

**PENNS GROVE-CARNEYS POINT REGIONAL
SCHOOL DISTRICT**

**SCHOOL HEALTH-RELATED CLOSURE
PREPAREDNESS PLAN**



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Introduction

On March 3, 2020, the New Jersey Department of Education prepared a special broadcast to disseminate information regarding the potential impact that the current outbreak of 2019 Novel Coronavirus (COVID-19) may have on school communities. The primary focus of this and subsequent communication from the NJDOE has emphasized preparedness and planning. On March 5, 2020, a NJDOE broadcast advised that “schools may be asked to close preemptively or reactively, therefore schools should be making plans for what to do if there are recommendations for closing schools or cancelling events.” (NJDOE Special Broadcast, March 5, 2020). On May 4, 2020 all school districts in New Jersey were required to update their Preparedness Plans and submit to the New Jersey Department of Education after their Boards of Education have approved the plan. The plan will be posted on the school district website for parents, students and the community in general to access.

Penns Grove-Carneys Point Regional School District has developed this plan to provide guidance and direction for maintaining essential functions and services during an emergency closing of the school district. The plan serves as a guideline to address continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to a disease outbreak or emergency that requires closure of the school district. The district plan does not replace or supersede any laws or policies. The plan is devised to address academics for all student populations, functions of the essential personnel, instructional methods provided by instructional staff, sanitation and cleaning of district facilities, and meal distribution for our students.

Those requirements include:

- I. Written directive from Department of Health or Local Health Agency ordering closure;
- II. Equitable access to services for all students;
- III. Address provision of appropriate education for Special Ed students;
- IV. Continuity of Guidance and Support Services; and
- V. Provision of school nutrition benefits for eligible students.

Essential Personnel during the Emergency Closing

The essential functions of the district will continue as long as possible while buildings remain open and operational. The district is prepared to work remotely if all buildings are closed due to health-related closure, in order to maintain essential functions like payroll, health benefits, instruction, communication, etc.

1. Superintendent
 - Maintains authority and decision making over all district operations and all preparedness and development of the crisis management plans.
 - Main contact for the virtual communications with the Office of the Governor and the New Jersey Department of Education (NJDOE).
 - Disseminates information and provides updates as received by the Governor’s Office and the NJDOE to Board of Education, district schools, parents and community

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- Develops, prepares and reports on updates on district schools, personnel and meals for the NJDOE
 - Establishes virtual administrative council for discussion of closures and reopening of school as well as implementation of guidance from the NJDOE
2. Business Administrator
- Monitors and maintains the business office operating prior to and during any closure.
 - Work with the buildings and grounds Director and the Food Services Director to ensure proper actions and responses in order to maintain operations.
 - The Payroll Office will continue regular functioning but if necessary, it will work from an outside location. If at an outside location, timesheet payments will be delayed until access to the central office.
 - The Payroll Coordinator, District School Accountant, and Health Benefits/Personnel Manager, if necessary, will work remotely from individual homes and access the payroll and attendance systems to ensure continuation of pay.
 - The School Business Administrator, Payroll Coordinator, District School Accountant will function from an outside location, if necessary, to manage wire transfers and all functions to ensure continuation of pay.
 - Accounts Payable and Purchasing Clerk will function to approve emergency purchases and make critical payments. The Accounts Payable and Purchasing Clerk will work remotely in a limited capacity.
 - The Transportation/Maintenance/Enrollment Office will continue regular functioning from an outside location, if necessary. The Transportation secretary will communicate with Bus Companies to assure buses are clean and sanitized and drivers are free of illness.
3. District Office Support Personnel
- District Office personnel will be available to assist administrators in the reports needed to be completed as required by the NJ Department of Education and Departments of Health.
 - Conduct the regular operations of the offices as needed for the functioning of the district schools.
4. Director of Early Childhood and Federal/State Programs
- Communicates daily with building administration to ensure the safety and wellbeing of students, staff and the community are being met.
 - Works with district athletic directors to ensure the safety and wellbeing of student athletes, coaches and the community are being met.
 - Be available to answer all staff and community questions/concerns in regards to the safety and wellbeing of our students in addition to all operational aspects of our schools.
 - Update the superintendent of schools (as well as other members of senior staff) on operational aspects of district schools on a daily basis.
 - Ensure that Kindergarten Registration is appropriately rescheduled (if needed) providing continued equity in access throughout the district.
 - Ensure that the second trimester K - 5 elementary report card is made available to all families via the parent portal of Genesis system. Hard copies made available in a timely fashion through schools' main offices to any family requests.

