



Camden City School District
Remote Instruction Plan Attestation
SY 2023-2024

OVERVIEW

The Camden City School District will implement the plan described henceforth during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. As a requirement of P.L.2020, c.27, the plan provides for the continuity of instruction in the event of a public-health related district closure, in addition to COVID-19.

COMMUNICATING WITH STAKEHOLDERS

How will families, staff and other stakeholders be notified of the district’s closure? The district is in constant communication and consultation with the county and state officials. If there is a need for a district wide closure due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, the district will operationalize its communication plan. The District is committed to providing timely communications to school and community stakeholders via various channels including but not limited to: direct email, district website, district social media (in particular Facebook and Twitter), and news releases.

When communicating, the district will utilize the ***Four Fs of Crisis Communications***

- **Fast** - Be as fast as you can, but slow as you must.
- **Frequent** - Post small updates that are easy to consume and keep the public well informed.
- **Factual** - No assumptions. Only post facts and back up those facts with local partner resources.
- **Flexible** - The only thing for certain is that the situation will change. Adapt your messaging to the situation. Foresee potential stumbling blocks and address with FAQ-type updates.

In the event of a district closure, we will follow the [district closure protocol](#). Draft district statements have been prepared to ensure fast and factual information is distributed to school and community stakeholders.

District Closure Protocol

In the event the District must announce a closure, we will utilize the District’s Communications Protocol to communicate with all stakeholders.

If the district must implement a virtual plan, the district will operate a minimum of 4 hours excluding lunch and recess, on a virtual schedule.

CONTINUING TO ADDRESS THE DIGITAL DIVIDE



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In order to close the digital divide, parents completed surveys to determine the actual need. Students were provided with Chromebooks using district funds and private donations. Chromebooks were then deployed, and families were surveyed again to determine any need for internet access at home. Hotspots were then provided to meet the gaps for Internet access.

In the case where there is still a need for device, device support or internet access, students are able to contact the IT help desk directly. Following contact with the help desk, an incident is created that can be tracked until completion.

Each school has a device distribution coordinator responsible to distribute one to one devices to all students. The school's Family Operation Coordinator is responsible to connect with parents/guardians to address concerns and resources regarding one to one devices and tech hubs for the homes.

The Solutions Center, Family Operations Coordinators and School leaders act as additional points of contact for families requiring a device or adequate internet access at home. When requests are made, we are able to coordinate delivery to each student.

Families that have broadband access can be provided with a hotspot. Students have access to devices and we offer ongoing technical support to families through Mindshift. When necessary we are able to provide paper materials for any student who needs them.

The district's remote program is designed to maximize student growth and learning to the greatest extent possible; including synchronous and/or asynchronous remote learning plans which maximize student growth and learning.

The district continuously measures student growth and learning in a virtual or remote instruction environment. The district is able to administer benchmark assessment digitally as well as monitor participation on digital platforms such as iReady, Imagine Math, Edgenuity. Teachers use google classroom to provide remote instruction and all leaders and Teaching and Learning (T&L) Team Members have access to the google classroom links. Leaders and T&L review lesson plans and conduct observations virtually if instruction is being provided remotely.

The district measures and addresses ongoing digital divide issues, including lack of internet access, network access and/or sufficient access to devices. The district will measure technological issues by monitoring and evaluating access to digital platforms. Attendance rates and login data from resources such as Google classroom and Go Guardian will allow the district to ascertain needs for devices or



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connectivity. District representatives can follow up with families to ensure there are no gaps with technology or internet access. Families can also contact IT support to remediate any hardware or connectivity concern. At this present time we have the resources and inventory to provide 100% of our students devices and internet access. We have provided all of our locations with devices to satisfy the current enrollment and can provide additional resources if a replacement is needed.

SAFE DISTRIBUTION OF MEALS

School meals will be distributed to students based on regulations provided by the NJ Department of Agriculture, CDC, and the Health Department. Students and families can pick-up bi-weekly pre-packaged breakfast and lunch meals from designated locations at neighboring schools. If federal waivers are required for this type of distribution, the district will secure it. Social distancing and COVID procedures will be used based on CDC and district recommended guidelines.

IMPLEMENTATION OF PROGRAM - CURRICULUM

The District implemented new curriculum resources in ELA, Math (9-12), Social Studies, and Science. All curriculum resources have digital platforms that are used daily during in person and remote instruction. In addition, we continue to use Google Classroom. Professional development is offered twice a month for all teachers to provide them with support on the new resources and digital learning. We have maintained our remote instructional schedules which can be implemented if needed.

