Camden County

Educational Services Commission

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Coronavirus (COVID-19)
Preparedness and Action Plan

May 11, 2020

Board Approved May 6, 2020

UPDATE (May 4, 2020)

Effective May 4, 2002 at1200 hours, New Jersey Governor Philip Murphy announced that all schools in New Jersey will remain operating in remote learning through June 30, 2020. In compliance with the governor's directive, the Coronavirus Preparedness and Action Plan is submitted to the Camden County Office of Education by the Camden County Educational Services Commission

Background

The Camden County Educational Services Commission (CCESC) is a New Jersey local education agency (LEA) that functions as a shared services provider to public, charter, renaissance, nonpublic, private schools for the disabled and the Camden County Juvenile Detention Center. Services include transportation of students and instructional and related services professional staffing. The CCESC's primary service area is Camden County; however, the CCESC charter permits service delivery state-wide. Because of the unique nature of its service model, the CCESC has partner schools throughout the state of New Jersey.

The COVID-19 Preparedness Plan (Plan) was created for the purpose of maintaining safe and efficient operations, continuation of services, compliance with the New Jersey Department of Education (NJDOE), supporting public health initiatives, and providing professional guidance for CCESC employees who deliver direct services to students, and those who provide support operations in the central office. It is the CCESC's obligation to support our district partners' plan for continuity of student learning by delivering equitable educational services. Finally, the CCESC's plan must reassure the wellbeing our employees in a manner consistent with our core value of Compassion.

Key Partners and Agencies:

New Jersey Office of the Governor
New Jersey Department of Education
New Jersey Office of Emergency Management
New Jersey Department of Health
Camden County Department of Health

Camden County Office of Emergency Management
Camden County Office of Education
Camden County Association of School Administrators
Camden County Educational Services Commission Board of Directors

CCESC Organizational and Operation Plan

Communications

The most critical component to successful preparedness planning, safe and efficient operations, successful outcomes, and that the return to regular operations is timely and accurate information communicated clearly. The greatest challenge with which the leadership team is faced is the extremely dynamic nature of COVID-19 virus, receipt of timely, accurate information from trusted sources, analyzing and synthesizing that information, formulating a position statement and disseminating that information in a variety of formats that are accessible to the CCESC staff while simultaneously supporting our diverse service delivery model.

To facilitate a strong communications plan, the CCESC employs a full-time communications professional who provides consultation and support to the CCESC leadership team and who also oversees a business consulting service offer for other school districts. The CCESC utilizes a variety of media for delivering official communications to all stakeholders, including telephone (voice and text), email, website, social media, building signage, etc.

Leadership Team

The leadership team continually communicates in informal and formal formats and collaborates within and outside the organization with all stakeholders as required. The leadership team includes:

Rita Carfagno- Supervisor, Transportation (856-266-4232)
Daniel Del Vecchio- Superintendent (609-970-0764)
Stacey DiMeo-Director, Special Services
Tammy Hardy-Principal, CCJDC
Mary Hartsell, Supervisor, Clinical Services

Nina Longer- Manager, Education
Patrick Madden- Business Administrator (609-744-4509)
Lori Perlow- Manager, Communications
Patricia Russo- Supervisor, Instruction

In order to protect the privacy of certain team members, the leaders listed above with mobile phone numbers are in regular contact with peers and staff and contacting them will ensure that communications will be directed to the appropriate parties.

Essential Employees

During COVID-19 emergency operations period, the entire central office staff are considered essential employees. While all central office employees are considered essential, their primary workspace during the crisis is at home as a telecommuter. They will only report to the central office when their job function is such that they cannot complete the required task from the telecommuting location. All essential employees were issued a letter identifying them as such in the event they are questioned by law enforcement.

Central Office and Field Operations

General Healthy Practices

The leadership has communicated frequently and regularly with the CCESC employees throughout the COVID-19 crisis. The purpose of regular and consistent communication was to inform and educate employees about COVID-19, promote the recommended health practices in the workplace such as wearing a face mask, hand washing and sanitizing, protected coughing and sneezing, social distancing, staying home when sick, and proactive wellness practices including regular doctor visits. In addition, communications included links to websites, collateral, and words of encouragement and support ranging from allaying fear of virus spread, to work schedules and compensation.