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- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
5. Director of Curriculum and Instruction
 - Maintains academics and student learning with the support of supervisors, other directors, and building administrators.
 - Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).
 - Communicates with the administrative team to develop and deliver instructional plans and assessments through the duration of the school closure.
 - Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis via email, telephone or written memos.
 - Directs and oversees the District Tech Team in troubleshooting technology issues, distribution of devices and functioning of servers.
 - Be available to answer staff and parents questions in regards to school closings
 - Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
 6. Building Principals
 - Responsible for all school-wide communications to families via ConnectEd
 - Maintaining current rosters for the school
 - Responsible for safeguarding all essential school records
 - Responsible for the preparation and distribution of the guidance materials to students and staff personnel
 7. District Technology Team
 - The Technology Department will continue to function regularly from an outside location, if necessary.
 - They will be available during their regular hours of 8am-4pm to respond to technology issues pertaining to district programs and equipment.
 - Staff can email with their needs and can expect responses within 24 working hours by email or Google Voice Number during regular work hours.
 - District servers housed on site can be monitored remotely to ensure all systems remain up.
 - The Technology Department will also supply Chromebooks temporarily to the select students that do not have a take home device assigned to them already.
 - Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
 8. Director of Special Services and CST
 - Maintains academics and student learning with the support of supervisors, Child Study Team, and building administrators.
 - Communicate with teaching staff and student services staff to ensure student needs are being met.
 - Assign educational assistants with materials to assist special education teachers.
 - Be available to answer staff and parent questions in regards to school closings.
 - Work with district special services personnel to provide guidance and support.
 - Support the Director of Food Services with the food distribution process and procedures. Works with the transportation secretary to help coordinate in the distribution effort.
 - Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis.

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- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

9. Director of Food Services and Cafeteria Personnel

- Directs and organize the food service personnel schedule to prepare meals during closure
- Communicates with vendors to order the necessary food needed to provide meals to the students.
- The food service director will oversee the entire operation of non-congregate feeding during school closure.
- Ensure that all staff are feeling well, wearing masks, meeting personal hygiene standards and washing and changing gloves often. Ensure that staff are maintaining social distance while working.
- Follow all sanitation and safety measures to keep staff and the public safe during operation and meal service.
- Properly train all staff and are following all applicable requirements.
- Oversees the food production and service of meals and follow all safety and sanitation guidelines.
- Checks and monitors production records and food orders for accuracy and compliance to regulations.
- Ensure that drive up sites and the loading of buses is following all safety and sanitation guidelines.
- Review and submit monthly reimbursements for all meals served.
- Continue planning for school closure meals as well as what meal service looks like going forward.
- Plan for modifications and implementations for future meal service to our students.
- Ensure that students with dietary requirements are met for meals.
- Continue to communicate with the community about meal service through ConnectEd, Facebook and updated information on the district website.
- Making available breakfast, lunch and ffvp to all students and children under 18 in the community.

9a. Cafeteria Personnel:

- Staff will follow all state and federal sanitation guidelines in the preparation of foods.
- All staff will wear a mask and gloves and will follow all hand washing and personal hygiene standards. the use of gloves for all handling of foods and supplies.
- Prepare and store all foods according to standard operating procedures for hot or cold holding. food temperatures and taken and maintained.
- Prepare and serve food following all child nutrition guidelines for a complete reimbursable meal.
- All areas in the kitchen, prep areas and distribution point will be properly cleaned and sanitized throughout the day.
- Staff will ensure that food temperatures are taken often and documented. food will be stored and maintained at the proper temperature.
- Staff will complete all production records and track all meals served daily to be able to receive proper reimbursement from USDA and state authority

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10. Director of Building and Grounds
 - Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices
 - Oversees the facilities and ensures that the custodial, maintenance and grounds personnel have the appropriate sanitizing and cleaning materials.
 - Maintains records of the daily procedures to keep the district buildings clean and sanitized following the protocols established by the Department of Health and OSHA.
 - Updates the Business Administrator (as well as other members of Senior Staff) on a regular basis on the cleaning and sanitizing of the buildings.
 - Plans and coordinates cleaning, changing and sanitizing of ceiling tiles, walls, doors, windows, and any other porous surfaces in the district buildings.
 - Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.
11. Custodial, Maintenance and Grounds Personnel
 - Work under the supervision and direction of the Director of Buildings and Grounds.
 - Cleaning, changing and sanitizing of ceiling tiles, walls, doors, windows, and any other porous surfaces in the district buildings.
 - Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railing, stairwells, and writing tools.
 - Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors, windows.
 - Cleaning and sanitizing cafeterias - tables, chairs, food lines; and vents.
 - Clean and sanitizing auditoriums, classrooms, doors, windows.
 - Filing of soap and hand sanitizer dispensers with the approved district supplies.
 - Ensuring all paper towel holders are filled and functioning at all times.
 - Sweeping and wet mopping all floors with appropriate disinfectant solutions.
 - Vacuuming rugs after allowing the sanitizing products to remain for 24 hours..
 - Takes steps to assure the provision of power, heat and ventilation, water, sewer and janitorial services.