The district has considered accelerated learning opportunities.

In addition to the new curriculum resources being implemented for both in person and remote learning in grades 9-12, the district is utilizing the following digital resources to accelerate learning for all student levels: Zinc for reading, Quill for writing, and Imagine Math. These programs meet students at their level and prescribe activities that will accelerate student growth.

IMPLEMENTATION OF PROGRAM - SPECIAL POPULATIONS

Bilingual Students: We continue to utilize our current dual-language and ESL instructional resources to facilitate language development in English and Spanish. We are utilizing our benchmark data from Istation (reading) and Imagine Math to target those students that may need intervention. Our programs contain resources that teachers utilize that coincide with the skills that students have not mastered.



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The program includes an English as a Second Language and/or bilingual education program aligned with State and Federal requirements to meet the needs of ELLs.

The district communicates with families of ELLs including providing translation of materials, interpretative services. Instructional materials are available in Spanish and English. In addition, the district has contracted with vendors and central office staff who are bilingual, to support with translation of documents and interpretive services, as needed.

Alternate methods of instruction including access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers. Alternate methods of instruction including access to technology and strategies to ensure ELLs access the same standard of education as non-ELL peers. All bilingual and ESL teachers have access to digital instructional resources that are utilized for in-person and virtual learning to ensure a seamless transition to remote instruction, as needed. All teachers have access to a digital learning platform (Ellevation Strategies) to provide differentiated instruction based on the language needs of the ELs.

Training for teachers, administrators and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning and trauma-informed teaching for students affected by forced migration from their home country (e.g., refugee, asylee). Training for teachers, administrators and staff take place throughout the year during monthly PLCs, and staff professional development days. The district is currently working with ImmSchools to conduct targeted training for district staff to support immigrant families and undocumented youth. In addition, the district utilizes Ellevation Strategies program to provide all teachers with instructional strategies that support ELs in the classroom.

Special Needs: We continue to offer specialized instruction to students who require an Individualized Educational Plan (IEP). Teachers are trained to differentiate instruction at all levels. For our most vulnerable students, including those requiring home instruction, each student's need is assessed individually.

Provision of virtual or remote instruction, including accessible materials and programs for students with IEPs. Each student will be provided the appropriate educational program via



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virtual or remote instruction including the necessary technological device to optimize their access to education based on the individual need documented in their IEP ranging from the district issued 1:1 device to a specialized assistive technology device to properly engage in the academic process.

Methods to document IEP implementation including tracking of services, student progress and provision of accommodations and modifications. The Camden City School will utilize various methods to document IEP implementation. Teachers will actively maintain each individual student's goal binder as a progress monitoring tool of student achievement and acquisition of skills throughout the academic year including the necessary accommodations and modifications. In addition, this information will be discussed in each student's Annual Review meeting to ensure that the student's strengths and challenges are expressed to appropriately plan for their next level of instruction. In addition, the individual's case manager and related service providers will document their interactions and presentation of services in IEP Frontline in the contact log or document repository as evidence of the fidelity to the IEP implementation.

Case management - following up with families to ensure implementation of services. Upon the start of each school, each student with an IEP is assigned a case manager, a designated member of the Child Study Team, to supervise the provision of specially designed instruction to meet the unique needs of students with disabilities and actively communicate this information with the families to ensure fidelity of services.

Conducting IEP meetings and/or evaluations. IEP meetings will be conducted virtually as prescribed per the New Jersey Administrative Code 6A:14 minimally with an Annual Review, every 3 years for a Reevaluation or as needed per parent request via a Review, Revise and Assess meeting.

IMPLEMENTATION OF PROGRAM - STUDENT ATTENDANCE

Students will adhere to the Camden City School District [Attendance Policy](#). Under the direction of the Assistant Superintendent of Schools, the Department of Student Support Services oversees daily student attendance and closely monitors chronic absenteeism. The district has a procedure for documenting attendance both in person and in the event the district closes due to an emergency.



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The district implements procedures to determine whether a student is present or absent. These procedures factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance. Regular student attendance and daily participation in learning remains a critical component of learning, and will continue to factor into a student's grade via participation/readiness. This is particularly important in a remote learning environment. All students are encouraged to login in 3-5 minutes before their start time to ensure they are ready for their day.

Per the New Jersey Department of Education, CCSD will report and track attendance daily. Every student must participate in remote learning every instructional day. Parents should continue to call in to the school's attendance line to report absences.

