

The Road Back – Plan for Reopening Mercer County Technical Schools

Posted August 6, 2020
 Revised September 9, 2020
 Revised October 30, 2020
 Revised November 11, 2020
 Revised November 24, 2020
 Revised, April 15, 2021

01. Critical Area of Operation – General Health & Safety

Standard #	Standard	MCTS Action Plan	Assigned Administrator
101	In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommends actions, which schools and districts should incorporate into reopening plans:	Reopening Plan due to the County Office of Education 7 days prior to the start of school on-site. <u>Our District will continue to deliver instruction remotely through 4.16.2021 in all shared-time programs and full-time Academy programs.</u>	Superintendent Kimberly Schneider, Ed.D. <u>Note to all: Please send all questions through our website and we will have someone contact you shortly! Kim 🙏</u>

		<u>Please see District and Principals' letters on our website; robo calls were deployed and all social media posted this new information.</u>	
1011	Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community.	Superintendent , building administration and building-based school nurses maintain ongoing communication and collaboration with the Mercer County Department of Health and other locals as appropriate.	Superintendent Principals School Nurses
1012	Protecting and supporting staff and students who are at <u>higher risk for severe illness</u> , such as providing options for telework and virtual learning.	Staff can apply for a reasonable accommodation. Students are given the option to continue learning on a full-remote basis.	Assistant Superintendent Principals
Standard #	Standard	MCTS Action Plan	Assigned Administrator
01014	Promoting behaviors that reduce spread: <ul style="list-style-type: none"> - Stay home when appropriate - Hand hygiene and respiratory etiquette - Face coverings - Signs and messages 	Buildings & Grounds Office has posted and will maintain posting of signage promoting behaviors to reduce the spread. Buildings & Grounds has also posted signage encouraging use of face coverings and social distancing.	Manager of Technology and Buildings and Grounds

1 · 0 2 · 1	Reasonable accommodations will be provided for individuals under ADA for those at high risk for contracting the COVID-19 virus under the CDC's pandemic guidelines, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions.	EEOC Guidance is below: https://www.eeoc.gov/wysk/what-you-should-know-about-covid-19-and-ada-rehabilitation-act-and-other-eeo-laws	Assistant Superintendent
S t a n d a r d #	Standard	MCTS Action Plan	Assigned Administrator
	Medically fragile students with Individualized Education Programs (IEPs) Students with complex disabilities with Individualized Education Programs (IEPs) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).	Students with IEP/504 accommodations and modifications will be monitored by school counseling and child study team staff. Medical concerns will be monitored by school nursing staff.	Principals

<p>Additional Considerations: In addition to the general guidelines applicable to all districts aligned with the stages of reopening, each local school district must plan reopening in accordance with local conditions and resources.</p> <p>It may be helpful to consider how other countries have handled school reopening, particularly those in which COVID-19 rates peaked earlier than the United States. For example, the Learning Policy Institute's Policy Brief, Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries examines the response to COVID-19 in five countries.</p>	<p>Superintendent will review the plans for reopening with local and county health officials in addition to the Board of Education.</p>	<p>Superintendent</p>
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02. Critical Area of Operation – Classrooms, Testing & Therapy Rooms

Standard#	Standard	MCTS Action Plan	Responsible Administrator
02.02	<p>All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable. See “Additional Considerations” below for information helpful in calculating appropriate room occupancy to account for social distancing.</p>	<p>Classroom/shop areas and staff areas have been measured to calculate new occupancy using social distancing. Maximum Occupancy has been posted on each space.</p> <p>Currently, barriers are placed in all spaces where Principals have requested them. Student foldable barriers have also been placed in instructional areas where they were requested</p>	Principals
02.03	Use of shared objects should be	MCTS will limit the use of shared objects in a classroom, where this can't	Principals

	limited when possible or cleaned between use.	be limited, objects will be cleaned and disinfected by instructional staff between use.	
02.04	<p>Schools and districts must ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.</p> <ul style="list-style-type: none"> - Recirculated air must have a fresh air component. - Open windows if A/C is not provided. - Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations 	<p>The Office of Buildings & Grounds will continue to monitor the functionality of all existing HVAC equipment, the district's HVAC Contractor has a 4 hour report window to arrive onsite to make repairs.</p> <p>B&G has verified window functionality.</p> <p>Filters will be changed quarterly. Filters will be monitored and in the event of a presumptive positive case all filters serving the area will be changed out.</p> <p>Building automation system is currently is operational but there are still issues with access, the district has engaged Johnson Controls to address these issues/</p>	Manager of Technology and Buildings and Grounds
02.05	<p>Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):</p> <ul style="list-style-type: none"> - In each classroom (for staff and older children who can safely use hand sanitizer). - At entrances and exits of buildings. - Near lunchrooms and toilets. - Children ages 5 and younger 	<p>Buildings & Grounds has placed 70% alcohol hand sanitizer in each instructional and administrative space. Each shop has a shop sink, and is equipped with soap and towels for handwashing.</p> <p>All toilet rooms have soap and paper towels near the sink.</p>	Manager of Technology and Buildings and Grounds

	<p>should be supervised when using hand sanitizer.</p> <ul style="list-style-type: none"> - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol). 		
02.06	<p>Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.</p> <ul style="list-style-type: none"> - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible. 	<p>Classes will be assigned restrooms and increase times of use so that students are frequently washing their hands.</p> <p>School nursing staff will be asked for assistance in informing / reminding staff and students about frequent handwashing and sanitizer use.</p>	Principals
	<p>Additional Considerations Below is a square foot per person scenario that presents a logical and consistent social distancing capacity for schools based on the Facilities Efficiency Standards (FES). Net square footage (NSF) per occupant based on a six foot radius of space around occupants is provided as a guide. Schools can utilize the sample NSF to</p>		

	<p>help determine the number of occupants who may be served within the school. (Please note that the NSF listed includes allocations for a desk, circulation space, and loose furniture and equipment).</p>		
<p>02.07</p>	<p>For Early Childhood programs, when possible:</p> <ul style="list-style-type: none"> - Keep children six feet apart during nap time (can have cots oriented head to foot), when eating, and doing other activities. - Avoid close group learning activities like reading circles. - Designate times on the schedule to take students out of the classroom to wash hands with soap and water, including, at a minimum: <ul style="list-style-type: none"> - at the start of the day when children enter the classroom - before snacks and lunch - after using the toilet or helping a child use a toilet - after sneezing, wiping, and blowing noses - after snacks and lunch, particularly if 	<p>Not Applicable</p>	<p>Not Applicable To</p>

	<p>hands are sticky, greasy or soiled</p> <ul style="list-style-type: none"> - when students come in from outdoor play or recess <p>In limited cases, hand hygiene with an alcohol-based sanitizer or alcohol-based wipes, when there is no visible soiling of hands, are alternatives to hand washing with soap and water by children over 24 months of age, under the supervision of the teacher.</p> <p>The CDC recommends an alcohol-based sanitizer that is at least 60% alcohol and to rub the product over all surfaces of your hands and fingers until your hands are dry, about 20 seconds, then wash hands with soap and water as soon as possible.</p>		
02.08	<p>For school districts that provide services to medically fragile students and students with complex disabilities:</p> <ul style="list-style-type: none"> - Ensure mechanisms to secure PPE prior to opening and maintain ongoing supplies, in order to remain open. - Strongly consider the need for additional cleaning staff 	<p>Consult with school nursing staff to monitor any students who may have special medical needs. Follow up with Buildings and Grounds and Custodial staff if additional sanitizing or other modifications need to be put in place for those students.</p> <p>Consult with Buildings and Grounds on PPE for staff and student use.</p>	Principals

	<p>to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.</p> <ul style="list-style-type: none"> - Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance. 		
02.09	<p>Limit use of supplies and equipment to one group of children at a time and clean and disinfect between use.</p> <p>When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.</p> <p>Avoid sharing electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.</p>	<p>Instructional staff will be notified regarding OSHA/safe practices on limiting shared use of any classroom items as much as possible.</p> <p>If instructors are in need of additional items to ensure safe practices, i.e. additional books, they should inform their building Principal.</p>	Principals
02.10	<p>Keep each child's belongings separated from others and in individually labeled containers, cubbies, or areas.</p>	<p>Instructional staff will be notified regarding procedures on students storing their belongings, times of locker use, and spacing of locker room use.</p>	Principals
02.11	<p>Increase circulation of outdoor air as much as possible, for example, by</p>	<p>Instructional staff will be notified about safely opening windows, shop overhead doors, etc., to increase</p>	Principals

	<p>opening windows and doors.</p> <ul style="list-style-type: none"> - Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. 	<p>ventilation. Consult with Buildings and Grounds about any safety concerns.</p> <p>Consult with school nursing staff about any student health concerns pertaining to increased ventilation.</p>	
02.12	<p>Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.</p>	<p>Principals and Supervisors met to review class section sizes and to determine if any classes are too small for assigned areas considering social distancing guidelines.</p> <p>If any classes are too small, instructors will move to a larger classroom not in use at that time that has the capacity for social distancing guidelines for that group. Cafeteria will not be used as classroom space at the Assunpink Center or Sypek Center.</p> <p>Signage for social distancing has been distributed throughout buildings.</p>	Principals
02.13	<p>Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.</p>	<p>Instructional staff will be notified regarding procedures on social distancing and having all students face the same direction. Any instructors with concerns will be instructed to share them with their Building Principal.</p> <p>Lexan and Paper Barriers have been distributed</p>	Principals