District and Building Administrator Expectations

1. Review ongoing instructional opportunities being provided, both electronic as well as traditional for students under their supervision and complete ongoing “statement of assurance” (electronic) to the Office of Administration as well as the Office of Curriculum and Instruction.
2. Continually review, between 10:00 AM and 2:00 PM, daily staff to student interactions via email notifications.
3. Develop, if possible, a “rescheduling” plan for all school related activities that have been postponed.
4. Develop, if possible, a “rescheduling” plan for any school related class trips that are postponed.
5. Continually review daily staff to parent/guardian(s) interactions via email notifications. Communicate (phone, email, webpage) with families of students under their supervision.
6. Continually respond to parent/guardian inquiries, emails, and any correspondence in supporting the education, social/emotional aspects of our students

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7. Review with content area supervisors all student data information both formative and summative in order to develop a cohesive approach to re-entry upon return for students.
8. Work with the data coordinator to review school report card information and develop a comprehensive plan of action to address deficiencies.
9. Continually review ongoing scope of work and responsibilities for all non-certified staff under their supervision.
10. Continually review ongoing scope of work and responsibilities for all custodial functions under their supervision.
11. Continue to work on building/student scheduling for the 2020-2021 school year.
12. Conduct a full school supply audit in order to ensure that 2020 - 2021 projected ordering is accurate.
13. Conduct a full facilities audit to identify all issues/concerns both large and small with the head custodian and provide the audit to the director of facilities, buildings and grounds and the Business Administrator.
14. Continually monitor notifications that are brought and follow all relevant district policies and procedures
15. Update student handbook for the 2020-2021 school year as applicable in consultation with the Office of Curriculum and Instruction and Director of Federal/State Grants.
16. Provide Statement of Assurance to District Directors that instructional staff has completed virtual/remote lesson plans for instruction and learning.
17. Monitor and account for Staff Attendance during remote teaching
18. All other duties and responsibilities as assigned by the superintendent of schools or her designee

Academic and Instructional Expectations

Penns Grove-Carneys Point district teachers will prepare home instruction lessons aligned with the standards during school health-related closings. The lessons will have age appropriate activities and handouts for students that are unable to receive virtual instruction. Teachers will take into consideration the special populations: students with IEPs, special ed., bilingual/bicultural, ESL. A daily schedule for the parents, to use as an example of pacing the home instruction materials, will be prepared for parents to use as a guide. Teachers should have the students check their school email to ensure it is operational. They will have the school email of their students and be able to communicate with them. Every teacher is responsible to support students assigned to him or her for the school year. Provide academic feedback as appropriate to students. Collaborate with building administration and grade/subject-level colleagues as needed for support and consistency throughout the district.

Lessons, utilizing online capabilities, must have a link for students to use. If students do not complete the assignments over the closing of the schools, the students must make up the assignments within 2 weeks of returning to school. Materials to complete assignments will be limited to general school supplies. Teachers will continue preparing lessons, if there is the need for more than the established days of closure. Teachers that come to their classroom to prepare lessons and materials as needed during the closure; they will do so on a rotation basis only after communicating with their building principal to abide by the “social distance”. Teachers will do daily check-ins, teaching and communication with students via email, online or Google voice number. Monitor their district-issued email account and respond as appropriate to parent/guardian emails within 24 working hours. Teachers have been given a rotational schedule and social

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distancing guidelines to follow as they close their classrooms for the school year. Report to the building Principals using determined procedures for attendance.

Summer programs are under consideration accessible to all students, beyond the annual summer school offering. Online programs would continue to be utilized for virtual learning whether school remains closed or not.

Number of Enrolled Students (as of 5/11/2020)	2290 (This includes 34 Academy Students)
Number of Special Education Students (as of 5/11/2020)	514 480 Rec. Sp. Ed Services and 34 Rec. Speech ONLY Services
Number of Homeless / Migrant Students (as of 5/11/2020)	109 Homeless & 2 Migrants
Number of Medically Fragile Students (includes 1:1 nursing in district) as of 5/11/2020	3 Students 2 Receiving 1:1 Nurse and 1 student is pending 1:1 Nurse

Number of Students that are Economically Disadvantaged (as of 5/11/2020)	1568 Free Lunch & 113 Reduced
Percentage of Students with a Device and Internet at Home (based on 4/20/2020)	81%
Percentage of Students Without a Device and /or Without Internet at Home (based on 4/20/2020 student survey)	19%

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1. Instructional Program

a. **Grades Pre-K-K:** Students will complete standards-based remote lessons via online assignments or paper-based assignments provided by classroom teachers. Assignment packets will be sent home with students on a bi-weekly basis. Parents will be contacted to receive the next set of assignments via Connect-Ed, email, google voice number, or via the website on the parental portal. A parent survey will be conducted to collect information on available Wi-Fi and technology in students' homes. Parents/students in need will receive guidance in obtaining a Wi-Fi hotspot and/or electronic device depending on needs based and district availability.

i. Grades Pre-K-K: Student/Parent Responsibilities

1. It is expected that students will complete all assignments under the guidance of a parent.
2. Students/parents are expected to communicate daily to view assignments, and complete them in a timely fashion following the schedule provided.
3. Parents must demonstrate their child's participation in order for remote learning to count towards the 180-day mandate.
4. Parents should contact the teachers via email, Zoom, Google Meet/Hangout, Remind or Class Dojo with questions or concerns regarding assignments.

