



**Union County Vocational-Technical Schools
Emergency Virtual/Remote Learning Plan 2023 - 2024**

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Introduction and Purpose

The Union County Vocational-Technical Schools acknowledges the importance of pre-emptive and comprehensive procedures in both maintaining the safety of our students and staff and maintaining the effectiveness of our instructional program during a pandemic. The district also recognizes the importance of creating thoughtful plans to guide our pandemic response efforts. The UCVTS Emergency Virtual or Remote Learning Plan provides a framework to address equitable, high-quality virtual or remote instruction in the event of an emergency related closures outlined in [LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs](#) released by the New Jersey Department of Education (NJDOE).

The UCVTS plan outlines district strategies for the 2023-2024 school year for Emergency Virtual or Remote Instruction. The following guiding principles were utilized in leading discussion and decision making with regards to the development of all UCVTS emergency related planning:

- The physical, social, and emotional well-being and safety of the UCVTS community is a primary responsibility to be considered in all aspects of emergency response.
- We will consider adjustments to all aspects of our operations to provide the best possible learning environment for students.
- We will prioritize Career and Technical Education (CTE) and practical science areas for on-site learning opportunities.
- All plans must provide equitable access to learning opportunities for all students

Decision making and planning is guided by a community of stakeholder volunteers who graciously give of their time, their energy and their resources in helping UCVTS respond to the pandemic. Thank you to all individuals who have served and continue to serve on our various planning committees. Though not ideal circumstances, the work and collaboration we have seen in the planning process will benefit our community long into the future. Your professionalism, work, and commitment to the Union County Vocational-Technical Schools is greatly appreciated.

Emergency Virtual or Remote Instruction

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Section 1: Introduction

A New Jersey Department of Education [Broadcast Memo](#), dated August 18, 2021 requires New Jersey public school districts to “provide for the continuity of instruction in the event of a public-health related district closure” and that school districts “can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. I” It further clarifies that “in order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented 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.” In the event that UCVTS must transition to a emergency virtual or remote instruction environment, in accordance with the requirements as outlined by the New Jersey Department of Education, UCVTS will ensure all students have access to the technology needed to successfully participate in the educational environment, have access to lunch and breakfast programs, and will ensure that the instructional program meets the minimum four (4) hour daily requirement.

Section 2: Access to Digital Devices

In the event that UCVTS is mandated to temporarily enter into an emergency virtual or remote instruction environment, UCVTS will ensure that all students have access to Chromebooks and internet connectivity. Every full-time career academy and alternative high school student is issued a Chromebook. UCVTS will assist and partner with our sending districts to provide shared-time students with devices and connectivity where the sending district is unable to do so. UCVTS will provide software or hardware capabilities in which students will need to have access in order to successfully complete the Career and Technical Education Program. Adult students will be assigned devices as needed.

Families will be surveyed regarding access to home internet connectivity. Students who do not have regular access to WiFi internet will be formally identified through this process. Arrangements for internet connectivity for those who do not have access will be made.

In preparation for possible mandated remote learning for district students and faculty, the technology department has set up the following guidelines for technology related instruction and support.

- a. The primary source for structured remote learning will be done with Google Classroom. This will encompass attendance, lesson assignments, assessments and communication. GoGuardian will be utilized by faculty in monitoring students during their assigned class times. All full-time students have district assigned Chromebooks or in the case of the School of Design, laptops. All district faculty are also provided a district issued laptop. These devices are to be used in the remote learning environment.
- b. A centralized location on campus will be established where students and staff who need to replace their devices can drop off and pick up devices without having to come into contact with anyone.
- c. Issues with Chromebooks should be reported by the technology department via electronic Helpdesk form.
- d. Please note that any network issues that occur in the home of the student or instructor, will be the responsibility of that party. The UCVTS technology department will not be providing any assistance on personal networks. If there is a larger network issue, located on the district campus, the technology department will address the matter accordingly.
- e. These guidelines are established for UCVTS students and faculty during an event which necessitates a remote learning environment. As needed, modifications will be made and notification of those modifications will be sent to all parties.