Daily Operational Modifications

Central Office

The central office will operate on a modified schedule until June 30, 2020. Modifications include use of personal protective equipment (PPE), social distancing, abbreviated workday, staggered schedules, and telecommuting. Administrators are available 24/7 and as needed. Essential non-administrative staff will be available for extended hours and deployed on an as needed basis. The administrative team does not anticipate the necessity for any significant emergency staff deployments. An employee wellness check survey was conducted weekly to determine the need for special considerations for customized work arrangements to support the need to care for children/elderly/infirmed family members, etc. during the modified operation period. Most regular work duties will decrease in volume during the Plan's operational period. During the slow down period the maintenance staff will perform a thorough cleaning of the entire building, including disinfecting areas consistent with COVID-19 guidelines.

As part of the long-term strategic plan, the superintendent invited the superintendents of Camden County districts to join an ad-hoc committee focused on the return to school for the 2020-2021 school year. The purpose of the committee was to share ideas about the programmatic and operational challenges with which districts will be faced in the future. As of May 6, 2020, there were 12 districts on the committee. In support of that initiative, on May 1, 2020, the CCESC superintendent conducted an employee survey directed at concerns for returning to work. The survey data was compiled and will be submitted to the Board of Directors under separate cover.

The CCESC has implemented a social distance practice for our main entrance. Visitors will not be permitted in the building without an approved rationale. Visitors were informed of the procedure via the entry door signage and intercom system. In the event a transaction is required, we have an exchange program in place that will minimize or eliminate physical contact.

The CCESC's facility includes a large conference room for training and professional development which also serves as a rent-free space for partners, state agencies, and stakeholders. Upon the recommendation of the

superintendent and approval by the CCESC Board of Directors at the May 6, 2020 Board of Director's meeting, all events have been canceled for the remainder of the 2019-2020 school year and the CCESC will not accept any reservations for facility use for the 2020-2021 school year. Exceptions will be considered by the superintended on a case-by-case basis.

Finally, the administrative team will communicate informally regularly and meet via teleconference formally every Thursday afternoon to review plans for the upcoming work week. Emergencies will be handled in real time.

Field Staff

The field staff is comprised of certificated, licensed, and non-certificated professionals. They are teachers, therapists, counselors, instructional assistants, job coaches, and child study team independent contractors, all who provide services at more than 50 school locations.

Certificated field staff will be working as telecommuters in support of their respective schools' remote learning plans. It is expected that our public school partners will follow the directives of the NJ DOE rendering our support consistent with those directives. Nonpublic staff will be supported by Instructional Assistants, who are also expected to follow a minimum four-hour work-day schedule. All staff will have structured tasks including professional development, learning and therapeutic planning for students, and communication with parents, students, and supervisory staff.

In the event the central office requires or receives requests from field staff for use of the central office, the administrative team will review the feasibility of the requests.

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Remote Learning Plans-Public and Nonpublic Professionals

Related Services Professionals

Technology & Materials
- Ensure your CCESC laptop has access to email
- Ensure you have all your usernames and passwords
- Gather/share cell phone numbers of colleagues with whom you will collaborate
- When necessary, items that need to be mailed can be done so by dropping it off to the Commission- include cover letter, address, and instructions

Daily Remote Learning Schedule
- CCESC certificated and licensed staff will be working a four (4) hour workday on the days they would normally provide instruction. Please reasonably coordinate your work schedule with the teachers and staff at your schools. Reach out to your schools to get those specifics (many have posted this information on their websites for families). If no plan has been communicated yet, plan for your workday to be 8:30AM to 12:30PM.
- The intent is to be available to colleagues, students, parents, partner teachers, and administration, as needed.