ii. Grades Pre-K-K: Teacher Responsibilities

1. Distance-learning days count towards 180 required days of attendance. Days are full-paid workdays.
2. Classroom teachers and teachers who provide one-on-one or small group services, you will continue to instruct via distance learning.
3. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording) that aligns with district and state policy.
4. Teachers are to communicate with parents/students via district email, Remind, Class Dojo, Google Meets, Zoom, Google voice or Google Classroom.
5. Teachers continue to follow the district calendar and will be provided guidance by the building administrator on daily schedules with start-end times, lunch, PLCs, etc.
6. To meet the needs of English Language Learners (ELLs), teachers and district paraprofessionals will provide ongoing parent/student bilingual communication and lesson translations.
7. Teachers who have parents/students that are not participating or providing adequate communication, are to contact parents by all possible electronic or phone communications. If unsuccessful, teachers are to forward the name of the non-participating parent/student to the building guidance counselor.

iii. Assignments

1. Assignments will focus on building key Pre-K or K skills including content standards that align with the NJ DOE state standards.
2. Assignments will be manageable in length and will be no longer than two hours per day.

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3. Teachers will continue to align lesson expectations that reflect DAP early childhood developmentally appropriate practices, and will include multimodality lesson extensions from paper-based lessons. This may include extending lessons with hands-on, kinesthetic, tactile, or visual connections to the core lesson that help meet students' individual learning needs.
 4. Connect Ed reminders are provided by the main office reminding parents they have the option to drop off paper completed assignments via no-contact drop off box located outside the LP main office door.
- iv. **Grades 1-5:** Students will complete online assignments or paper-based assignments, using the educational programs from the curriculum office, as per online programs provided by the Curriculum and Instruction Office.
1. Students that do not have Internet connectivity will receive paper-based assignments. Assignment packets will be sent home with students on a weekly basis. Parents will be contacted to receive the next set of assignments via Connect-Ed, email, google voice number, or via the website on the parental portal.
 2. Students with computer and internet access continue to utilize the online individual learning platforms Lexia (ELA) and iXL (Math)
 3. Chrome books and hotspots were offered and distributed to families with students in grades k-12.
- v. **Grades 6th-12th:** Students will complete computer-based assignments as per the table provided by the curriculum office. Students that do not have Internet connectivity will be provided with a Chrome book and a hot spot from the T-Mobile grant to use. Parents will be contacted to receive the next set of assignments via Connect-Ed, email, telephone or via the website on the parental portal.
1. Parents will be contacted with instructions to drop-off completed student assignments. Teachers, Guidance Counselors, Administration will make all attempts to contact students/parents that are not participating in distance learning by email, Google Voice, sending letters vis USPS mail, Connect Ed., and home visits(if necessary).
- vi. **Grades 6-8**
1. **STUDENT RESPONSIBILITIES FOR DISTANT LEARNING (including ESL, Students with Disabilities)**
 - a. It is expected that students will complete assignments for ALL classes
 - b. Learning experience in order to meet the requirement of 180 days of instruction.
 - c. Students will be held accountable for work during this time - content addressed as part of distance learning is applied to unit competencies upon returning to regular schedule
 - d. Students are expected to log in at 8:30 AM to view assignments, and complete them in a timely fashion following the schedule provided.
 - e. Students that cannot/don't attend the scheduled class meeting can contact the teacher by phone or email at any time during the day to demonstrate participation/sign in for the day.

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- f. Students should contact the teachers via email or Google Meet/Hangout or Google Voice with questions or concerns regarding assignments.
- g. Contact teachers through Google Classroom, Google Voice Email, Hangouts, or Meet for questions.
- h. Must demonstrate participation in order for online learning to count towards the 180-day mandate

vii. **Grades 6-8**

- 1. **TEACHER RESPONSIBILITIES FOR DISTANCE LEARNING** (including ESL, Students with Disabilities)
 - a. Distance-learning days COUNT towards 180 required days of attendance. Days are full-paid workdays.
 - b. Schools will provide daily schedules with start-end times, lunch, PLCs, etc.
 - c. If you teach a class of students or provide one-on-one or small group services, you will conduct virtual learning.
 - d. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording)
 - i. Teachers should remain available via email or in Meet/Hangouts throughout the school day. Log in at 8:30 AM to view assignments.
 - ii. Late assignments will be accepted without penalty.
 - e. Teachers must be available for students and parents during student contact time (8:30-11:30 AM; 1:00- 2:15 PM).
 - f. Regular communication with students or parents via district email, Google Voice or via Google Meet/Hangout is required.
 - g. Use of Google Classroom, Zoom, or any other virtual learning platform is required for use of virtual learning
 - h. Student expectations for online learning must be posted in your Google Classroom.
 - i. Teachers should take attendance daily, ie-Google Forms, an assignment etc.
 - j. Your supervising administrator and Department Chair must be added as teachers to your classroom
 - k. Lessons and activities must be posted by 8:30 AM every day
 - l. All virtual lessons must be scheduled in advance and recorded for students to view at a later time/date.
 - m. All ESL students will receive assignments from their ESL teacher, to include but not limited to: necessary translation
 - n. Student attendance has been captured by measuring levels of student participation. Each teacher holds a Google Meet classroom each day where attendance is recorded.

viii. **Assignments**

- a. Will focus on building key skills or reviewing content standards
- b. Will be manageable in length.
- a. Late assignments will be accepted without penalty
- c. Time allotment per grade:
 - i. Grades PreK-5 - 15-20 minutes to complete.