02.14	<p>For furniture that is intended to accommodate more than one student the school district should explore bringing in furniture to replace the multi-student furniture or consider some type of partitioning system. These have recently become commercially available. These types of partitions should also be considered anywhere it is necessary to separate students/parents from staff.</p>	<p>Instructional staff will be notified regarding procedures on social distancing and limiting any shared use of furniture as much as possible, i.e., one student per table or use tables as individual desks.</p> <p>Working with Buildings and Grounds, instructors have been surveyed for their input on where barriers could be placed in classrooms to separate instructional staff. Barriers are placed where ordered, If additional barriers are required contact the Manager of IT/B&G</p> <p>Any instructors with concerns will be instructed to share them with their Building Principal. Meetings with Instructors to meet with the Mgr of IT/B&G and Principal to order appropriate engineering controls(barriers) for individual technology classrooms.</p>	Principals
02.15	<p>Consider keeping classes together to include the same group of children each day (cohorts).</p> <p>Allow minimal mixing between groups/cohorts.</p> <p>Allow outdoor classrooms where possible and when seasonally appropriate.</p>	<p>Cohorts will be utilized for two days per week of instruction for Academy students. Instruction will occur on-site from 8:00 AM until 12:00 PM. All other academy students will engage in remote learning. From 1:00 until 2:30 all Academy students will be required to attend remote learning. Students will</p>	Principals

	<p>Add time to lunch and recess periods to ensure students have time to wash their hands.</p> <p>Build in the practice of handwashing throughout the day, during transition times.</p>	<p>be monitored and instruction will occur in Google Classroom at that time. For shared-time students, students will return to a hybrid weekly schedule of instruction for a minimum of two half-day, in-person sessions. Sessions have been individually scheduled with sending school guidance counselors based upon students' home school schedules.</p> <p>These AM or PM sessions will be available Mondays, Tuesdays, Thursdays and Fridays.</p> <p>On Wednesdays all students will receive remote learning so that custodians can more deeply sanitize buildings.</p> <p>There will be no lunch served for full-time Academy students as they will be on a half-time schedule. Grab and go options will be available to students so that meals can be taken home upon dismissal. Full remote students will have the option to pick up meals from MCSSSD's Mercer High School on Wednesdays from 12:30 to 1:30 PM.</p> <p>Instructors will be encouraged to use outdoor space as much as safely possible, especially for Physical Education classes.</p>	
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03. Critical Area of Operation – Transportation

Standard#	Standard	MCTS Action Plan	Responsible Administrator
03.01	<p>If a district is providing transportation services on a school bus, but is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.</p> <p>Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations</p>	<p>MCTS relies on contractors or sending districts for to and from school transportation. These mandates will be the responsibility of the sending districts.</p> <p>In the event MCTS resumes field trips, community based trips, job sampling or athletics, it will comply with the requirements of this standard.</p> <p>Principals will maintain contact with student activity advisors, clinical supervisors, or any other personnel as pertains to field trips or clinical experiences that would use MCTS buses and bus drivers. Social distancing and face covering guidelines will be observed if the MCTS buses are used.</p>	<p>Sending Districts</p> <p>Principals</p>
03.02	<p>Adopt best practices for cleaning and disinfecting school buses and other transport vehicles (see guidance for bus transit operators).</p>	<p>MCTS relies on contractors or sending districts for to and from school transportation. These mandates will be the responsibility of the sending districts.</p> <p>In the event MCTS resumes field trips, community based trips, job sampling or athletics, MCTS custodial staff will clean the bus daily as required.</p>	<p>Sending Districts</p> <p>Principals</p>

		<p>Any use of the MCTS buses must be approved ahead of time by Building Principals and Buildings and Grounds, following social distancing and face covering guidelines.</p>	
<p>03.03</p>	<p>To limit possible physical interaction among students, require students to board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order. Assigned seating for students may assist in ensuring that such practices are followed consistently.</p> <p>Stagger transportation times so fewer children are in each vehicle (e.g., one child per seat, every other row).</p> <p>Open windows if possible.</p> <p>Clean and disinfect school buses and other vehicles used to transport students at least daily, preferably between routes.</p> <p>To clean and disinfect school buses or other transport vehicles, see guidance for bus transit operators.</p> <p>Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.</p>	<p>MCTS relies on contractors or sending districts for to and from school transportation. These mandates will be the responsibility of the sending districts and contractors as per standards.</p> <p>In the event MCTS resumes field trips, community based trips, job sampling or athletics, it will comply with the standards.</p> <p>Any use of the MCTS buses must be approved ahead of time by Building Principals and Buildings and Grounds, following social distancing and face covering guidelines.</p>	<p>Sending Districts</p> <p>Principals</p>

	<p>Drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face coverings).</p> <p>Hang signs to reinforce social distancing and hygiene rules.</p> <p>When possible, a staff person should accompany the driver on all transportation routes to ensure safety and social distancing.</p> <p>A district may consider installing a physical barrier that separates the bus driver from students, assuming that such equipment is deemed acceptable by federal regulators and the New Jersey Motor Vehicle Commission.</p> <p>Following social distancing practices substantially decreases the school bus capacity, potentially increasing the number of bus routes required. Depending on the level of in-person instruction that a school district anticipates providing, this option may be cost prohibitive or a district may face an insufficient supply of qualified bus drivers. This option is most likely appropriate if a school district opts to provide in-person instruction to a subset of its students on any given school day.</p> <p>This approach may increase the cost of providing transportation to nonpublic school students to such an extent that an</p>		
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	<p>increased share of these students would receive an AIL payment, rather than a seat on a school bus.</p> <p>In addition to the potential cost, installing partitions between rows of school buses may create additional challenges, including the surface area that must be cleaned and sanitized on a regular basis. Entities that oversee the safety of school buses, the New Jersey Motor Vehicle Commission and federal regulators, would need to approve the use of such equipment.</p> <p>Encourage curb or door-side drop-off and pick-up of children.</p> <p>Consider health screenings for drivers.</p>		
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04. Critical Area of Operation – Student Flow, Entry, Exit and Common Areas

Standard#	Standard	MCTS Action Plan	Responsible Administrator
04.01	<p>School District Reopening Plans should establish the process and location for student and staff health screenings. See below Critical Area of Operation #5 “Screening, PPE, and Response to Students and Staff Presenting Symptoms” for additional information.</p>	<p>MCTS will have students conduct daily health screenings twice a day. First by performing a temperature wellness questionnaire in the morning at home, completing the COVID Health Screening Questionnaire app. A second screening will be conducted by the classroom teacher as students enter the class. Screening will be conducted by the school nursing staff for those who feel ill, once at school.</p> <p>MCTS will conduct health screenings for staff prior to the start of school day using the COVID Health Screening Questionnaire app. Screenings will be conducted by school nursing staff for those who feel ill, once at school.</p> <p>MCTS has designated multiple locations as holding areas for students/staff presenting with symptoms. Prior to being sent home, all students or staff will have a 2nd temperature check and be evaluated by the School Nurse, except for custodial and security staff who will be directly sent home in the event they fail the temperature screening.</p>	Principals

		Assunpink: Room A130 adjacent to the Nurse's Office. Sypek: Room D106	
4.02	If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, require utilization of face coverings. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).	Parents and students informed of face covering guidelines in communications regarding school opening. Instructional staff will be informed regarding safe practices within classrooms, use of hallways, and restricting sending students to offices to maintain social distancing guidelines. Consult with Buildings and Grounds on the need to use tape or directions/posters for one-way use of hallways or entrances/exits.	Principals
	<p>Additional Considerations:</p> <ul style="list-style-type: none"> - Minimize interaction of students between drop-off and entrance to school facilities. - Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible. - Establish separate entrances and exits to school facilities where possible. - Require visitors and parent/guardians use their own pen for signing in/out. - Create “one-way routes” in hallways. 		