Section 3: Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment creates significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. UCVTS will work closely with stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity. As part of the program at UCVTS, all class structures are delivered at the Honors Level of instruction providing Accelerated Learning Opportunities for students on a daily basis. Additionally, should a student choose to “advance” from a math course or spanish course one level above the prescribed next in sequence, they are permitted to take an advancement assessment which allows them to do so. In the event of remote learning, opportunities for this to occur continues to be in place.

Virtual Instruction Program and Day

In the event of a return to full remote learning, the Union County Vocational-Technical Schools will implement the following schedule on Monday thru Friday. In the event of an extended period of emergency virtual or remote learning setting, UCVTS may incorporate an alternative Asynchronous Wednesday enrichment schedule.

Full Remote Learning Schedule

All Students Attending Class Remotely (M-T-Th-F)

Period	Time	Student
Pre-Block	8:00am - 9:25am	Prepare for the day. Send teachers questions about learning tasks.
1/2	9:30am - 10:30am	<ul style="list-style-type: none"> Log into Google Classroom Submit tasks before end of period. Check for homework/projects. Get up and stretch in 5 minutes between class.
3/4	10:40am - 11:40am	<ul style="list-style-type: none"> Log into Google Classroom Submit tasks before end of period. Check for homework/projects.
Lunch 11:40am - 12:15pm		
7/8	12:20pm - 1:20pm	<ul style="list-style-type: none"> Log into Google Classroom Submit tasks before end of period. Check for homework/projects. Get up and stretch in 5 minutes between class.
9/10	1:30pm - 2:30pm	<ul style="list-style-type: none"> Log into Google Classroom Submit tasks before end of period. Check for homework/projects.

AM Wednesday Schedule for Students

Full Remote Learning

8:00 - 9:00 AM	<ul style="list-style-type: none"> Create a personal schedule for the day. How will you use your time today? Email teachers to schedule appointments for the 9-11 or 11:45-12:45 extra help blocks. Our teachers are eager to support our students. Wednesdays provide a unique opportunity for students and teachers to connect. Email counselors to schedule appointments. Our counselors are also eager to support our students. Wednesdays are an ideal day for our students to work with their counselors on college planning or for any other support they may need. Reach out to schedule virtual meetings to work through any group projects you may be working on. Wednesdays provide an ideal opportunity for students to work together. <ul style="list-style-type: none"> Once their day has been scheduled, students are encouraged to use this time to exercise.
Before 9:30 AM	<p>Log into Google Classroom</p> <p>Submit check-in in Counselor Google Classroom. This is required for attendance purposes. Any attendance questions should be directed to your Building Secretary.</p>
9:00 - 11:00	<ul style="list-style-type: none"> Participate in scheduled meetings with teachers. Participate in scheduled meetings with counselors. Work with group members on projects/on-going assignments. Prepare for upcoming assignments or preview upcoming material.
Lunch - 11:00 - 11:40	

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PM Wednesday Schedule for Students

Full Remote Learning

11:45 - 12:45	<ul style="list-style-type: none"> ● Participate in scheduled meetings with teachers. ● Participate in scheduled meetings with counselors. ● 	<ul style="list-style-type: none"> ● Work with group members on projects/on-going assignments. ● Prepare for upcoming assignments or preview upcoming material.
12:55 - 1:50	<p>Block A - CTSO Club Meeting</p> <p>Career and Technical School Organizations will schedule events and meetings during this time. UCVTS CTSO's include: SkillsUSA, Future Business Leaders of America (FBLA), HOSA-Future Health Professionals, International Thespian Society, National Honor Society for Dance Arts, Technology Student Association (TSA), and Future Farmers of America (FFA).</p> <p>Students may also use this time to:</p>	
1:55 - 2:50	<p>Block B</p> <p>Clubs will schedule meetings and run activities for students during this time. Students may also use this time to:</p>	
	<ul style="list-style-type: none"> ● Maintain personal health and fitness. ● Participate in scheduled meetings with teachers. ● Participate in scheduled meetings with counselors. 	<ul style="list-style-type: none"> ● Work with group members on projects/on-going assignments. ● Prepare for upcoming assignments or preview upcoming material.
	<ul style="list-style-type: none"> ● Maintain personal health and fitness. ● Participate in scheduled meetings with teachers. 	<ul style="list-style-type: none"> ● Participate in scheduled meetings with counselors. Work with group members on projects/on-going assignments. ● Prepare for upcoming assignments or preview upcoming material.