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- ii. Grades 6th-8th - 30-40 minutes to complete.
- iii. Grades 9th – 12th - 60 minutes to complete. All teachers report their student attendance on the Google Attendance Sheet and parents are notified by ConnectEd of absences in addition to teacher, counselor and administration phone calls to parents.

ix. Grades 9-12

1. STUDENT RESPONSIBILITIES FOR DISTANCE LEARNING

- a. It is expected that all regular education, students with disabilities and English Language learners will complete assignments for all core and elective classes.
- b. Remote/Packet Learning experiences occur in order to meet the requirement of 180 days of instruction.
- c. Students will be held accountable for work during this time – the content addressed as part of distance learning is applied to unit competencies upon returning to regular schedule
- d. Students are expected to log in at 8:00 AM to view assignments, and complete them in a timely fashion following the AB schedule provided.
- e. Students (and/or parents) should contact the teachers via email or Google Meet/Hangout or Google Voice with questions or concerns regarding assignments.
- f. Teachers remain available via email or in Meet/Hangouts throughout the school day and during daily office hours. Log in at 7:30 AM to view assignments. Late assignments will be accepted without penalty
- g. Students contact teachers through Google Classroom, Google Voice Email, Hangouts, or Meet for questions; and
- h. Must demonstrate participation in order for online learning to count towards the 180-day mandate
- i. Students will continue to work on attendance recovery and credit completion requirements toward graduation once their daily work is completed.
- j. The evening program, Achieve Beyond, will continue daily from 2:30 p.m.-6:30 p.m. with certified teachers and administrators working with at-risk students.

x. Grades 9-12

1. TEACHER RESPONSIBILITIES FOR DISTANCE LEARNING

- a. Distance-learning days count toward 180 required days of attendance. Days are full-paid work days for teachers and instructional aides.
- b. Teachers operate on a weekly AB rotational schedule with one day to check in with students and catch them up. Teachers work regular hours of 7:30 am to 2:30 pm, with faculty meetings at 2:30 p.m. and two PLCs per month with departmental colleagues.
- c. If you teach a class of students or provide one-on-one or small group services, you will conduct distance learning.
- d. All normal-operating instructional requirements remain and include lesson planning and submission, delivery, grading, recording.
- e. Regular communication with students or parents via district email, Google Voice or via Google Meet/Hangout is required.

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- f. Teachers must be available for students and parents during student contact time (8:00 a.m.-2:30 p.m.).
- g. Use of Google Classroom, Zoom, or any other virtual learning platform is required for use of distance learning
- h. Student expectations for online learning should be posted in your Google Classroom.
- i. Teachers should take attendance daily, via a Google Form or question, an assignment and utilize the no-contact student attendance log.
- j. Your supervising administrator and guidance counselors must be added as teachers to your classroom
- k. Lessons and activities must be posted by 8:00 AM every day
- l. Virtual lessons may be scheduled in advance and recorded for students to view at a later time/date.
- m. All ESL students will receive assignments from their ESL teacher, to include but not limited to: necessary translation
- n. Student attendance has been captured by measuring levels of student participation. Each teacher holds a Google Meet weekly in each course taught. Students that cannot/don't attend the scheduled class meeting can contact the teacher by phone or email at any time during the day to demonstrate participation/sign in for the day.
- o. All teachers report their student attendance on the Google Attendance Sheet and parents are notified by Connect Ed of absences in addition to teacher, counselor and administration phone calls to parents.
- p. Teachers will continue to develop Individual Student Improvement Plans (ISIPs) and meet virtually with parents and students to allow input into such student plans for success.

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2. Sample Virtual/Home Learning Schedule-HS students

Grade Level	7:30-8:00	8:00-9:00	9:00-10:00	10:35-11:00	11:00-12:00	12:00-1:00	1:00-2:00
9th Grade	Wake up and get your computer and work set up. Eat breakfast/snack	English/ Math	Social Studies/ Science	Take a Break-Go for a walk, play a game, watch a show	Lunch	Electives/ Apex	Check in with Teachers/ Counselors/ Read and respond to emails
10th Grade	Wake up and get your computer and work set up. Eat breakfast/snack	English/ Math	Social Studies/ Science	Take a Break-Go for a walk, play a game, watch a show	Lunch	Electives/ Apex	Check in with Teachers/ Counselors/ Read and respond to emails
11th Grade	Wake up and get your computer and work set up. Eat breakfast/snack	English/ Math	Social Studies/ Science	Take a Break-Go for a walk, play a game, watch a show	Lunch	Electives/ Apex	Check in with Teachers/ Counselors/ Read and respond to emails
12th Grade	Wake up and get your computer and work set up. Eat breakfast/snack	English/ Math	Social Studies/ Science	Take a Break-Go for a walk, play a game, watch a show	Lunch	Electives/ Apex	Check in with Teachers/ Counselors/ Read and respond to emails

i. Assignments

Will focus on building key skills or reviewing content standards; and will serve as remediation and enrichment as differentiated in the daily schoolwork and in the evening school.