	<ul style="list-style-type: none"> - Maintain social distancing in hallways and common areas. - Minimize the number of non-essential interactions between students and staff throughout the school day. - Create student cohorts as an effective strategy to limit exposure and contact. - Limit commingling between classes or other district-set groups of students. - Minimize large group gatherings. - Create a system that allows for physical distancing. - Provide hand sanitizer at school entrances. - Put signage around school buildings to provide hygiene advice and reminders (CDC offers printable resources and handwashing posters). - Increase frequency of cleaning all surfaces, including walls (to the appropriate height based on age of students). - Limit the number of students in the hallway at the same time by staggering release from classrooms. - If feasible, install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks). - Consider a schedule that limits access, if at all, to lockers to keep traffic in the hallways within social 		
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	<p>distancing protocols.</p> <ul style="list-style-type: none"> - Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols. 		
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05. Critical Area of Operation – Screening, PPE and Response to Students and Staff presenting Symptoms

Standard#	Standard	MCTS Action Plan	Responsible Administrator
5.01	<p>School districts must adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:</p> <p>Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.</p> <p>Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.</p> <p>Results must be documented when signs/symptoms of COVID-19 are observed.</p> <p>Any screening policy must take into account students with disabilities and</p>	<p>MCTS will require that all staff, students and visitors to any of its buildings complete a COVID Health Screening Questionnaire on a daily basis prior to arrival at the school/admittance to the building. The screening application (APP) will be shared with staff via Frontline and email, a scanning icon will be available at all entrances to the district buildings for easy access to all visitors. A separate icon is available for students should they fail to complete before departing for school. Daily logs will be maintained from the data collected from the application and is available for contact tracing and review by administration to ensure compliance. Students will be temperature</p>	School Business Administrator

	accommodations that may be needed in the screening process for those students.	checked by teachers as they enter their shop/classroom.	
5.02	<p>School districts must adopt procedures for symptomatic staff and students. Procedures must include the following:</p> <ul style="list-style-type: none"> - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting. - If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. - District should implement a policy to prepare for when someone tests positive for COVID-19 that includes written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to 	<p>Consult with school nursing staff for creating a clear procedure on what to do should a student or staff member present with symptoms or a case is reported. Coordinate with district administration if a case is reported.</p> <p>Isolation area has been designated (A130 at Assunpink Center and D106 at Sypek Center).</p> <p>Inform staff of any travel restrictions or if staff has traveled to states with increasing rates of COVID-19, they are to inform their immediate supervisor and follow quarantine guidelines. Staff should refer to the Frontline memo regarding travel.</p> <p>Follow up with school nursing staff for reporting protocols and need for additional PPE. Consult with Buildings and Grounds on PPE needs.</p> <p>See Appendix for district protocol related screening responses and contact tracing.</p>	Principals

	<p>the maximum extent practicable. Protocols must include:</p> <ul style="list-style-type: none"> - Establishment of an isolation space. - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult. - Follow current Communicable Disease Service guidance for illness reporting. - Service guidance for illness reporting. - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use. - Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance. - Continuous monitoring of symptoms. - Readmittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference 		
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	<p><u>Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19</u></p> <ul style="list-style-type: none"> - Written protocols to address a positive case. 		
05.03	Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.	<p>Communicate with parents via social media and PowerSchool SwiftReach feature with information on guidelines, safe practices, and what to do if a student is feeling sick.</p> <p>Frequent communication that if students are feeling sick, they need to stay home. <u>Students cannot return without a doctor's note.</u></p>	Principals
05.04	School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.	<p>Emergency face masks will be provided to visitors , students and staff.</p> <p>No one will be permitted in facilities without a mask unless due to a known health condition or under the age of 2 years.</p> <p>School staff and students must bring their own compliant face coverings so that they are comfortable in the workplace.</p>	Principals
05.05	Students are required to wear face coverings and are required to engage in social distancing. It is also necessary to	Communication with parents that face coverings will be required for students. Consultation with school	

	<p>acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.</p> <p>Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations</p> <p>Exceptions:</p> <ul style="list-style-type: none"> - Doing so would inhibit the individual's health. - The individual is in extreme heat outdoors. - The individual is in water. - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering. - The student is under the age of two (2) and could risk suffocation 	<p>nursing staff for students with concerns about health conditions where face coverings could be problematic and accommodations for those students.</p>	
05.06	<p>If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.</p>	<p>MCTS Administration will advise visitors who refuse to comply that entrance will not be granted. If the visitor continues to not comply, local police will be called.</p>	
	<p><i>Additional Considerations:</i></p> <p>Teach and reinforce use of face coverings among all staff (excluding health exceptions).</p> <p>Consider providing training on hygiene</p>		

	<p>protocols for staff.</p> <p>Students and employees may be asked to leave or not come into school if they test positive for COVID-19 <u>or</u> exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:</p> <ul style="list-style-type: none"> - A fever of 100° F or greater - Cough - Shortness of breath or difficulty breathing - Chills - Repeated shaking with chills - Muscle pain - Headache - Sore throat - New loss of taste or smell - Fatigue - Congestion or runny nose - Nausea or vomiting - Diarrhea <p>School administrators may use examples of screening methods in CDC's supplemental Guidance for Child Care Programs that Remain Open as a guide for screening students and CDC's General Business FAQs for screening staff.</p> <p>School districts should consider whether additional screening should take place for APSSD's and in-district programs which serve students with underlying conditions</p>		
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	<p>who may be at higher risk for more severe COVID-19 infection.</p> <p>Face coverings are required all the time.</p> <p>Attempt to have the same adult drop off and pick up students.</p> <p>Consider using a professional development day for staff to practice screening protocols with each other before applying to students.</p> <p>Special consideration should be given to protection for staff members, such as school nurses, custodians, and some Special Education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.</p>		
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06. Critical Area of Operation – Contact Tracing

Standard#	Standard	MCTS Action Plan	Responsible Administrator
06.01	<p>Contact tracing is the process used to identify those who come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice in New Jersey and around the world and is an integral function of local health departments in keeping communities safe from the spread of disease. Upon notification that a resident has tested</p>	<p>Building principals to notify the nurse, Superintendent and School Business Administrator of individuals exhibiting symptoms.</p> <p>Principal and school nurse will become the point of contact for local department health contact assigned to this case. All contact information will remain confidential.</p>	<p>Superintendent School Business Administrator Assistant Superintendent Principals School nurse</p>

	<p>positive for COVID-19, a local health department will call to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least 10 minutes. Trained professionals from the community then get in touch with those close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies. Increasing the number and capacity of contact tracers has been a top priority of the Governor as these practices can help slow the spread of COVID-19.</p> <p>All school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school and district, should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease (see resources below). Schools and districts should engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing. The NJDOE will credit certified school safety specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course (see resources in Appendix B).</p>	<p>To minimize spread, we will maintain a daily log of staff who are in the facility - this data will be gathered by the data entered in the COVID scan APP daily.</p> <p>MCTS will follow DOH and CDC guidelines regarding quarantine and isolation protocols. Staff and families will be readily informed of exposure, while maintaining confidentiality standards.</p> <p>See Appendix for district protocol related screening responses and contact tracing.</p>	
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	<p><i>Additional Considerations</i></p> <p>Contact tracing policies should:</p> <ul style="list-style-type: none"> - Be developed in consultation with the board’s local health department and with school nurses employed by the board. - Identify the criteria an individual must meet in order to activate the board’s contact tracing policy. - Clearly describe the school or district’s responsibilities regarding notification of staff and students in proximity of the symptomatic individual, and communications with staff, families and the public by local health department staff. - Identify the school or district’s role in assisting its local health department conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts. <p>Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy, and adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).</p> <p>Designation of a staff liaison or liaisons responsible for providing notifications and</p>		
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	<p>carrying out other components of the board's contact tracing policy could help ensure that notifications are carried out in a prompt and responsible manner.</p> <p>Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts to provide prompt notification.</p>		
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07. Critical Area of Operation – Facilities Cleaning Practices

Standard#	Standard	MCTS Action Plan	Responsible Administrator
07.01	<p>Districts must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Each school district must develop a procedure manual to establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used. Districts must:</p> <ul style="list-style-type: none"> - Develop a schedule for increased, routine cleaning and disinfection included in the district's policy. - Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the 	<p>MCTS has been cleaning all spaces at the disinfection level since January 26, 2020 and will continue to clean at that level until the pandemic concludes.</p> <p>Custodians will be scheduled to provide ongoing cleaning and service to instructional and administrative spaces.</p> <p>Cleaning of key touch points and bathrooms will be done periodically during the day. Normal cleaning and disinfection cleaning will occur each evening. Deep cleaning will be conducted on Wednesday each week. Deep cleaning and disinfection cleaning will be conducted on a rotating schedule of all spaces with</p>	<p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p>

	<p>directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:</p> <ul style="list-style-type: none"> - Classroom desks and chairs - Lunchroom tables and chairs - Door handles and push plates - Handrails - Kitchens and bathrooms - Light switches - Handles on equipment (e.g. athletic equipment) - Buttons on vending machines and elevators - Shared telephones - Shared desktops - Shared computer keyboards and mice - Drinking fountains - School bus seats and windows <p>Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).</p>	<p>chemicals in compliance with the standards.</p> <p>After surfaces and objects are cleaned and sanitized with an EPA Approved H2O2 solution, all surfaces and objects are sprayed using an EPA registered disinfectant Brutabs using a victory sprayer, or using a bucket or spray bottle.</p> <p>All of the noted minimum standard areas are addressed in daily cleaning.</p> <p>Shared telephones and desktop computers are wiped with a Hospital Grade EPA registered disinfectant each day, this product is also provided to teachers for use during the school day for as needed use.</p> <p>Bathrooms are cleaned, and sanitized and disinfected daily. Custodial staff will spot check bathrooms up to twice a day and will respond and provide on demand</p>	<p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p>
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		cleaning as needed. Bathrooms are deep cleaned at least once per week.	
	<p><i>Additional Considerations</i></p> <p>Regarding bathrooms:</p> <ul style="list-style-type: none"> - Avoid crowds by limiting the number of students who can enter at a time. - Designate staff members to enforce limited capacity and avoid overcrowding. - Consider purchasing no-touch foot pedal trash cans, if possible. - Prop doors open to avoid touching handles. <p>Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.</p> <p>Hand sanitizer should be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained.</p>	<p>Students will use student designated bathrooms which will be cleaned, sanitized and disinfected daily.</p> <p>Instructors will be informed re: practices for limiting overcrowding; review possible procedures for monitoring bathroom use.</p> <p>Fountains will be cleaned and disinfected periodically throughout the day.</p> <p>70% Alcohol Hand Sanitizer is available in all office, common and instructional spaces.</p>	<p>Manager of Technology and Buildings and Grounds</p> <p>Principals</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p>