Schools will provide students in grades Kindergarten (Kg) through twelve (12) with access to four (4) hours of live instructional time each school day in the morning, and the potential of an additional fifty (50) minutes of instruction in the afternoon. Instructional schedules will also incorporate "asynchronous - self guided - Fridays" which may include additional individual, small group, and special projects assigned by teachers.

Absences during remote instruction will be noted, and any resulting attendance interventions administered, according to the CCSD School Board Attendance Policy. Attendance will be taken at the beginning of the day for all students - specifically during the morning meetings in grades prek to 5, and then for each class period in middle school and high school. Teachers will enter attendance in Genesis each day/period. Students with absences are expected to make up any missed work. The teacher will allow a reasonable amount of time for the student to make up his/her work. Any excuse notes must be shared with the school staff to ensure attendance is recorded accurately over the course of remote learning. Attendance will be taken daily to ensure that students are safe and accounted for each day. Attendance must be reported by 9:30am am via Genesis. Promotion, retention, graduation, and discipline are based on CCSD policy.

The district communicates with the family when a student is not participating in online instruction and/or submitting assignments. As a district, CCSD will continue to update families



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as any district wide programming changes occur. Messages will be sent out via School Messenger Text/Phone calls, the CCSD website, and social media platforms.

Each school leader will designate preferred communication paths for their schools.

Individual teachers and staff members are encouraged to connect with families frequently as our 1:1 connectivity is drastically reduced during this remote learning model. They may contact you through programs like ClassDojo, Remind, ClassTag weekly update emails or simply by calling you on a regular basis. If you have a preferred form of communication please share it with your child's teacher so we may continue working together for the benefit of your child.

IMPLEMENTATION OF PROGRAM - FACILITIES PLAN

During a period of extended school closure, buildings will be open for staff identified as essential to be onsite for purposes of cleaning/sanitizing; food distribution; and other facility related matters. Essential staff will be onsite daily performing routing building checks and facility maintenance.

IMPLEMENTATION OF PROGRAM - OTHER

How is transportation addressed during a district closure?

In the event of a district closure, the district will reduce payments to vendors for contracted units to ensure drivers are retained for reopening of schools. The district's bus fleet will be utilized to transport students for Charter & Renaissance schools which may be opened during the district's closure period.

What types of Title I Extended Learning Programs does the district offer during a prolonged period of closure?

In the event of a prolonged district closure, Family Operations Coordinators, as a key member of the school's leadership support team, will continue to help to build community, and support the creation of a school culture that honors families as partners in their child's academic learning and overall school improvement. They will prioritize creating opportunities for families that focus on the following process conditions which are key to the design of effective efforts for building the capacity of families and school staff to partner in ways that support student achievement and school improvement.

Engagement efforts should be relational, linked to learning and development, asset-based, culturally responsive and respectful, collaborative and interactive. By partnering with internal and external



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stakeholders, they will offer flexible monthly learning sessions that consider the needs of both students and families, through Zoom meetings, and In the House Facebook Live learning sessions. They will take a two-generational approach which aims to also connect the family with local resources that will help meet the basic needs of the family. Learning sessions will include, supporting family well-being, career and financial security, programs designed to support and strengthen parent-child relationships, and strengthening the capacity of families to support student academic and social emotional learning. Parents can also participate in decision-making processes through flexible online meetings, with families, and staff.

Through these opportunities, families will be able to continue strengthen their self-efficacy to be:

- Supporters of their children’s learning and development
- Encouragers of an achievement identity, a positive self image, and a “can do” spirit in their children
- Monitors of their children’s time, behavior, boundaries, and resources
- Models of lifelong learning and enthusiasm for education
- Advocates/Activists for improved learning opportunities for their children and at their schools
- Decision-makers/choosers of educational options for their children, the school, and their community
- Collaborators with school staff and other members of the community on issues of school improvement and reform.

IMPLEMENTATION OF PROGRAM - TRANSPORTATION

During the period of extended district closure, transportation will continue to operate as needed. For example, for students who attend out of district schools and are not experiencing a health emergency closure, will continue to have students transported to their respective locations.

IMPLEMENTATION OF PROGRAM - ESSENTIAL EMPLOYEES

What are the expectations for [essential employees](#) during a district prolonged closure?

During a prolonged closure, essential employees are expected to report to the district on a case by case basis. Assigned days and hours will be determined based upon each employee’s specific duties. Essential staff from the district’s facilities/maintenance department would be expected to report to work daily to ensure health and safety protocols are in place. They would be joined by the district’s food service staff to ensure food insecurities are addressed for our students. Other essential staff, not deemed to impact



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life and safety areas, such as the business office staff, would be expected to report to work on a rotating basis.