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- b. Will be manageable in length and follow the AB weekly schedule.
- c. Late assignments will be accepted without penalty and time allotment per Grades 9th – 12th - 60 minutes to complete.

2. Assessment, Grading and Credit Recovery

- a. Revised Board of Education Policy 5122, Students, Examinations/Grading/Rating/Testing will be utilized as the based for grading students. A rubric for the teaching staff to use when grading the work submitted by the students is develop to accommodate all students in the district.
- b. For students in grades Pre-K to 12th , district’s schools will be using MAP Fall compared to previous MAP Fall for both large scale and individual students. At the elementary grades Fountas & Pinnell and Reading Records will be used for individual students to assess their learning and remediation.
- c. For remediation *considering additional* summer programs and after school remediation, in addition to a large curricular decision that includes using the first six weeks of school for remediation and catch up of previous grade level standards.
- d. Students that were on the path to promotion prior to the emergency school health-related closing will continue to the next grade level unless requested by a parent or guardian. Students that were failing before the school closure due to emergency school health-related closing are given the opportunity to complete assignments and turn them in to the teachers for grading.
- e. Achieve Beyond continues to operate virtually to provide students on grades 9th- 12th the capability of credit completion.
- f. Teachers will use the rubric below to assess individual assignments

	3 pts	2 pts	1 pt
Quality	Student followed ALL instructions ($\frac{3}{4}$ or more)	Student followed SOME instructions (at least $\frac{1}{2}$)	Student followed instructions inconsistently (less than half)
Completion	Student completed all tasks within the assignment ($\frac{3}{4}$ or more)	Student completed majority tasks within the assignment (at least $\frac{1}{2}$)	Student completed few tasks within the assignment (less than half)
Timeliness	Student completed assignments ON TIME	Student completed assignment late, but not on the due date	(SPED/504) Student completed few or no assignments

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g. Teachers will use the rubric below to grade for Marking period or assignment

	100-85	84-70	69-65
Quality	Student followed ALL instructions ($\frac{3}{4}$ or more)	Student followed SOME instructions (at least $\frac{1}{2}$)	Student followed instructions inconsistently (less than half)
Completion	Student completed ALL tasks within the assignments ($\frac{3}{4}$ or more)	Student completed majority tasks within the assignment (at least $\frac{1}{2}$)	Student completed few tasks within the assignment (less than half)
Timeliness	Student completed assignments ON TIME	Student completed assignment late, but not on the due date	(SPED/504) Student completed few or no assignments

2. Plans for Graduation Ceremony for the Class of 2020

Drive-Thru Graduation Ceremony

One car per graduate will be allowed to participate; graduates must have cap and gowns on. Cars enter the main entrance of the high school. (The police will assure that only cars with a graduate can enter) Cars will drive in the entrance and turn left across the front of the school then down the left side of the building. They will continue around the loop in the parking lot and head towards the stadium. We will space them 6 feet apart and have speeches playing on the stadium sound system. The graduate will pull up to a table where the Board members will be lined up keeping social distance, face mask and gloves and the diploma jacket to the graduate. There will be a setting for pictures for the students and parents that would like to take a picture of them with the diploma, one family at a time. Once they have received their diploma jacket, they will be directed to the rear entrance where a leader will escort them to the “Drive to Remember” parade.

Police would close and monitor all entrances to PGHS. Staff members that was previously approved by the building principal will be allowed on premises keeping social distance and wearing protective gear.

Drive to Remember Doing a Drive to Remember would set the tone for graduation, building to the diploma ceremony. It also allows cars to leave after the diploma is awarded. This would lessen the chance of Social Distancing violations because cars would not have to wait after receiving their diplomas. Route for parade will be distributed and predetermined in coordination with law enforcement and the car leaders.

- i. Parade 1st gives a build-up to the diploma ceremony. After graduates received their diplomas they have to wait while parked on S. DuPont Road for the 25 seniors to get their Diploma Jackets.
- ii. If the graduate is late to the start of the parade, they can join anywhere along the route.
- iii. The parade gets the cars in line and ready to start the diploma ceremony.

PENNS GROVE-CARNEYS POINT REGIONAL SCHOOL DISTRICT

Students with Disabilities

The Penns Grove - Carneys Point Regional School District (PGCP RSD) believes that all students can learn and will continue to provide ongoing support for all student through research based instructional practices during extended school closures. For those students who require additional support the district will provide additional levels of intervention that include support through I&RS, MTSS, school counselors, special education staff, child study team members and related service staff through the Department of Special Services.

PGCPRSD recognizes the need for specialized instruction for students with disabilities and the need to provide a variety of instructional supports to students.