	<p>Bus drivers should be reminded to take certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).</p> <p>School districts that will transport students between home and school should develop procedures that detail how school buses will be cleaned and sanitized. For most districts, some portion of these transportation services are provided by contracted transportation providers. These entities will need to collaborate to develop these procedures and ensure that they are consistently followed.</p> <p>Districts should develop a cleaning/sanitizing checklist to be completed by the personnel responsible for the cleaning. The checklist serves two purposes: 1) providing a roadmap for the steps that need to be taken to properly clean and sanitize the bus; and 2) certifying that the process has been completed as required.</p> <p>The procedures should identify sanitizing agents that may be used and should be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.</p> <p>These procedures should likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.</p>	<p>PPE will be provided to bus drivers assuming field trips, competition trips or work experience trips are resumed.</p> <p>Not Applicable</p> <p>MCTS has a checklist and cleaning routine standard operating procedures developed that details the level of cleaning for all areas.</p> <p>The SOP identifies the appropriate EPA registered chemical for both cleaning and disinfection.</p> <p>MCTS generally cleans surfaces with an H2O2 solution, floors with a neutral cleaning solution, and after cleaning is complete, using a victory sprayer, bucket or spray bottle with disinfects with a chlorine based product.</p>	<p>Manager of Technology and Buildings and Grounds</p> <p>Not Applicable</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p>
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	<p>Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.</p> <p>Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.</p> <p>Ensure adequate supplies to support cleaning and disinfection practices.</p> <p>Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.</p> <p>Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.</p> <p>Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:</p> <p>Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, CDC recommends the following procedures:</p> <ul style="list-style-type: none"> - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. 	<p>Our existing procedures account for cleaning various and non-homogenous surfaces.</p> <p>Alcohol (70%) wipes are available to instructional staff to disinfect commonly used surfaces, tools, computers, etc.</p> <p>Supply chain constraints continue to be an issue for gloves, PPE, paper products and chemicals. MCTS is working to insure adequate supplies are on hand. WE CURRENTLY HAVE 13 WEEKS OF SUPPLIES IN HOUSE.</p> <p>All chemicals are properly stored.</p> <p>MCTS B&G has sourced vendors to provide screens if requested by Administration or Principals.</p> <p>MCTS has procedures and equipment in place to respond to cleaning and disinfecting spaces occupied by a person deemed to presumptive positive for COVID-19.</p> <p>Spaces will be closed for 12-24 hours after notification of presumptive positive, HVAC will be shut off or isolated. After a 12-24</p>	<p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p> <p>Manager of Technology and Buildings and Grounds</p>
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	<ul style="list-style-type: none"> - Open outside doors and windows to increase air circulation in the area. - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces. <p>It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).</p>	<p>hour period, MCTS custodial staff with appropriate PPE, and cleaning and disinfecting equipment will enter the space and clean with H2O2 all hard surfaces, followed by disinfection using BruTabs solution either via spray bottle, bucket and microfiber cloth or victory sprayer.</p> <p>All areas occupied by ill persons will have filtered air scrubbers placed in them for a period of 24-48 hours. In addition, spaces will have a hydroxyl generator installed to help clean the air and surfaces. Once completed all air filters for the space will be removed and replaced.</p>	
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08. Critical Area of Operation – Meals

Standard#	Standard	MCTS Action Plan	Responsible Administrator
	<p>If cafeterias or group dining areas are used:</p> <ul style="list-style-type: none"> - Stagger times to allow for social distancing, and clean and disinfect 	<p>While MCTS provides for all virtual instructions, meals will be available to MCTS students for pick up on Wednesdays from 12:30PM to 1:30PM at Mercer High School. (5</p>	<p>School Business Administrator & Sodexo</p>

	<p>between groups.</p> <ul style="list-style-type: none"> - Discontinue family style, self-service, and buffet. <p>Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined here by the Environmental Protection Agency (EPA).</p> <p>Space students at least six feet apart.</p> <p>Individuals must wash their hands after removing their gloves or after directly handling used food service items.</p> <p>Additional Considerations</p> <p>Consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations.</p> <p>Consider serving meals in classrooms or outside when possible instead of a group dining area.</p> <p>Serve individually plated meals or meals in pre-packaged boxes or bags.</p> <p>Ensure students are not sharing food.</p> <p>Use disposable food service items (e.g., utensils, dishes).</p> <p>If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.</p>	<p>breakfasts and 5 lunches will be provided for fully remote students). Parents/guardians follow social distancing guidelines during pick-up. All Department of Agriculture safety guidelines are adhered to by Sodexo employees.</p> <p>When Full time students return to in-person instruction, MCTS will provide a grab and go meal for students upon dismissal for off campus consumption.</p> <p>Orders will be prepared by Sodexo staff in disposable bags or disposable containers appropriate for the meal being served. Utensils will be individually wrapped.</p> <p>Students will be reminded to wash hands before and after meals.</p> <p>All food service staff will follow proper safety and hygiene protocols.</p>	
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	<p>spaces with limited ventilation and/or areas with large amounts of high contact surfaces.</p> <p>If not feasible to close, stagger use and clean and disinfect between use.</p> <p>Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.</p> <p>Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use. Designate specific areas for each class during recess to avoid cohort mixing.</p>		
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10. Critical Area of Operation – Field Trips, Extra-Curricular Activities, Use of Facilities Outside of School Hours

Standard#	Standard	MCTS Action Plan	Responsible Administrator
	<p><i>Anticipated Minimum Standards</i></p> <p>Adhere to all applicable social distancing requirements and hygiene protocol during any extra- curricular activities.</p> <p>Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.</p>	<p>Consult with Student Activity Advisors for how student activities could be maintained virtually or with use of social distancing guidelines. Field trips and other activities to be discussed to determine if they could be held.</p>	<p>Principals</p>

	<p><i>Additional Considerations</i></p> <p>Maximize the use of technology and online resources to continue some extra-curricular activities without additional person-to-person contact.</p> <p>Restrict use of school/district facilities to district-sponsored extracurricular activities and groups.</p> <p>Limit public use of school facilities or design a method, such as scheduling or increased cleaning, to ensure the use will not conflict with hygiene standards.</p> <p>Consider canceling field trips, assemblies, and other large gatherings.</p> <p>Cleaning/disinfecting schedules may not allow for in-person gatherings outside school hours.</p>		
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Academic, Social and Behavioral Supports

Item	MCTS Action Plan	Responsible Administrator
Educator Well Being	<p>Tips to remain connected while practicing social distancing or in quarantine:</p> <p>Use technology to stay in touch if available, especially video contact. Seeing someone’s facial expressions can help increase connection.</p>	<p>Principals Assistant Superintendent</p>

	<p>Check in with your friends, family, and neighbors regularly, using texts, phone calls, emails and other virtual tools. Wherever you can, help people in your life who may be more vulnerable (e.g. those with no access to the internet or need help grocery shopping) Connect with the people in your household. Use this time to improve your existing relationships! Manage your stress. Create a daily self-care routine. Exercise, meditate, and keep to a daily routine as much as possible.</p> <p>Show kindness to others in your community. This is very stressful for many people, especially those who are vulnerable and families who may be struggling already with poverty or other family stressors. It is also very stressful for health care workers and their families. Helping others increases your sense of purpose and value, improving your own well-being. It's not just family and friends who require support, but others in your community.</p>	
<p>Trauma Informed Social/Emotional Learning</p>	<p>MCTS's Trauma-informed SEL is an approach to fostering students' social-emotional development with practices that support all students, but is particularly inclusive and responsive to the needs of children who have</p>	<p>Assistant Superintendent</p>

	<p>experienced trauma. This approach calls for creating reliable learning environments where students who have experienced adversities and trauma.</p> <ol style="list-style-type: none"> 1. feel supported and connected; 2. are welcome to explore their strengths and identities; 3. can exercise their agency; 4. can develop meaningful, positive relationships with adults and peers; and 5. have access to the mental health supports they need. <p>Counseling staff virtually (Google Meet) provide “check in” and counseling sessions with students as needed or as agreed upon scheduled times.</p>	
School Culture and Climate	<p>MCTS’s Culture and Climate is focused on:</p> <ol style="list-style-type: none"> 1. Positive teacher-student interactions. 2. Students who feel safe, connected, and engaged. 3. Policies promoting social, emotional, ethical, civic and intellectual skills, knowledge, dispositions, and engagement, 	Principals