Curriculum, Instruction & Assessment

The Union County Vocational-Technical Schools schedule will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers.

In preparation for possible emergency virtual or remote learning, the following standards of practice have been established:

- a. Students will continue learning from the approved UCVTS curriculum linked to the NJ Student Learning Standards (NJSLS's) for all courses. Student understanding of knowledge and skills within the curriculum will be assessed through a variety of assessment procedures.
- b. Students' growth within the curriculum will be monitored using formative and summative assessments consistent with in-person learning. Students will complete independent and group performance assessments, homework assignments, online quizzes and tests and projects to demonstrate understanding. UCVTS faculty will continue to utilize the grading structure consistent with in-person learning unless otherwise specified.
- c. Students will learn virtually through synchronous instruction via video conferencing software. Where warranted, teachers may supplement synchronous instruction with asynchronous instructional practices to enhance the learning experience.

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- d. Faculty will provide opportunities for students to work collaboratively through breakout sessions to increase engagement and provide meaningful opportunities for peer to peer interaction.

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

UCVTS full-time students with IEP/504s are educated in the General Education setting, with varied supplementary aids and services, accommodations and modifications. Students will receive the core of all instructional materials received by all other students in classes unless otherwise specified in their IEPs. For students that have opted for the Hybrid Model of instruction, when on campus, each student will receive services in person as prescribed on the IEP prorated for the number of days per week that they are on campus. The remainder of the specific services detailed on their IEPs will be delivered with the following adaptations:

- a. **Direct Services** - All direct services are being delivered as prescribed on the IEP via Virtual means. At UCVTS, students are receiving services to the greatest extent possible, as allowable by means of virtual participation. There is no reduction in prescribed services.
 - **Pull-Out Supplementary Instruction (Study Skills)**

Service on various IEPs/504s 1 or 2x per week where students receive additional support in the area of executive functioning skills, organization, task/work completion, and follow up communications with teachers.

 - **PLAN:** study skills teachers conduct virtual “class” where they will communicate and monitor student work completion of the general education classrooms. Study Skills teachers will confer with groups of students and individually using **Google Docs with comments** enabled and **Google Meet** for video conferencing as needed. This will take place during the support block built into the modified schedule. Teacher(s) responsible will take attendance in the same format as specified above). Virtual attendance will be monitored by Case Manager.
 - **In Class Resource**

Students with this service gain access to a Special Education teacher co-teaching within the General Education Classroom. Supports provided include, reteaching content, breaking down into manageable chunks, frequent checking for understanding, close monitoring and managing implementation of accommodations and modifications of assignments and assessments. The Frequency and Duration of the service will be delivered as per IEP.

 - **PLAN:** ICR teacher to be online simultaneously with General Ed teacher during the session. Teachers will monitor work completion on google

doc and/or prescribed medium of assignment, frequently checking for understanding with students via chat function on Google Doc and, if needed, via Google Meet (video conference). Additionally, teachers will provide specific reteaching/chunking of instruction through the Google Meet Screen Sharing function when students are in need of intervention. This service may take place while the Special Education teacher is in the physical classroom servicing students in-person during the live hybrid format, as well as students that are remote, receiving the same service at home virtually.

- **Supplementary Aids and Services (paraprofessional support)**
 - **PLAN:** Paraprofessional will be online simultaneously with the General Ed teacher during the session. Teachers will monitor work completion on google doc and/or prescribed medium of assignment, frequently checking for understanding with students via chat function on Google Doc and, if needed, via Google Meet (video conference). Paraprofessionals are trained using the Share Screen function in the event that they need to clarify instructions of assignments. Additionally, paraprofessionals will communicate any learned problems with the teacher and case manager to ensure reteaching, clarification of assignment directions, prompting to break down assignment, etc. Should additional problems with work completion, attendance, indications of health or mental health become known to the paraprofessional, email and/or phone call to the administrator in charge shall occur.