PGCPRSD will continue to support the 514 or roughly 21% of our students who have rights regarding a free appropriate public education under federal law throughout the extended closure. We recognize the specialized needs of our students, as well as the need for a variety of ways to support students during the extended closure. In order to provide appropriate distance learning opportunities, supports will be provided through use of electronic communication and multiple virtual learning platforms. These virtual platforms will include participating in virtual educational coursework available for all students, with supports added as necessary to meet the student's individual needs.

The same educational programs that are being utilized for non-disabled students are being provided to students with disabilities to the fullest extent appropriate and practicable. Special education and related services, including speech language services, counseling services, physical therapy, occupational therapy, and behavioral services are being delivered to students with disabilities through the use of electronic communication and virtual learning platforms as required by the student's Individualized Education Program (IEP), to the greatest extent practicable.

Related Services

On April 1, 2020, the New Jersey Department of Education approved the temporary provision of related services to students with disabilities via tele practice. As a result of this change, starting the week of April 6, 2020, the Penns Grove- Carneys Point Regional School District began offering related services to students as per their IEPs and 504 plans through tele practice. The District will offer related services to the fullest extent possible during school closure. Tracking of all services are being documented in EasyTrac. The IEP team will determine the amount compensatory related services students may require, on a case-by-case basis, when school resumes.

Speech

Speech and Language Specialist (SLPs) are initiating tele practice services through the District's Google Hangouts/Meet platform. Speech and language services are being delivered to students with disabilities in accordance to their IEP or 504 plan to the greatest extent possible. SLPs are also to providing consultation, parent training, activities, and other materials to support skill acquisition during school closure.

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Counseling

School counselors, school social workers, and school psychologist are initiating tele practice services through the District's Google Hangouts/Meet platform. Counseling services are being delivered to students with disabilities in accordance to their IEP to the greatest extent possible. Certified staff members are also providing consultation, parent training, activities, and referrals for external clinical supports, if warranted. Occupational and Physical Therapy

Occupational and Physical Therapy

Occupational Therapist (OT) and Physical Therapist (PT) are initiating tele practice services through the District's Google Hangouts/Meet platform. All OT/ PT are being delivered to students with disabilities in accordance to their IEP or 504 plan to the greatest extent possible. OT/PTs are also providing consultation, parent training, activities, and other materials to support skill acquisition during school closure.

Extended School Year

The Penns Grove-Carneys Point Regional School District's ESY program will continue to provide additional time for students, beyond the traditional/virtual school year to help sustain and develop their academic, social/emotional, and physical skills. The ESY program is scheduled to take place at the Lafayette Pershing Elementary School and will be in session from July 6, 2020 thru July 30, 2020 Monday-Thursday. Any directive given by the NJ Governor's Office may change the way that ESY is provided. This may include continued virtual learning or a hybrid virtual and on-site program. An increased focus on social skills and re-acclimation to the physical school environment will be a critical component of the ESY program for all participating students. If needed, ESY may also allow for the delivery of compensatory special education and related services based on individualized determinations by the IEP team.

IEP Meetings, Evaluations, or other CST meetings

All IEP team meetings will continue to be held via Google Meet. Parents are being provided an email invitation and hard copy in the mail at least 10 days prior to the meeting. Parents that do not have a Google account or computer may participate by calling in on the phone number provided with the Google Meet. Any scheduled meeting may be rescheduled at the request of the student's parent/guardian.

CST and Teachers:

Students and families will be contacted by their assigned case manager and teacher(s) on a regular basis. Regular communication allows staff to better tailor the distance learning experience to each student's current needs including working through any challenges with technology. For any questions pertaining to student's academic work, parents may contact their child's teacher or case manager for support.

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Child Study Team(CST) and Teachers

Students and families will be contacted by their assigned case manager and teacher(s) on a regular basis. Regular communication allows staff to better tailor the distance learning experience to each student's current needs including working through any challenges with technology. For any questions pertaining to student's academic work, parents may contact their child's teacher or case manager for support. Teachers will continue reaching out daily to the students on their classroom roster. They will continue providing each special education student with academic work from their class in each of the disciplines taught within their classrooms. Instructional accommodations and modifications must be incorporated as appropriate. Teachers will use the adaptive technology resources, if possible, that are available for the students. All teachers must provide accommodations, modifications and specially designed instruction to the fullest extent possible in accordance to student's IEP. All content-specific materials, assignments and online resources are to be modified in as applicable and in accordance to each student's IEP. Teachers are responsible to implement each student's IEP to the fullest extent possible.

Throughout the closure, case managers and teachers will make a good faith effort to provide a free, appropriate public education for each student by:

- Teachers will prepare meaningful learning experiences for all students ensuring all services are implemented in accordance with IEPs to the greatest extent possible.
- Providing appropriate activities for each student based on goals outlined in the student's IEP
- Working closely with students and families on completing and documenting IEP goals and objectives
- Participating in IEP meetings virtually, with the opportunity for an in-person meeting once school resumes by direction of the Governor.
- Completing and sharing re-evaluations that are a "records review only" and need no further testing
- Documenting all student contacts and provision of academic work
- Grading student work and completing IEP progress reports in accordance to student's IEP.