	<p>plus a comprehensive system to address barriers to learning and teaching in order to re-engage students who may veer off-track.</p> <ol style="list-style-type: none"> 4. Clear, appropriate, and consistent expectations and consequences to address disruptive student behaviors. 5. Parental involvement. 6. Collaborative relationships between the school leader and faculty as well as <i>between</i> faculty members. 7. Focus on learning and high expectations for student achievement. 8. Decreased teacher turnover and increased teacher satisfaction (the students can see this!) <p>Minimum of weekly meetings with counseling staff regarding student well-being and discussion of individual student support for academy students.</p> <p>School counselors to meet with home school liaison counselors on a weekly basis to supplement supports for students in shared-time programs.</p>	
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	<p>Counseling to monitor student attendance trends and individually address concerns; daily communication with instructional staff regarding students who may be facing attendance difficulties, especially if learning is all remote.</p> <p>Counseling to monitor student progress and grades and individually address concerns; daily communication with instructional staff regarding students who may be experiencing difficulties, especially if learning is all remote.</p> <p>Counseling staff to continue to meet in-person or online to discuss trends, student concerns, strategies to deal with isolation and anxiety, especially if learning is all remote.</p> <p>Continued in-person or virtual student activities such as spirit days, Week of Respect, and other student and school community involvement. If virtual, communication and postings through the school website and media for students to share and feel a part of the community.</p>	
Utilizing Strengths of Staff	Administration to work closely with building staff to support individual e-learning needs.	Principals

	<p>To maintain social distancing guidelines, in lieu of large faculty meetings, survey staff when input is needed on areas of concern; i.e., plexiglass shielding in classroom and shop areas, hybrid/remote planning, class sizes, custodial needs, technological needs, PD and other training, and returning to work.</p> <p>Creating school-level trauma and crisis team meetings (online or in-person) to address changing work environment and concerns about students and facilities.</p> <p>Frequent collaboration online with colleagues who have strengths (i.e., Google Classroom) to share with instructors who need to learn about technology to incorporate in-person or virtually.</p>	
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Multi-tiered Systems of Supports

Item	MCTS Action	Responsible Administrator
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<p>Universal Screening</p>	<p><i>Who must follow the screening requirement?</i></p> <p>All MCTS paid employees are required to follow the guidelines every day that they come to campus, beginning July 16, 2020.</p> <p>MCTS is also required that any student who enters instructional or administrative campus buildings for authorized activities must comply with the requirements of this process.</p> <p><i>What do the health screening requirements require employees, students, and postdocs to do?</i></p> <p>Each day they come to campus, MCTS employees, and students are required to take their temperature at home in the morning, then complete a questionnaire called the Health Screening COVID-19 or HSCOVID-19, to answer five questions related to COVID-19 exposure and symptoms. They must also follow the guidelines at the end of the survey regarding whether they should report to work or for authorized activities.</p> <p>The district will be using the COVID Health Screening Questionnaire APP</p>	
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Collaborative Problem Solving Teams	Building level meetings are convened as determined appropriate by principal or designee.	Superintendent Assistant Superintendent Principals
Family Engagement	On an individual basis with students learning team.	Building staff
Data Based Decision Making	Data drives all decisions, all departments.	All Staff Superintendent Board of Education District Administration Campus Pandemic teams District Pandemic team

Wrap Around Supports

Item	MCTS Action Plan	Responsible Administrator
Mental Health Supports	Personnel and Student based	Assistant Superintendent
Primary Health and Dental Care	<p>School Physicians: MCTS school physician, as a matter of district policy cannot prescribe anything for our students. Students are to be under the care of their own medical professional. However, our school physician can be consulted and refer families as necessary. The school physician would be available virtual and/or in school weekly for the students.</p>	School Business Administrator

	<p>Engaging School Nurses/Registered Nurses (RN): Nursing staff are engaged on a daily basis as needed in school and/or virtually when asked to assist students/families with the physical health, mental health and dental needs of the students. Nurses discuss with parents/guardians and assess and refer to the student's Primary Care Physician (PCP) when any medical concerns are identified whether students are in school or virtual. Nurses are available as needed to consult with staff and parents regarding mental health. The school counselor is involved in this process as well and consulted when referrals are needed.</p> <p>Principals to create a school health team of the following individuals: school psychologists, counselors and nurses.</p> <p>Screening process: Any issue identified by a teacher or staff member that has a concern while on their Google Meet or in school will be reported to the school nurse/RN. If a</p>	
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	<p>parent brings their concerns to the staff, they should be addressed in a timely manner and reported promptly.</p> <p>Health form questionnaires will be distributed at the start of school.. Follow up with students will include dental referral numbers and information regarding services in the county (see sample websites).</p> <p>Virtual Health Office: Nurses participate in google meets. Plan is to offer “health office hours” virtually for students attending remotely. Times will be scheduled and parents and families can sign in when they have concerns or questions.</p> <p>A school nurse's google classroom page has been created. Contact information will be provided to families.</p> <p>MCTS will assist families with identifying resources on an as needed basis.</p> <p>https://freeclinicdirectory.org/new_jersey_care/mercercer_nj_county.html</p>	
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	https://www.state.nj.us/humanservices/clients/healthcare/ http://www.mercercounty.org/departments/human-services/division-of-mental-health	
Family Engagement	Communicate with parents via media and PowerSchool SwiftReach feature with information within the MCTS community, i.e., virtual Spirit Days or other “good news” announcements for students and families.	Principals
Academic Enrichment/Expanded After School Learning	After school groups to be contacted for availability.	Assistant Superintendent
Mentoring	Review evaluation policies as per COVID-19 changes.	Assistant Superintendent

Food Service and Distribution
Responsible Administrator: Ms. Donnelly

Full time students will be offered meals when in-person full day in compliance with the NJ Department of Agriculture and USDA regulations. Students will be claimed at the rate based on student eligibility for the 20-21 school year (except when the SSO waiver is in place). **Grab and go meals will be offered to students during half days upon dismissal to be consumed off campus.**

MCTS will utilize the following USDA waivers to ensure students have access to meals whether they physically attend school, participate in full virtual instruction or a combination of the two models:

- 1 - Waiver to allow Non-Congregate Feeding (allows the district to provide meals in a location other than the cafeteria/school site)
- 2 - Waiver to allow meal service time flexibility (allows the district to establish meal service times that meet the needs of our scheduling)
- 3 - Waiver to allow parents/guardians to pick up meals for children (allows the district to provide for meal pick up for virtual learners)
- 4 - Milk waiver

All point of service counts will be taken regardless of the location of meal delivery. Parents/guardians picking up will be required to provide the student's name so that service counts can be maintained (except when SSO waiver is in place during which time total meal count will be tracked)

Families that choose to pick up meals for virtual learners will be provided with distribution instructions - pick up will be on Wednesdays. Full time students that attend in person will be provided with take home meals upon dismissal for the days that they will be remote only upon request of the family.

Quality Child Care

Responsible Administrator: School Business Administrator

Child Care and Adult care options continue to change as positivity rates are rising in Mercer County. Our current providers are in the process of submitting their own reopening plan, and are in discussions with their teams to determine all remote, hybrid and/or afterschool programming.

Leadership & Planning

Responsible Administrator: Superintendent

District planning began on March 6, 2020 where the Mercer County superintendents and County Executive Superintendent convened an emergency meeting with our local health department officers and the local county health officer, to prepare plans for the advancement of the CoronaVirus, (renamed specifically COVID-19) for possible closing of NJ school districts in Mercer County by March 13.

Our Administrative teams prepared district and building level plans by March 12, 2020. All schools closed on Friday, March 13, 2020 due to the inability of bus/transportation vendors to coordinate county transportation for our students. Emergency Covid Action plans created on March 9, 2020 were then submitted for immediate approval by our county education office, continually refined and eventually presented for board approval. Our COVID-19 Action Plan was immediately posted on our district website to facilitate communication, as directed/supported by our county education office. All communication into the district was directed through our website and redirected to appropriate departments.

Food Service distribution began immediately onsite as coordinated by the Business Office and vendor staff. E-learning plans were created per IEP, chromebooks and/or work packets of materials, equipment and medical needs were addressed immediately on a continuous basis by building and district staff.

Teletherapy practices were legislated COVID-19 specific by NJDOE in April 2020.

Building administration continued support of teaching staff in online platforms through June 2020. Child Study Team members continue to provide support services and ensure the delivery of service as per students' IEPs.

The district and building administration created building based reopening plans in April 2020, with input from building staff.

The on-site school year was cancelled by Governor executive order in May, 2020 and virtual lessons continued through June, following our existing school calendar.

Drive-in graduations will be held for seniors at the Arthur R. Sypek Center on July 30, 2020 and the Assunpink Center on July 31, 2020 as per guidelines of the Governor's executive order.

The district and building administration finalized September reopening plans in July 2020, convening a district-wide meeting for stakeholders on July 24, 2020 for approval at our August Board of Education meeting. Submission to the county education office is required 4 weeks prior to the start of the school year.

At our August 18 BOE meeting, the Board passed a resolution that MCTS would remain all remote through November 9,2020. Staff may work on campus from their classrooms. Building and District pandemic team meetings continue to convene as deemed necessary.