CCESC Remote Learning Log reflecting a daily/weekly breakdown of how your schedule should be organized to be available for your team, as needed for meetings, planning, etc. This log should be completed and submitted every Friday by 3:00PM. It is currently set up as one excel page per week Please include your name. The recommended schedule is:
- 1 hr. PD & research (PLCs)
- 2 hrs. Preparation/Planning for Future Learning
- 1 hr. Communication Time (phone calls, emails, etc.)

Remote Instruction- *a guideline for what remote instruction will look like over the period of remote learning.*
- If your school is planning on conducting meetings remotely, please get connected with their platform- (Zoom, Google Hangout Meets, etc.).
- You are required to be available for meetings during remote instruction. Please make sure you are equipped to participate

- You **MUST** keep daily documentation regarding missed services to track compensatory services required

Additional Suggestions provided for Related Service Providers:
Activity suggestions that can be completed during remote instruction-
coordinate with colleagues, share information/resources, etc.

- o Communicate with CST, colleagues, teachers, and families as appropriate to support your students
- o Complete all IEPs, progress notes
- o Complete all evaluations
- o Professional Development- CEUs- share any affordable/free resources-
- o Check ASHA, Linguisystems, APTA, AOTA for any free resources, article reviews, etc.
- o PLCs- schedule a conference call, research, share documents, develop
- o Develop a resource library, article review
- o Pick an area of interest/weakness/etc. to develop- read, study, develop your skills/plan
- o Fabricate materials for your students, make therapy activities, build your resources
- o Support enhancement of student intern log

Teaching Professionals

Remote Instruction Lesson Plans
CCESC Remote Learning Log
IDEA & Title I Documentation (Reminder)
Electronic Submission of Documents Related to the Above
Realtime Student Attendance
KRONOS (Reminder)
Weekly Remote Conferencing with Supervisors

Remote Instruction Lesson Plans

Lesson plans will continue to be submitted on Monday's by noon. Teachers are free to use the CCESC template – or a modified version that speaks to their remote instruction/counseling. A "Sample Three Week Remote Learning Plan" was distributed for anyone who may have been looking for an example or

guidance regarding remote learning plans that spoke to universal skills and required minimal materials. It was NOT a directive nor was it a required format for staff to use.

CCESC Remote Learning Log

CCESC Remote Learning Logs will be submitted on Friday's by 3:00PM. Teachers are to document their time allocations of 1/hr. PD, 2/hrs. Instruction, 1/hr. Communication. There may be some days you spend more time in one area than the other. The times listed are simply a guide to completing our daily/weekly professional duties – with the obvious caveat that time instructing students is always the priority.

A sample log below with the understanding that this is a guide - not an exact model of how it should look:

CCESC Remote Learning Log Sample			
Name:	Ms. Learn		
	Professional Development & Research (1 hour)	**Instructional Time & Prep (2 hours)**	**Communication (1 hour)**
Monday	Conference call with PLC team- researched remote learning resources online	Emailed responses to students and teachers - answered questions; supported instruction	Conference call with team- IEP meeting

Professional Development & Research

While it is the hope that most of the 4-hour day is spent engaging with our students via email, the reality is that may not be the case – at least not initially. Additional time should be used to engage in individual and group professional development and PLC time.

"Professional Development & Research" is any time spent researching, reading materials and/or collaborating on topics/items/issues which speak to providing and strengthening instruction. Some examples of "PD & Research" include:

- Researching effective remote instruction strategies online
- Reading recent research regarding influences on student achievement
- Creating/developing ELL strategies to share with fellow educators
- Remote meetings with PLC members via various technologies

Instructional Time & Preparation

Teachers will record time/events during which they engage in instruction and or instructional preparation. Some examples of this include:

- Responding to questions from students (sent via email)
- Providing feedback to students regarding their work
- Lesson planning for future learning

Communication

Teachers will communicate with colleagues, supervisors, parents, school administrators, and all other stakeholders.

IDEA & Title I Documentation Reminder

All Teachers who provide instruction under IDEA and Title I programs will continue to submit documentation at the end of the month. It is understood that the "Student Attendance Sheet" will look significantly different – but, to the extent possible, the "Teacher Attendance Log" and "IDEA/Title I Lesson Log" will look the same. Electronic signatures are accepted during this time.