b. Indirect Services

- **Consultation**
 - Students with Consultation as a service on their IEP will receive consultative services by the Special Education Teacher in various capacities as stated on the IEP. A Special Education teacher may provide review of lesson plans, materials, instructional methodologies and assessments in advance to assist the general education teacher with modifications, accommodations, differentiation, and adaptations to the learning environment to ensure successful implementation of the IEP. Frequency and duration of this service will be followed as per the IEP.
- **Case management**
 - **PLAN:** Child Study Team will continue to communicate with students, teachers and parents to ensure student progress is being made in the virtual environment. Group email to teachers of each CMs student to be sent in the onset establishing lines of communication for attendance, work completion, progress toward goals and any other issues that may arise during the transition. Specific note monitoring signs for mental health concerns will be embedded in the communication with both

parents and teachers. Teachers will be instructed to email any of the above concerns prompting virtual dialogue with the student through Google Meet (Chat or Video) first, then parent communication if needed to escalate.

- CMs will communicate weekly with teachers requesting progress updates.
- CMs will check Powerschool grades for completion of graded assignments weekly for all students on the CMs roster.
- Consultation with teachers re: accommodations and modifications as needed.
 - Email &/or Google &/or video conferencing based on situation
 - All students with accommodations for additional time will be granted until the end of calendar day for assignments due at the end of school day. *For example: assignments due at 2:30pm for a student with extra time on 504 or IEP will be accepted with no penalty until midnight of the same day.*
- CMs will be copied immediately by school secretary staff in charge of attendance to ensure knowledge of disengagement with the virtual learning environment. Students that develop patterns of non-attendance and/or lack of engagement in the work will receive parent communication by the CM.
- Should there be any reason to believe that students are in acute need based on educational progress.
 - Immediately contact the Guidance Supervisor in charge of crisis intervention.
 - Check in with students suffering from anxiety/depression based on need.
 - Phone consultation with outside clinicians (psychologists/psychiatrists) in the event of warning signs for acute need of clinical care.

c. Related Services

- Physical Therapy and Speech Therapy
 - Morris Union Jointure Commission (MUJC) is contracted to provide PT students at UCVTS. MUJC will be providing packets of information for parents.
 - All Physical Therapy will be delivered in person for students who have selected the hybrid model.
 - For student that have selected full remote learning, PT will be delivered via telepractice using Google Meets or Zoom.
- Counseling
 - Counseling sessions with UCVTS staff will be conducted as prescribed on IEP via Google Meet and logged by practitioners.

- Students in the hybrid model may receive spontaneous counseling in-person as needed
- d. Procedural Safeguards (Compliance based)
 - IEP / 504 initial evaluations - 90/60 days respectively
 - Child Study Team to conduct Evaluation Planning meetings on schedule through Google Meet. Depending on school building availability of non-infected, non-exposed students/parents/Case Managers *may* conduct evaluations in-person with parental consent for those students who have selected a hybrid model. Students who have opted for Remote Learning *only*, will need to come on campus for all evaluations if needed for Initial or Reevaluations with proper social distancing and/or PPE in place.. No evaluations will be conducted virtually.
 - If location is not available, obstacles to testing will be recorded and scheduled for the earliest anticipated, feasible date of return.
 - All evaluations that are able to be conducted will be conducted virtually such as Social History, collection of medical documents, functional reports, etc.
 - Annual IEP meetings
 - Secretary to send out meeting notifications for virtual meetings through Google Meet.
 - Meeting invites are given to the Secretary from building principals based on availability of schedule (same procedure as school based meeting). Then the Secretary will create the invite to all scheduled participants.
 - Case Manager emails teachers to receive feedback for PLAAFP.
 - IEP/504 reevaluations - 60 days or waiver
 - Re-Eval Planning Meeting
 - Meeting to take place via Google Meet
 - Secretary to send out meeting notifications
 - Meeting invites are given to the Secretary from building principals based on availability as usual.
 - If determination to test, same process as initial iep testing procedures above.
 - Periodic (annual) 504 meetings
 - To take place via Google Meet on timeline.
 - Records:
 - Records may be sent via regular mail or electronically to the Office of Special Education. Any electronically received documents will be printed and placed in permanent files if warranted.
 - If instruction reverts to full remote learning for all students, records will again be accepted by the Special Education Secretary electronically via email and stored in Google Drive folders marked per student.
 - All records will be printed and filed upon return.