For purposes of contact tracing, and our essential staff's health and safety, all staff is required to coordinate entry into all buildings through Principals, then if approved, register with the School Safety office for approval of date/time to enter. Twelve month staff to work remotely, with exception of identified essential staff and rotating main office staff to aid in acceptance of deliveries and ongoing mail distribution.

Pandemic Response Team – School Level
Responsible Administrator: Principals

Assunpink Center

Interim Principal: Gary Mattia

Supervisor of Secondary Education: Lori Russo

Instructors: John Baldino, Elise Lybrand, Lisa Nolan, Daniel Sbar, Patrick Schroeder, Julie Trauger, Jennifer VanDerHorn

School Counseling: Megan Ferdetta, Catherine Kloss

School Nurse: Laurie DeAngelo

Buildings and Grounds: Steve Harcher

Any other volunteering staff

Sypek Center

Interim Principal: James Fazzino

Substitute Supervisor: John Ketterer

School Counseling: Lance Simek, Mick Orfe

School Nurse: Gina Feeney/Lisa Nolan

Buildings and Grounds: Joey Cruz

Instructors: Ed Birdsall, Dave Nash

Any other volunteering staff

Scheduling

Responsible Administrator: Principals

Hybrid Learning

Starting April 19, shared-time (CTE program) students' classes will be in AM and PM sessions Monday, Tuesday, Thursday, and Friday. Programs with larger student populations will be divided into additional groups as needed. Accommodations will be made to districts depending upon their transportation and scheduling availability and needs. Virtual learning will take place on Wednesdays.

Full-time Academy program students' classes will be in AM and PM sessions Monday, Tuesday, Thursday, and Friday. Students will be divided into A/B day groups based upon district. Virtual learning will take place on Wednesdays.

Remote Learning

Shared-time (CTE program) students will participate in online learning via Google Classroom in AM or PM sessions Monday through Friday from 8:00 AM to 10:30 AM or from 12:00 PM to 2:30 PM. Applied Academics will run on an A Day Schedule on Mondays and Wednesday and B Day schedule on Tuesdays and Thursdays. Fridays will alternate between A and B days and are identified on the District Calendar.

Full-time Academy program students will participate in a regular school day and will receive academic instruction via Google Classroom as per their schedule in PowerSchool. The schedule will include an A Day Schedule on Mondays and Thursdays and B Day schedule on Tuesdays and Fridays. Wednesdays will alternate between A and B days and are identified on the District Calendar.

Staffing

Responsible Administrator: Assistant Superintendent

MCTS has conducted a survey to determine staff who will require accommodations based on identified risk factors in July 2020. Documents to request accommodations due to a disability or child care issue were emailed to all employees was resent. Employees will work with the Office of the Assistant Superintendent to determine the reasonableness of their accommodations and potential leave benefits.

If a classroom teacher is unable to provide in-person instruction, all attempts will be made to provide a certified substitute for the students so that they may attend in-person instruction. Additionally, all attempts will be made for the CTE teacher to deliver virtual instruction that will be fed into the classroom and projected via Google Classroom onto a Promethean Board in the classroom so that students may access classroom materials and supplies as appropriate based upon sanitation and safety requirements. This will include the reassignment of Classroom Assistants with Substitute Teacher Certifications to alternate classes to ensure coverage and student safety.

MCTS has currently advertised substitute positions including Substitute Academic Teachers, Substitute Nurses, Substitute CTE Teachers, Substitute Principal, Substitute Supervisor and Substitute Custodians to build capacity to deliver services in the absence of employees. Two substitute Principal positions have been filled.

MCTS has contacted outside agency providers such as Horizon, Bayada and Delta T to provide additional nursing services and has acquired contracts for these services.

The Mentoring Plan has been revised to include support for new staff in Google Classroom.

A Classroom Aide position that has been vacated due to a retirement has been converted to a Culinary Arts Teacher position to reduce classroom size and provide more support for students in the Culinary Arts Academy.

MCTS has delivered a virtual New Staff Orientation. This included Right to Know training, Stronge Training, Special Education and 504 Plan training, and an Orientation of other district practices and the use of technology.

Responsible Administrator: Principals

Coordinate with the Manager of Technology and Buildings and Grounds and other IT staff to respond to instructor and student technological needs within school building and remotely if necessary.

Survey instructors about their technological needs. Coordinate with IT for physical needs (i.e., need of a district laptop for use during remote learning on Wednesdays). For instructional needs, coordinate with IT staff, i.e., recorded instructional videos on use of Google Classroom or other applications.

Inform instructional staff on who to contact should a student report a technological need, or if they become aware of a student need for development in use of applications (i.e., Google Calendar instead of use of paper agendas). Coordinate with IT staff for recorded instructional videos for student use.

Restrict use of paper in lieu of use of technology - i.e., Google Forms instead of paper tests in class. Coordinate with IT staff if staff professional development needed to use these applications.

Coordinate with Manager of Technology and Buildings and Grounds and other IT staff to plan that all students have internet access and a 1:1 electronic device per student for use in the event of completely remote learning, including "hot spots" for students who do not have internet access at home.

The district will have chromebooks for students to check out for use at home. The district will have a limited number of hot spots available to loan students that need them.

Any additional technology concerns from students or staff, can be addressed by reaching out via email to the helpdesk:

staffhelpdesk@mcts.edu

studenthelpdesk@mcts.edu

Athletics

Responsible Administrator: None - NA

Not Applicable

Policy & Funding
Responsible Administrator: Superintendent/School Business Administrator

School Funding - MCTS continually monitors budgets throughout the school year to ensure funds are utilized in the most fiscally responsible manner. This will be of particular importance during the 20-21 school year due to the additional fiscal constraints the COVID-19 pandemic has placed on school districts. MCTS will reallocate appropriations as needed to cover the additional safety needs of the district to meet the guidelines and protocols described in this plan (which cannot otherwise be met by outside funding noted below).

MCTS has an approved application under the federal Coronavirus Aid, Relief, and Economic Security (CARES) Act in order to receive our allocated funds of \$96,747. MCTS will apply for the 2nd round of ESSER II Funding in the amount of \$485,032. These funds will be used for the act's allowable costs (PPE, technology and educator professional development, learning loss, mental health efforts, etc) that cannot otherwise be met with other funding.

MCTS also received \$40,452 CRF funds which was used in compliance with the grant allowable uses.

MCTS has applied for FEMA assistance. Reimbursement has been requested for funds expended during the 19-20 school year (for which we can receive 75% reimbursement for eligible expenses (PPE)). Once 20-21 funds are dispersed for additional eligible expenses, the district will continue to submit reimbursement requests within the FEMA guidelines.

MCTS had a School State Aid reduction for the 20-21 school year and will follow the proper protocols to reduce budget appropriations in accordance with state guidelines. MCTS has decided to remove a capital project from our budget to match our budgeted expenditures to our reduced 20-21 budget revenue.

MCTS is in the process of developing a plan to help bridge the digital divide. MCTS did not qualify for the CARES Digital Divide Grant Funds.

MCTS will remain in compliance with the Public School Contracts Law by utilizing state and cooperative purchasing agreements or remaining under the BID threshold (when our needs cannot be met by such methods) to ensure the additional supplies dictated by the emergency and this plan can be procured.

MCTS does not have an Emergency or Maintenance Reserve account which it can utilize to cover unanticipated expenses.

MCTS will seek Commissioner approval should the need arise to transfer funds that exceed 10% of the budgeted line item amount.

MCTS is an E-Rate program applicant.

Continuity of Learning

Responsible Administrator: Assistant Superintendent

To ensure continuity of instruction, the Google Classroom will be utilized. This will include an announcement area to inform students of developments in the course. Students will be provided instructor's email and contact information and a description of when instruction and opportunities for individualized support will occur and be provided. A general discussion board monitored by the instructor, for students to post questions about the class will be available. Live streaming of classroom activities will occur. Shop teachers will be provided with GoPro cameras to assist with live streaming. Students will be given reasonable flexibility in completing activities and assignments. Recipe ingredients for Culinary Arts students to practice skills at home are offered and distributed, with parents and students coming on-site to acquire ingredients.

For the all remote instruction learning model, teachers will adhere to the regular bell schedule for class times. Daily lessons delivered to both Academy and Shared Time students will occur during regularly scheduled class times. Teachers will also be available for questions and individualized support.

Chromebooks and laptops will be provided to students who are engaged in remote learning to ensure continuity of instruction. District communications will be provided via the district website. A link for all pandemic related documents with a logo has been created for fast access. Additional notifications related to ensuring the continuity of instruction will be provided through the district automated call system with calls and texts, and through notifications via Powerschool.