Medically Fragile students

- i. nurses will call/email to check in on medically fragile students
- ii. Case managers will be sure parents have resources at home for care/treatment;
- iii. arrangements will be made for the parents to pick up any equipment needed to complete academic activities at home
- iv. OT/PT/SP consult at pick up on how to use the equipment with check ins through the time

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Guidance Counselors and Professional Personnel

I. High School

- a. Counseling will be provided through video chat or phone calls
- b. Finish course requests/Scheduling
- c. Reaching out to at-risk graduating students Reach out to students failing courses
- d. Making referrals for mental health issues
- e. Cancel upcoming standardized testing
- f. Coordinate scholarship application and supporting documents with seniors
- g. Junior college planning
- h. Coordinate with CST regarding updated IEP information
- i. Respond to parent and student emails
- j. Reaching out to at-risk graduating students
- k. Reach out to students failing courses
- l. Coordinate scholarship application and supporting documents with seniors
- m. Fix scheduling conflicts
- n. Coordinate senior award
- o. 504 annual reviews
- a. Set up parent/teacher/administration conferences for at-risk senior students and grades 9-11.

II. Early Childhood

- i. Counseling will be provided through video chat or phone calls for at risk students.
- ii. Reaching out to parents that teachers have not been able to communicate with for over two weeks.
- iii. Use of emergency phone numbers and sending out reminders to parents of children that no work has been returned and will not respond to classroom teachers.
- iv. Respond to parents emails
- v. 504 annual reviews
- vi. Sharing various videos for parents who might be stressed and students having anxiety.

III. Elementary and Middle School

Counseling will be provided through video chat or phone calls from the school office, *67 or Google voice number from home.

- p. Reach out to families/students through email and/or Google voice number
- q. Communicating with staff (teachers and CST) to discuss student concerns,
 1. I&RS concerns, at risk students, 504 updates.
 2. Middle school counselors could work on scheduling for high school.
- r. Elementary counselors could work on their grade at risk forms.
- s. Counselors could be updating and working on student tracking in RTI and 504 direct
- t. Reading student reflections or assignment feedback from assigned student work.
- u. Counselors can work on restorative practices to implement in school - collaborating with fellow counselors and teachers.

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- v. Lesson planning and development for guidance concepts.
- w. Professional Development, book reviews/ online webinars.
- x. Middle school counselors check in with possible retention students
- y. Work on chronic absenteeism data and initiatives.

IV. SAC Counselor

SAC Packets for each student including but not limited to:

- i. Mindfulness Exercises
- ii. Mediation Exercises
- iii. Breathing/Yoga Exercises
- iv. Self-Care Strategies- Nutrition
- v. Vaping Education (Nicotine and THC)- Don't Get Vaped In
- vi. Teen Resource Page (websites, phone numbers)
- vii. Reflection Logs
- viii. Self-Check In Logs
- ix. Coping / Resiliency Skills
- x. Grief Resources
- xi. Future Concerns Sheet
- xii. Cyberbullying / Social Media Sheet
- xiii. Overview of Substance Abuse- (Brain Development)
- xiv. Overview of Mental Health
- xv. Healthy Relationship Boundaries Sheet
- xvi. Consultation through video chat and phone calls
- xvii. Check Submitted Worksheets
- xviii. Online PD Workshops / Webinars / Research

V. Nurses

- a. Complete Kindergarten Registration Health Folders
- b. Complete transfer of health screening results to A-45s
- c. Update Awareness List
- d. Replenish Blood borne Packets for Teachers
- e. Start paperwork to give to parents in June for 2020-2021 school year Medication forms, Food Allergy Action Plans, Asthma Action Plans, Seizure Action Plans, Epipen designee and Emergency Action Plans.
- f. Review policies and update accordingly via phone with nurses on committee
- g. Complete transfer of health screening results
- h. Coordinate Athletic physical packets for Spring sports
- i. Complete Ed-data supply order
- j. Review policies and update accordingly via phone with nurses on committee
- k. Coordinate Athletic physical packets for Spring sports, Complete supply order

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VI. Educational Assistants

- a. Will communicate on a daily basis with their room teachers to plan activities and coordinate lessons for their students including but not limited to:
 - i. Inclusive learning
 - ii. Behavior management
 - iii. Social emotional learning
 - iv. IEP implementation
 - v. Roles and responsibilities
 - vi. Grading Assignments
 - vii. Preparing reports
 - viii. HS assistants are logged into each teachers' google classroom to support online and live learning sessions with high school students.

Food Services - Meal Program

1. Meals will be prepared at two (2) school locations to be delivered and distributed through the contracted bus company by the school district.
2. The district will use two (2) school sites, Middle School and High School.
3. Food drop off sites throughout the community will follow the bus stop schedules used during the regular school year to supply food for both breakfast and lunch.
4. The meal distribution will be during the hours of 11:00 AM to 1:00 PM and the information will be disseminated via ConnectEd, District website and Facebook page.
5. The school areas cover the entire district and represent all district students in elementary, middle and high schools as well as all children under the age of 18.
6. Additional food orders will be placed as needed depending on length of closure and food needs. All prepared meals and menus will follow the guidelines from the Department of Agriculture.