Multi Tiered System of Supports

MTSS is a systematic approach to prevention, intervention, and enrichment for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Tier 3 Intervention	<p>This tier applies to approximately 5% of our students who are demonstrating significant limitations in learning the general core curriculum and require additional services, as a result. The Child Study Team is recommended to assist and provide additional services that require an adaptation of the general curricular demands for that student. Interventions include but are not limited to:</p> <ul style="list-style-type: none"> ● CST intervention/involvement. ● Intensive small group or individualized instruction ● Scheduled study skills session(s) with Support Staff.
Tier 2 Intervention	<p>Students identified as struggling by a member of the school community: teacher, counselor, administrator. By struggling, this can take the form of content-related challenges but also social and emotional challenges as well. Identified students</p> <ul style="list-style-type: none"> ● I&RS referral and process <ul style="list-style-type: none"> ○ Initial referral ○ Data collection ○ Plan creation ○ Plan monitoring ● Tutoring via NHS
Tier 1 Intervention	<p>This tier applies to all students in the district that receive instruction in person or remotely. These are students present who receive the general curricular objectives without formal accommodations.</p> <ul style="list-style-type: none"> ● Attendance checks with parent communication after 5, 10, 15 days absent from school or in meeting attendance. ● Office hours during during Wednesday schedule ● Best pedagogical and assessment practices <ul style="list-style-type: none"> ○ Differentiated instruction ○ Graphic organizers ○ Study guides for assessments ○ Paired/group learning

As part of the MTSS framework, students may also be offered additional interventions, programs and opportunities through our Summer Enrichment Workshops which run for three weeks in the July. Some of the topic offered include, SEL for students, Supports for Students in Credit Recovery, Enrichment Courses in Athletics, STEM, CTE,, Creativity, Community Building, amongst others.

Please find our brochure which details these amazing programs:

https://drive.google.com/file/d/1SZc6qtMVcFDqDuMDnAzNiMwJO6UcL2c_/view

Additional updates to the Virtual or Remote Learning Environment are posted on the UCVTS Website under the COVID-19 Dashboard at: <https://www.ucvts.org/Page/1014>. These include information about mental health supports during the remote environment, extra-curricular programs offered on Wednesdays

Additionally, at Simon Youth Academy, students are offered credit recovery opportunities regularly through their Virtual Curriculum.

Section 4: Policies and Procedures

Attendance

At the start of each class period, teachers will create a google question that asks “Are you here”. If students respond, they will be marked present. If a student does not respond within 20 minutes, mark them absent for that class in Powerschool. All attendance policies will be followed as per the student handbook including parent communications.

Parent/Guardian Notification

When a student is absent from school and the parent/guardian has not contacted the school, the Principal’s Office will attempt to verify the absence with the parent/guardian. Parents will be notified in writing on the 5th, 10th and 15th absence from school.

If daily attendance records indicate a student is absent and the parent/guardian has not called, the Principal’s office shall contact the parent/guardian.

Completion of Assignments

When a student is absent, he/she is responsible for the completion of assignments missed. Students who have been excessively absent and have not completed the required assignments by the

conclusion of the marking period may be assigned an "Incomplete" grade for the marking period. Incompletes must be made up within 2 weeks of a student's return to school.

Other Daily Procedures

- Student meeting attendance will be entered in PowerSchool.
- Students will be given learning tasks, feedback, and will continue to be assessed and graded.
- Grades will be entered in PowerSchool Parent Portal.
- Student 504/IEP and I&RS plans will continue to be followed.
- If you are unable to attend for the day, your parents should call your school's attendance line to report your absence.
- [Students will be required to follow the UCVTS Academic Integrity/Honor Code, Acceptable Technology Use Policy, and Responsible Technology Use Policy.](#)
- You **must** use your district issued-chromebook during class to ensure that we are using the UCVTS network protections and the monitoring capability of the GoGuardian software.
- You will have Instructional Blocks where you will be learning new skills or content, practicing your skills, and working with others or on individual projects. You will also have Assessment Blocks where teachers will be assessing/grading you on your progress.