Special Education students will receive modifications and accommodations based upon IEPs. Home districts will continue to provide aide or interpreter support as identified in IEPs. Home district Child Study Teams will continue to hold IEP meetings and case manage Shared-Time students as per the directives of their home district procedures. Related services such as counseling, therapies, etc., for Shared-Time students will continue to be delivered as per their home district procedures. Full-Time Academy students will continue to be Case Managed by MCTS Child Study Team members. IEP meetings for Full-Time students will be conducted virtually using the Google Classroom or via phone conference based upon parental input, and conducted by MCTS Child Study Team members. Child Study Team evaluations are being performed on-site with the use of shield and appropriate social distancing. Full-Time Academy students will continue to receive related services via the Google Classroom through the practice of teletherapy. ELL learners will utilize iPads with translation software for communication along with Google Translate software for assignments. Title I students will continue to receive the support and small group reinforcement and instruction delivered by the Title I teacher. Students struggling with emotional and behavioral challenges will continue to receive counseling and support services by the School Social Worker, School Psychologist, and Guidance Counselor. Gifted and talented students will continue to receive alternate assignments and access to courses at Mercer County Community College.

All Physical Education classes will occur outdoors. Students will not be required to change for PE classes and will be instructed to wear sneakers on days where Physical Education is scheduled. Students will be able to access newly installed outdoor fitness equipment. On days with inclement weather, students will remain in class and will participate in indoor fitness activities with established social distancing. Activities will include chair yoga, chair dancing, isometrics, isotonic, meditation and relaxation techniques.

For Remote Learning, Fitbits have been purchased for students to monitor and record logs of students' physical activity and ensure physical fitness during off campus times.

Academy Instructional Schedule Hybrid Model

When students are not on-site, they will be participating in a remote learning model from 8:00 until 12:00. From 12:00 - 1:00 students will be on travel time/lunch break back home. From 1:00 - 2:30 all staff and available students will be in Academy Google Classrooms.

On-site Instruction

	Monday A Day	Tuesday A Day	Wednesday Alternating	Thursday B Day	Friday B Day
8:00-12:00	Cohort 1 A Day	Cohort 1 B Day	Remote Alternating A/B	Cohort 2 A Day	Cohort 2 B Day

Shared Time Instructional Schedule Hybrid Model

**Times: AM Session 8:00 AM - 10:45 AM
PM Session 11:45 PM-2:30 PM**

When students are not on-site they will be participating in a remote learning schedule from 8:00 AM until 10:45 or from 11:45 until 2:30 PM.

***Home school counselors will select two sessions for students. Classrooms will be capped at social distancing capacity based on shop and room size. The district will attempt to flexibly schedule students to accommodate home district schedules.**

Session	Monday	Tuesday	Wednesday	Thursday	Friday
AM Session	In-Person A Day	In-Person B Day	Remote Instruction Alternating A/B Day	In-Person A Day	In-Person B Day
PM Session	In-Person A Day	In-Person B Day	Remote Instruction Alternating A/B Day	In-Person A Day	In-Person B Day

If the district is required to engage in an All-Remote Schedule, the regular school bell schedule will be followed and online instruction will take place for learners in the Google Classroom rather than on campus.

Professional Learning
Responsible Administrator: Assistant Superintendent

MCTS has delivered the following in-services to staff regarding students Social and Emotional Learning needs by providing the following virtual inservices:

Kimme Carlos - "Empowering Teachers to Address Student Mental Health and Wellness." Kimme Carlos is a motivational speaker, author, and passionate advocate for mental health and wellness. She captivates and inspires audiences large and small with her authentic storytelling and step-by-step strategies for wellness, recovery, and healing. She is an expert on topics such as racism and empowerment.

Dr. Michael Selbst - "*POWER-Solving® Social Skills Curriculum: Stepping Stones to Solving Life's Everyday Social Problems.*" Dr. Selbst has expertise in the evaluation and treatment of clients who presents with symptoms of anxiety, depression, ADHD, autism spectrum disorder, Asperger's Syndrome, obsessive-compulsive disorder, mood disorders, oppositional defiant disorder, social skills deficits, learning disabilities, as well as family and relationship issues, parent training, and co-parenting. Dr. Selbst has extensive experience working with preschool aged children through adults, including expertise helping individuals working through significant life changes and transitions. He has led numerous workshops, including at local, statewide, national, and international conferences. Dr. Selbst is co-author of the Behavior Problems Resource Kit: Forms and Procedures for Identification, Measurement and Intervention and the Social Skills Curriculum, POWER-Solving®: Stepping Stones to Solving Life's Everyday Social Problems, and the book chapter "Acceptance and Commitment Therapy" in A. G. Dempsey's (Ed.) book, Pediatric health conditions in schools: a clinician's guide for working with children, families, and educators.

PJ Wenger - "Mental Health Concerns for Youth: Building Resilience." PJ works with children and adolescents, utilizing sandtray therapy, play therapy, and the expressive arts. In her work with women and couples, she uses an eclectic approach tailored to the person. PJ has extensive experience working in mental health and addiction settings, including emergency and inpatient treatment.

Ennio Cipiani - "Triggers for Problem Behavior." Ennio Cipiani, Ph. D. is the author of the popular text, Functional Behavioral Assessment, Diagnosis and Treatment: A Complete System for Education and Mental Health Settings (2017, 3rd edition), which features a unique function-based classification system, the Cipani Behavioral Classification System or Cipani BCS.

Jonathan Catherman - “Challenge Assessment” - increasing resiliency for learners. Jonathan Catherman is the founder and director of the [1M Mentoring Foundation](#) which is dedicated to providing life skills and character mentoring resources to one million young people around the world. Jonathan’s international best-selling books include *The Manual to Manhood*, *The Manual to Middle School*, and *The Girls’ Guide to Conquering Life*. He is proud to have co-authored three best-selling titles with his sons, Reed and Cole, and wife, Erica. Jonathan regularly speaks to youth and adult audiences on the significance of stewardship and the importance of building their confidence and capabilities. From parenting conferences to student symposiums, military support events to leadership training days, Jonathan’s audiences are entertained, educated, and inspired to live with purpose and passion.

Staff will also be in-serviced by Manager of Technology and Buildings and Grounds regarding sanitation and safety.

Building Principals will in-service staff on social distancing measures, scheduling, student discipline, new attendance procedures, use of Google Classroom, and professional responsibilities.

One on-site School Psychologist, a School Social Worker, and a Guidance Counselor will provide both in-person and virtual counseling sessions to students.

Career & Technical Education

Responsible Administrator: Assistant Superintendent

Shared-time Career and Technical Education will offer a full virtual option for parents who are requesting online instruction. This model will utilize a combination of Problem and Project Based Instruction and online classroom instruction using the Google Classroom. Home districts will be provided a Google Doc for students whose parents are selecting to opt for in-person instruction. Districts will be given the opportunity to identify two in-person, shared-time, half-day sessions per week. Sessions will be available on Mondays, Tuesdays, Thursdays and Fridays. On days when students are not receiving in-person instruction, teachers will stream live instruction via the Google Classroom. Full-time Career and Technical Education will offer a full virtual option for parents who are requesting online instruction. This model will utilize a combination of Problem and Project Based Instruction and online classroom instruction using the Google Classroom.

Health Sciences

CTE health science programs are based on a theory/lab model with heavy emphasis on hands-on and in-person experiences, in which students spend part of their programs in the classroom and part of their programs in class labs and onsite clinical rotations in healthcare settings. Adapting to changes due to the COVID-19 pandemic highlights the complexity surrounding health care professionals and their education. Clinical experiences at local health care facilities are all integral to both student experiences and the medical professional workforce. In the absence of clinical experiences, classroom teachers will provide video instruction and opportunities for students to view examples of tele-medicine sessions for learners. MCTS will attempt to replace their required clinical hours with simulations and their classroom hours with in-class and distance learning with no reduction in required contact hours as classes will be live streamed to all learners engaged in distance learning.

Culinary and Hospitality

According to the National Restaurant Association, due to COVID-19 the industry as a whole has lost more than three million jobs and more than \$25 billion in sales in March 2020 alone. Furthermore, the hotel industry has lost 70% of its workforce and is expected to lose \$3.5 billion weekly for the duration of the pandemic. Based on this, local restaurants have increased outdoor dining options and provided creative alternatives such as family meal packages for take-out. The culinary and hospitality industry has been dealt a tremendous blow during this pandemic. While certain aspects of the culinary and hospitality programs can be delivered digitally, other elements cannot, particularly the cooking component. If instruction must be delivered virtually to learners, students will be encouraged to utilize any available ingredients in their homes for hands-on learning. Students who are currently working in local establishments will be given the opportunity to provide visual journals and logs of culinary and hospitality related assignments that will be graded

alternatively and in place of classroom assignments. Volunteer activities such as working in food banks and local food pantries will also be credited. In-class assignments will be crafted with multiple additional learning opportunities for students who do not have access to ingredients. Students will be required to work with classroom teachers and the CIE Coordinator in these situations to come up with an acceptable alternative plan for outside participation.

Transportation

In the transportation and delivery industries eCommerce continues to be an essential component in the fight against COVID-19. Locally, Amazon's hiring and delivery has increased dramatically. Transportation and delivery industries are essential to the country's overall health. CTE programs will provide opportunities for learners to gain credit for approved CIE placements and SLE experiences. Virtual learning computer-based programs are currently being developed by industry business partners including NATEF and Ford, and others will be implemented as soon as they are available. For example, an online auto body repair virtual program is being developed to provide simulated learning experiences in areas to students in the Auto Collision program.