Electronic Submission of Documents Related to the Above Items

The IT department created a website for staff to upload plans, logs and other required documents – and, has sent an email to all staff with directions on how and where to share each of the above items during this remote instruction period.

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Weekly Remote Conferencing with Supervisors

CCESC Education Department Administrators will be holding weekly (remote) conferences with certificated staff. It will be a time for staff to share experiences to date (i.e. challenges and successes), thoughts for moving forward (i.e. what's working, what's not), and have contact with each other.

Instructional Assistants

Instructional Assistants (IAs) are required to compile a list of all the students they support along with a brief description of each student's learning needs and the strategies that are most effective. That information should be emailed to CCESC teachers with whom they work. Moving forward, IAs are to reach out to the CCESC teachers who work in their schools for collaboration. The preferred contact is by phone during teacher's communication hour. Teachers have a daily scheduled time for communications that they and will coordinate with IAs. Teachers may also share their weekly plans for comments. Teachers and IAs are required keep a log regarding their communication.

Project SEARCH

Remote Instruction began yesterday, 3/17/20. The teacher is communicating with student interns and their parents via "Remind App" and email using a multimedia approach. We have supplied all interns who needed computers with laptops for remote learning activities.

Teacher has a daily check-in call with two skills trainers. The skills trainers are providing ideas for appropriate lessons on employability and transferable skills.

Teacher is checking in daily by phone with Program Manager and submitting a weekly log of activities every Friday.

Structured Learning Experience

SLE Coordinator is developing a Travel Training curriculum during this period of remote learning. The SLE Coordinator is spending four hours per day researching programs and activities, developing lesson plans, and checking in by phone

with the Program Manager. SLE Coordinator is submitting a weekly log of activities.

Camden County Juvenile Detention Center

The Camden County Juvenile Detention Center does not have remote learning capability. The facility is upgrading and awaiting the data ports and firewall which were ordered prior to the crisis. In order to provide education during this time, the teachers have collected several weeks of individualized assignments for students. It should be noted that the facility is a temporary detainment for youth, and it is not the local education agency for students.

The plan developed for delivery of education during the crisis is as follows. Students will be receiving education on the pods and or classrooms if staffing is available, utilizing individualized paper packets. The instructional material will be distributed and collected by the school resource officer, and the education assistant, who is a county employee.

The schedule will be 10 hours of instruction per week, Monday through Friday, and a two-hour minimum per day will be achieved between 8:45 to 2:00 for core content. The CCJDC's plan is based on the NJ DOE guidance for home instruction.

The educational staff will telecommute and are required to check in daily by 8:45 via telephone or by email. Teacher's remote schedule will be 4 hours a day which will include check in, professional development, and preparation of additional lesson plans if the remote learning period is extended. Professional development topics and telephone check-in will be documented.

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Additional Information

Center for Disease Control:

https://www.cdc.gov/

State of New Jersey COVI-19 Website:

https://covid19.nj.gov/

New Jersey Department of Education:

https://www.nj.gov/education/

New Jersey Department of Health:

https://www.nj.gov/health/cd/topics/ncov.shtml

Camden County Health and Human Services:

https://www.camdencounty.com/service/health-human-services/

Free Internet Service-AT&T, Comcast, and Verizon:

https://wset.com/news/coronavirus/att-verizon-waiving-fees-comcast-offering-free-internet-amid-coronavirus-outbreak

Checklist for School Health-Related Closure Plans (Updated May 4, 2020)

*Denotes the required updates/revision/additions to existing plans. Any other component of the existing plan can be updated as appropriate.