Section 5: School Breakfast and Lunch Programs/Virtual Instruction

Students who qualify for free and reduced meals will be surveyed regarding access to pick up from the main campus of the Union County Vocational-Technical Schools. "Grab and go" meals will be packaged by our food service provider and will be provided to students who are able to collect them from a designated area on campus. Depending on staffing availability, arrangements may be made for meals to be delivered to students who are not able to collect from the district. Unfortunately, our food service provider will not be able to guarantee that meals will be "nut free." However, meals will vary each day. "Grab and go" meals will be available from 8:30 a.m. and 10:00 a.m. (breakfast) and from 11:30 a.m. to 1:00 p.m. (lunch). Meals which require delivery will be delivered during the same hours. Deliveries will be made in a "drop and go" fashion in a marked (logo) district vehicle.

Section 6: Transportation

Transportation is coordinated by sending school districts for UCVTS full-time and share-time populations. UCVTS will work with sending district administrators and transportation staff to coordinate pick-up and drop-off times which meet adjusted times for onsite instruction according to UCVTS schedule and phased reopening plan. UCVTS will collect information and recommend

procedures, where appropriate, which are in alignment with UCVTS safety procedures, including temperature screening and cleaning/disinfectant procedures. All students will be required to wear facial coverings on the bus at all times, unless doing so would inhibit the student's or staff member's health.

Section 7: Facilities Plan

To limit exposure custodial and maintenance staff have been divided into two daily four (4) hour shifts. The Collective Bargaining Agreement specifies when schools are closed, these staff members are to work four (4) hour shifts. In addition to assisting with meal deliveries, both custodians and maintenance staff continue to work daily to clean, disinfect and make necessary repairs as needed while students and staff are learning and working remotely. UCVTS usually contracts with an outside vendor to provide night-time cleaning services. While schools remain closed and continue with remote learning, the schedule of our cleaning service vendor will be adjusted to day time hours in an effort to assist with thorough cleaning of all facilities.

Procedures have been established for all employees to ensure a safe working environment. Employees wear masks and gloves and have been instructed that they may not be within six (6) feet of one another. Additionally, no more than two (2) people are permitted within the same room at any given time. Custodial staff complete building/facilities checks each day. When outside vendors/contractors are scheduled to make repairs or conduct maintenance checks, the areas which were addressed are cleaned and disinfected upon then leaving the areas/buildings. Cleaning responsibilities during a public health related emergency transition to remote learning include, but are not limited to, cleaning and disinfecting of all classrooms, bathrooms, fitness area, gym, auditorium, cafeteria, offices and common areas. Rooms and building areas are marked with blue tape to designate the locations have been cleaned. If there is a need to re-enter a specific room/area with a

specific purpose, the tape is removed so that staff can track which areas need to be cleaned and disinfected again. A process will be developed for approved staff, or other individuals, to retrieve materials or equipment necessary to ensure continuity of instruction, or to complete other necessary approved task/job action.

When there is a return to in-person classroom instruction custodians will walk through facilities as assigned to assess cleanliness and supplies and address any observed or reported issues. A checklist of specific areas, materials, supplies, etc. will be utilized for efficiency, consistency, and supply reordering including but not limited to bathroom supplies, classroom sanitization supplies. etc.

At least once every week day twenty-four (24) hour period rooms will be disinfected using the electrostatic apparatus which will lay a fine mist on all hard surfaces that will evaporate and air dry. The disinfectant neutralizes all bacteria in the room and will include spraying keyboards, misc, devices or other equipment in the room/space.

Bathrooms will be cleaned and disinfected frequently and as needed and utilizing protocols outlined by the Environmental Protection Agency (EPA). Supplies will be replenished where needed.

All touch points will be sanitized/disinfected at least once every twenty-four (24) hours.

The nurses office and the designated isolation room, as well as other locations designated based upon potential exposure risks, will have a Odorox Slimline Hydroxyl Air Processor, which is designed to decontaminate up to a 1,000 sq ft. of space. The unit meets or exceeds EPA-OSHA standard & guidelines and is FDA approved.

All building rooms will be cleaned and disinfected each evening with recommended CDC, EPA COVID-19 registered products, including Envirox Critical Care (24 hour). Envirox Critical Care (24 hour) cleaning products are approved to kill bacteria and viruses, including the human coronavirus, and offers residual protection from certain types of bacteria. As part of the evening cleaning Bru-tab will be applied using an electrostatic apparatus which will disinfect any and all hard surfaces. These two products will work in conjunction with each other during the cleaning and disinfecting process.

All manufacturer's instructions will be followed for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.).

