	Applied Literacy	RS Groups	Tools for Adulthood	Live Specials
11:00-11:30	Employment Pathways	Tools For Adulthood	Live Specials	Social Skills/Current Events	Group Floortime
11:30-12:00	Daily Living Skills	Daily Living Skills	Technology/ STEAM	Employment Pathways	Critical Thinking/Problem Solving
12:00-12:30	STEAM	STEAM	Lunch Break	Lunch Break	Lunch Break
12:30-12:45	Virtual Assignments review	Virtual Assignments Review	12:30-1:00 -Breakout Sessions- Individual Work/DIR	12:30-1:00 -Breakout Sessions- Individual Work/DIR	12:30-1:00-Break out Sessions- Individual work/DIR
12:45-1:00	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities	Wrap Up/Dismiss	1:00-3:00 extended activities/google classroom	1:00-3:00-extend ed activities/google classroom

COHORT B-Schedule -Young Adult Program

Time	Mon-COHORT (B)-Virtual	Tues-COHORT (B)-Virtual	Wed- ALL VIRTUAL	Thursday-COHORT (B)-On Campus	Friday-COHORT (B)On Campus
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Drop Off-Daily screenings	Drop Off-Daily screenings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	Applied Literacy	Personal Finance	Tools for Adulthood	Internship	Internship
10:15-10:30	Mindfulness	Mindfulness	Mindfulness	Internship	Internship
10:30-11:00	Tools for Adulthood	Live Specials	RS Groups	Personal Finance	Applied Literacy
11:00-11:30	Social Skills/Current Events	Group Floortime	Live Specials	Employment Pathways	Tools For Adulthood
11:30-12:00	Employment Pathways	Critical Thinking/Problem Solving	Technology/ STEAM	Daily Living Skills	Daily Living Skills
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Outdoor Education	Outdoor Education
12:30-12:45	12:30-1:00-Breakout Sessions-Individual Work/DIR	12:30-1:00-Breakout Sessions-Individual work/DIR	12:30-1:00-Breakout Sessions-Individual Work/DIR	Virtual Assignments review	Virtual Assignments Review
12:45-1:00	1:00-3:00 extended activities/google classroom	1:00-3:00-extended activities/google classroom	Wrap Up/Dismiss	Pack Up/Dismissal/ *Extended Activities	Pack Up Dismissal/ *Extended Activities

COHORT C-Schedule YAP

Time	Mon-COHORT (C)-Virtual	Tues-COHORT (C)-Virtual	Wed- ALL VIRTUAL	Thurs-COHORT (C)-Virtual	Fri-COHORT (C)-Virtual
9:00-9:15	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings	Morning Meetings
9:15-9:45	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking	Social Emotional Thinking
9:45-10:15	ELA	ELA	Live Specials	ELA	ELA
10:15-10:30	Snack/ Mindfulness	Snack /Mindfulness	Snack/ Mindfulness	Snack/ Mindfulness	Snack/ Mindfulness
10:30-11:00	Personal Finance	Personal Finance	RS Groups	Personal Finance	Personal Finance
11:00-11:30	Social Skills/Current Events	Group Floortime	Vocational Skills	Live Specials	Live Specials
11:30-12:00	Vocational Skills	Vocational Skills	Group Floortime	Daily Living Skills	Daily Living Skills
12:00-12:30	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
12:30-1:00	Breakout Sessions-Individual Goals/DIR	Breakout Sessions-Individual work/Career Readiness/DIR	-Breakout Sessions-Individual Work/Critical Thinking/DIR	-Breakout Sessions-Individual Work/Career Readiness/DIR	-Breakout Sessions-Individual Work/ Critical Thinking/DIR
1:00-3:00	Extended activities/google classroom	Extended activities/google classroom	Wrap Up/Dismiss	Extended activities/google classroom	Extended activities/google classroom

Resources

Section	Title	Link
General Health and Safety Guidelines	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	General Guidelines for the Control of Outbreaks in School and Child Care Settings School Exclusion List (NJDOH)	https://www.nj.gov/health/cd/documents/School%20Exclusion%20List%20_revised%207.10.2017.pdf
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	CDC Guidance on Contact Tracing	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf#page=24
	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html

Facilities Cleaning Practices	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	Disinfectants for Use Against SARS-CoV-2 (EPA)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	http://njpsa.org/cares-act-emergency-education-assistance/
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
Curriculum, Instruction, and Assessment	Teacher Resources for Remote Instruction	https://education-reimagined.org/distance-learning-resource-center/
	Considerations for Remote Instruction in Early Math (K–5)	https://www.nj.gov/education/njtss/Considerations%20for%20Remote%20Instruction%20in%20Math_NJTSS.pdf
	Considerations for Remote Instruction in Early Reading (K–5)	https://www.nj.gov/education/njtss/Considerations%20for%20Remote%20Instruction%20in%20Early%20Readi.pdf
Trauma Informed Social and Emotional Learning	Helping Children Cope with Changes Resulting From COVID-19	https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19
	Incorporating SEL into Classroom Instruction	https://www.tn.gov/education/health-and-safety/school-climate/social-and-personal-competencies.html
	Strategies for Trauma-Informed Distance Learning	https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/