Graphic Arts

To ensure continuity of CTE instruction in graphic arts, access to laptops for learners is being provided so that students may utilize the Adobe software at home. A survey is currently being conducted and compatible devices other than Chromebooks will be provided to learners who do not currently have home access to adequate technology in this area. Additional emphasis will be placed on areas that have increased in labor and market demands such as website design, utilizing social media for marketing, and eCommerce marketing.

Construction Trades

Construction trades programs at MCTS will implement virtual reality and other types of software that allow students to practice hands-on skills remotely. These types of programs are currently available in welding, advanced manufacturing, construction, robotics, and aviation. Teachers will work with Building Principals as programs are released to implement them during classroom activities and remote learning. Also, teachers will work with SKILLS USA and the CTE Coalition that created the Keep CTE Moving website, a portal where instructors and students can access online classes, videos, and instructional materials in areas including machining and construction. The online materials are available at no charge to students for the next month to help CTE faculty and students continue their teaching and learning in the virtual environment as quickly as possible.

Cosmetology

Cosmetology students have been working with the Milady online learning programs. MiladyPro Online Classes offer technical and business training anytime and anywhere that's convenient for you. With tutorial videos, interactive activities and knowledge assessment, students will be offered the opportunity to learn new skills quickly and at an affordable cost to the District. Depending upon the level of remote instruction required, students may need to access additional online programs that may include: Technical: Men's Hair, Technical: Nail Services, Technical: Razor Cutting and Technical: Waxing.

Horticulture and Turf Management

Horticulture and turf management will also work with SKILLS USA and the CTE Coalition that created the Keep CTE Moving website, a portal where instructors and students can access online classes, videos, and instructional materials in areas including patio and deck construction. They will also access virtual learning programs in small engine repair. The online materials are available at no charge to students for the next month to help CTE faculty and students continue their teaching and learning in the virtual environment as quickly as possible.

Business Technology

During the COVID-19 pandemic, technologies are playing a crucial role in keeping our society functional in a time of lockdowns and quarantines. And these technologies may have a long-lasting impact beyond COVID-19. Remote work is enabled by [technologies](#) including virtual private networks (VPNs), voice over internet protocols (VoIPs), virtual meetings, cloud technology, work collaboration tools and even facial recognition technologies that enable a person to appear before a virtual background to preserve the privacy of the home. Offering tutorials in each of these areas will help students meet industry demands in this ever changing environment.

STEM

Project Lead the Way Curriculum will offer a multitude of additional opportunities to meet the needs of students during this transition. These include:

Distance Learning Software. A new list of websites is being created that students and teachers will need to access for Distance Learning activities. Sites that require a login to complete activities will have their own guide with their respective course below. The website whitelist and Distance Learning software will be updated as Distance Learning is released throughout Fall 2020.

- Several courses were re-written for Fall 2020. Hardware and software changes have been made based on these course revisions.

- Introduction to Engineering Design: Through the course rewrite, the preferred CAD modelling software has changed from Autodesk Inventor, to Autodesk Fusion 360 in an effort to become more software agnostic. Fusion 360 allows users to save projects in the cloud, collaborate with others, and can be used on PCs and Macs. Teacher files and resources are available in the updated course for Autodesk Inventor and teachers can still use Autodesk Inventor in their classroom.
- End-of-Course Assessments

Protocols to be Followed for Various COVID Scenarios	Staff responds yes	Student responds yes	Contact tracing procedure
A Student or Staff is Diagnosed with COVID	<p>Do not report to work. Staff member should report to nurse/supervisor that they have a laboratory positive confirmed case. Any close contacts (identified by nurse, supervisor or employee from contact tracing logs) of the infected person to quarantine for 14 days. Infected person stays home for at least 10 days have passed since symptoms onset and 24 hours fever free and other symptoms are improving. Provide Dr. note with release to return to work.</p>	<p>Do not report to school. Parent should report to nurse/building principal that they have a laboratory positive confirmed case. Any close contacts (identified by nurse, supervisor or employee from contact tracing logs) of the infected person to quarantine for 14 days. Infected person stays home for at least 10 days have passed since symptoms onset and 24 hours fever free and other symptoms are improving. Provide Dr. note with release to return to school.</p>	<p>Building principal/supervisor and school nurse will inform local DOH, to provide critical data to DOH immediatly: (names addresses, phone #'s of all involved) time/date of notification, exposure potential, individual (s) attendance pattern, class lists, staff lists, bus seating/list of students. Building principals and principal secretary to complete entry in district google doc to keep track of cases. Contact Superintendent office.</p>

B Fever 100 or higher

If **no other** COVID symptoms;
Remain at home until fever free for
24 hours without fever reducing
medication.

If **no other** COVID symptoms; Remain
at home until fever free for 24 hours
without fever reducing medication.

**Lived with or been in close
C proximity with a diagnosed
person***

Stay home until 14 days after last
exposure (For a household member
the 14 day quarantine period begins
after the 10 day isolation period of
the household member expires -
therefore could potentially be out of
school district 24 days) and maintain
social distance (at least 6 feet) from
others at all times; use mask and
handwashing protocols; self monitor
for symptoms; check temperature
2x's per day; Avoid contact with
high-risk persons

Stay home until 14 days after last
exposure (For a household member
the 14 day quarantine period begins
after the 10 day isolation period of
the household member expires -
therefore could potentially be out of
school district 24 days) and maintain
social distance (at least 6 feet) from
others at all times; use mask and
handwashing protocols; self monitor
for symptoms; check temperature
2x's per day; Avoid contact with
high-risk persons

**Lived with or been in close
D proximity with a person
quarantined/isolated due to
suspicion of having COVID***

Stay home until 14 days after last
exposure and maintain social
distance (at least 6 feet) from others
at all times; use mask and hand
washing protocols; self monitor for
symptoms; check temperature 2x's
per day; Avoid contact with high-risk
persons

Stay home until 14 days after last
exposure and maintain social
distance (at least 6 feet) from others
at all times; use mask and hand
washing protocols; self monitor for
symptoms; check temperature 2x's
per day; Avoid contact with high-risk
persons

E Are you experiencing COVID symptoms?*	Do not report to work. Any close contacts of the infected person to quarantine for 14 days. Infected person stays home for at least 10 days have passed since symptoms onset and 24 hours symptom free. Provide Dr. note with release to return to work.	Do not report to work. Any close contacts of the infected person to quarantine for 14 days. Infected person stays home for at least 10 days have passed since symptoms onset and 24 hours symptom free. Provide Dr. note with release to return to school.
F Traveled/household member traveled to NJ restricted location	Supervisor to consider location/reason for travel and whether or not vaccinated - refer to district travel letter for details	Nurse/principal to consider location/reason for travel and whether or not vaccinated - refer to district travel letter for details
G Household member is quarantined due to an exposure to a COVID case but household member is not sick and student/staff are not contacts of the COVID case.*	Do not exclude from work. If household member becomes sick; follow protocol for scenario D.	Do not exclude from school. If household member becomes sick; follow protocol for scenario D.
H Fully vaccinated people with COVID-19 symptoms	Any fully vaccinated person who experiences symptoms consistent with COVID-19 should isolate themselves from others, be clinically evaluated for COVID-19, and tested for SARS-CoV-2 if indicated.	Any fully vaccinated person who experiences symptoms consistent with COVID-19 should isolate themselves from others, be clinically evaluated for COVID-19, and tested for SARS-CoV-2 if indicated.

Fully vaccinated people and those that have had COVID in the last 90 days, have recovered with no COVID-like symptoms following an exposure

If no COVID-like symptoms do not need to quarantine or be tested following an exposure to someone with suspected or confirmed COVID-19, as their risk of infection is low. Proof of positive test in past 90 days or proof of vaccine required.

If no COVID-like symptoms do not need to quarantine or be tested following an exposure to someone with suspected or confirmed COVID-19, as their risk of infection is low. Proof of positive test in past 90 days or proof of vaccine required.

Do not quarantine but should still monitor for symptoms of COVID-19 for 14 days following an exposure. If they experience symptoms, they should isolate themselves from others, be clinically evaluated for COVID-19, including SARS-CoV-2 testing, if indicated.

Do not quarantine but should still monitor for symptoms of COVID-19 for 14 days following an exposure. If they experience symptoms, they should isolate themselves from others, be clinically evaluated for COVID-19, including SARS-CoV-2 testing, if indicated.

Notes

* Note - a Negative test is not an acceptable document to return to work/school. Current guidance suggests that testing prior to 5 to 7 days from exposure may result in a false negative so it is recommended that you wait at least 5-7 days from exposure before being tested. If symptoms persist even after a negative test, you may need to retest to be sure you are truly negative.

Recommendations for whether school closure is indicated will be based on investigation by local health department. A significant community outbreak is occurring or has recently occurred (e.g., large event or large local employer) and is impacting multiple staff, students, and families served by the school community; Consider closing school for 14 days, based on investigation by local health department. 2 or more cases are identified within 14 days that occur across multiple classrooms, are not linked to exposures outside the school setting, and a clear connection between cases cannot be

easily identified (outbreak involving multiple cohorts); Consider closing school for 14 days, based on investigation by local health department.