All UCVTS facility ventilation systems circulate fresh air into the buildings according to specified requirements. All filters for A/C units are maintained according to manufacturer recommendations. The District has contracted with Honeywell Corporation for mechanical, temperature, automation, and energy monitoring services. A Honeywell professional is onsite all day, every day (Monday-Friday), and works directly with our District Maintenance Engineer to monitor our HVAC systems.

Each building a part of the Union County Vocational-Technical Schools have operational HVAC systems. HVAC systems have computerized software which provides real-time updates of air-flow, heating, cooling and room temperature data in nearly each classroom/office space. Daily check-ins of the HVAC systems

will occur at least one (1) time per week day. Daily check-ins include monitoring air-flow to each classroom.

The current air-flow systems on campus are designed to provide at least 30% fresh air (outside air) through the air handler. It has been recommended by those responsible for monitoring and maintaining the HVAC systems, that windows and doors remain closed to allow the air handlers to operate as designed.

An HVAC audit is currently in progress on our main campus to investigate efficiency and infrastructure of each of the systems which operate in the various buildings located on the main campus. The District is investigating additional alternative air purification systems which may be used in specific locations, as needed.

Section 8: Essential Employees

In the event that any of the individuals who serve in the following Primary Roles are no longer able to serve in their capacity, individuals who serve in the Temporary Replacement roles will assume responsibility of Primary Role, as listed below. Procedures have been established for all essential staff to report any knowledge of exposure or contact with an individual who has tested positive or is experiencing symptoms of COVID-19. Any employee who has come in direct contact with an individual who has tested positive is required to remain home and self isolate for 14-days. Employees who self-isolate must present a doctors note upon return which specifies clearance to return to normal work duties.

Title	Primary Roles	Temporary Replacement
Superintendent (1)	<ul style="list-style-type: none"> ● Decision Making ● Communication ● Coordination of All District Functions 	Business Administrator Interim Assistant Superintendent

Business Administrator (1)	<ul style="list-style-type: none"> • Decision Making • Payroll • Coordination of Business Office & Facilities Functions & F/R Meal Distribution 	Assistant Business Administrator
Interim Assistant Superintendent (1)	<ul style="list-style-type: none"> • Decision Making • Communication • Coordination of All District Instructional Functions 	Superintendent Rotating Principals
Assistant Business Administrator/Director of HR (1)	<ul style="list-style-type: none"> • HR Matters • Managing Absences and/or Leaves • Health & Wellness of Faculty/Staff 	Administrative Clerk
Director of Technology (1)	<ul style="list-style-type: none"> • Coordination of all Technology and Network Services including 1-1 Device Management & Trouble-shooting 	Network Coordinator
Network Coordinator (1)	<ul style="list-style-type: none"> • Coordination of all Technology and Network Services including 1-1 Device Management & Trouble-shooting 	Technology Coordinator
Confidential Secretary (1)	<ul style="list-style-type: none"> • Communication • Board of Education Meeting Functions, Meeting Agenda Coordination 	Building Secretary

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Junior Accountant (1)	<ul style="list-style-type: none"> ● Payroll 	Business Administrator
UCCTI Principal (1)	<ul style="list-style-type: none"> ● Coordination of Remote Learning ● Packet Organization and Delivery 	UCCTI Supervisor
UCCTI Supervisor (1)	<ul style="list-style-type: none"> ● Coordination of Remote Learning ● Packet Organization and Delivery 	UCTECH Principal or Supervisor
Head Custodian (1)	<ul style="list-style-type: none"> ● Facilities Cleaning ● Assistance with Meal Delivery 	Evening Supervisor
Custodial Staff (6)	<ul style="list-style-type: none"> ● Facilities Cleaning ● Assistance with Meal Delivery ● Mail 	Custodial Staff
Maintenance Engineer (3)	<ul style="list-style-type: none"> ● Facilities Management 	Maintenance Staff
Cafeteria Staff (3)	<ul style="list-style-type: none"> ● Meal Distribution and Delivery 	Custodial Staff
Staff (3)	<ul style="list-style-type: none"> ● Creation of graduation packets 	Administrative Staff
Secretary (6)	<ul style="list-style-type: none"> ● Maintenance of records and creation of graduation packets 	Administrative Staff