Contact Information

County: **Camden**

Name of District, Charter School, APSSD or Renaissance School Project: **Camden County ESC**

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Lead: **Daniel Del Vecchio**

Phone Number of Contact: **856-784-2100 x104**

Equitable Access to Instruction Plan Component 1

Question	District Yes or No	County Yes or No
Does the plan include equitable access to instruction for all students?	YES	YES
Does the plan include an overall demographic profile for your district, including student counts for state funded preschool, homeless, migrant LSE, Students with Disabilities, and English Language Learners (ELLs)?	N/A	N/A
Does the plan ensure that all students, with their varied and age appropriate needs, are addressed through the plan?	YES	YES
Does the plan demonstrate a working knowledge (data summary or narrative) of student access to technology for grades identified in your plan as being served by one or more online platforms?	YES	YES
*Does the district's plan account for measuring and addressing any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices?	YES	YES

Notes on Component 1

The CCESC is a shared servics school district providing contracted staffing and services for public, charter, renaissance, and nonpublic schools. The CCESC service delivery supplements the academic and related services provided by the public schools, therefore, the demograhic data of the districts and their students is reported by the public school district.

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Addressing Special Education Needs Plan Component 2

Question	District Yes or No	County Yes or No
Does the plan address the provision of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	YES	YES
*Does the plan address methods to document IEP implementation including the tracking of services, student progress as well as provision of accommodations and modifications?	YES	YES
*Does the plan describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	YES	YES
*Does the plan address procedures for virtual IEP meetings, evaluation and other meetings to identify, evaluate and/or reevaluate students with disabilities?	YES	YES

Notes on Component 2

The CCESC provides services consistent with and in support of the the public schools plans.

Addressing ELL and Bilingual Needs Plan Component 3

Question	District Yes or No	County Yes or No
*Does the plan include ESL and bilingual education to meet the needs of English Language Learners (ELLs)?	YES	YES
*Does the plan contain how the district communicates with ELL families, including translated materials and directions?	YES	YES
*Does the district's plan address alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges?	YES	YES

Notes on Component 3

The CCESC provides services consitent with and in support of the public schools plans.

Safe Delivery of Meals Plan Component 4	District Yes or No	County Yes or No
Question		
*Does the plan contain how the district will provide continued safe delivery of meals to students?	N/A	N/A

Notes on Component 4

The CCESC does not operate any schools or have students.

Length of Virtual or Remote Instructions Day Plan Component 5	District Yes or No	County Yes or No
Question		
*Is the virtual or remote learning plan designed to maximize student growth and learning to the greatest extent possible? • Differentiate instructional time, class assignments, independent work, and measures of student learning by grade bands. In each grade band, design virtual and remote learning plans to maximize student growth and learning to the greatest extent possible.	YES	YES

Notes on Component 5

Attendance Plan Component 6

Question	District Yes or No	County Yes or No
*Does the plan address attendance aligned to the district policy on including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student?	YES	YES
*Does the plan describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments?	YES	YES

Notes on Component 6

Facilities Plan Component 7

Question	District Yes or No	County Yes or No
*Does the plan contain an outline of how the building will be maintained throughout this extended period of closure?	YES	YES

Notes on Component 7

Summer Programming Plan Component 8		
Question	District Yes or No	County Yes or No
*Does the plan contain a preliminary outline for the provision of summer services, including: • Extended School Year (ESY) for students with disabilities including how ESY will be delivered • 21st Century programs • Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery • Assessments of learning loss and an initial plan for potentially addressing learning loss • STEM or other programs using reallocated grant funds • Title 1 extended learning programs • Any preliminary plans for Class of 2020 graduation ceremonies	YES	YES

Notes on Component 8

Board Approval Component 9

*Is the plan board approved? ☑ Yes ☐ No   Enter Date (mm/dd/yyyy): 05/11/2020

Notes on Component 9

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Posted on Website Component 10

*Is the plan posted on the district/APSSD/Charter/Renaissance School Project Website? ☑ Yes ☐ No

Enter Date (mm/dd/yyyy): 05/11/2020

Notes on Component 10

Posted on Website Component 11

Question	District Yes or No	County Yes or No
*Does the plan contain a list of essential employees by job title? (can be an addendum)	Yes	Yes

Notes on Component 11

APSSD Applicable Only: Sharing Plans Component 12

*Was the plan shared with all sending districts? ☐ Yes ☑ No

Notes on Component 12

The CCESC has no sending districts