Penns Grove-Carneys Point Regional School District

2020 Restart and Recovery Plan

BOE Approved: July 20, 2020
Revised: August 20, 2020; September 28, 2020
NJDOE Approved: August 25, 2020

Dear Parents, Families and Staff of Penns Grove- Carneys Point RSD,

The Penns Grove-Carneys Point Regional School District has always collaborated with the community to share the responsibility of creating a safe environment for our students. We are charged with mitigating the factors that may lead to a Coronavirus (COVID-19) transmission and spread. Our students, staff members, schools, community and the surrounding communities must work together and share the latest information in order to make informed decisions.

All of us in the school district must work with our parents and families to collectively understand the process that is in our hands. It is only in this manner, that we will be able to responsibly implement the critical areas of this plan.

Schools are no longer the institutions of traditional learning; schools are evolving into unconventional learning sites. School systems have to adapt to the new way to run daily routines and purposely determine the role we are going to play to make our students succeed. Guidelines for teaching, cleaning, eating, sharing, and socializing must follow safety procedures.

All the stakeholders share the concern of restarting our school system under the uncertainty of the circumstances we face today. One thought is clear, we all want the wellbeing, safety, and security of our students and staff members. Each school in the district has developed restarting plans, although aligned with the district's plan, with details tailored to the needs of their students and staff.

Each section focuses on the new and updated policies and procedures that will help us create a healthy and safe school environment for everyone. As conditions continue to change, we will be adapting and adjusting the plans taking into consideration the latest medical and scientific advice to assess our daily operations. The plan will be updated regularly to reflect changes in local, state, and national conditions as per guidelines received by the NJDOE.

I must commend the district administrative team that worked with their pandemic teams and the restart committee to shape a plan that will fit the needs of our students, staff, and our parents. The school district's purpose is to serve and prepare the students to be productive and respectful citizens able to use critical thinking and make informed decisions.

The school district is committed to following the procedures described in this document to ensure the safest learning environment for our students, staff and families in our community.

Sincerely,

Zenaida Cobian, Ed. D.

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back – Restart and Recovery Plan for Education" (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district's local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These "anticipated minimum standards" are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of Statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The "anticipated minimum standards" in the NJDOE Guidance are listed and have been incorporated into the school district's locally developed Plan.

The NJDOE Guidance also provides "considerations" that may help school officials in strategizing ways to adhere to the "anticipated minimum standards", but do not represent necessary components of the Plan. These "considerations" are not listed in the school district Plan, but school officials have reviewed and incorporated the "considerations" included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term "should" throughout the document when referencing "anticipated minimum standards … that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations." Therefore, those provisions in the NJDOE Guidance listed as "anticipated minimum standards" have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term "school districts" or "schools" or "districts" when referring to the completion of tasks. For example, "districts must develop a schedule for increased routine cleaning and disinfection." This Plan assigns the responsibility for completing tasks to "school officials" which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 2111.6 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district's unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

THE BOARD OF EDUCATION'S RESTART AND RECOVERY PLAN

The Board of Education's Restart and Recovery Plan addresses four key subject areas:

A. Conditions for Learning;

B. Leadership and Planning;

C. Policy and Funding; and

D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board's Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board's Plan and related protocols, as applicable.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to

adhere to the anticipated minimum standards. These provisions are also consistent with the Board's general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board's Plan.

Ten Critical Areas of Operation

A. Critical Area of Operation #1 - General Health and Safety Guidelines

Protocol for High Risk Students and Staff: Distance Learning, Teaching, and Support

1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:
   a) School district officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
   b) School district officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.
2) CST Director will inform the building principal of student(s) considered high risk based on IEP and 504.
3) School nurse will inform the principal of a student(s) considered high risk.
4) Staff member(s) considered high risk will provide appropriate documentation to the superintendent of schools for necessary accommodation(s).
   a) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
   b) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.
5) Staying home when appropriate:
   a. Parents are encouraged to take their student's temperature and monitor their health prior to them leaving the home for school.
   b. Parents must send their child to school/bus with a face mask, unless they have documented medical problems that prohibit the use of the mask.
      i) Students who do not feel well should be kept home from school.
      ii) Students with a fever should not report to the school building.

iii) Parents are encouraged to reach out to their physician and contact the school nurse when their student is absent from school.

6) Staff are encouraged to take their temperature and monitor their health prior to leaving home for work.
   a) Staff who do not feel well should remain at home.
   b) Staff who do not feel well should contact the main office, following established attendance procedures.
7) Staff will be asked to follow established DISTRICT protocols if they are experiencing COVID-19 symptoms.
8) Encouraging hand hygiene and respiratory etiquette:
   a. Parents and staff should review CDC guidelines for proper hand hygiene and respiratory etiquette.
   b. Parents and staff should review washing of hands (20 second minimum) on a regular basis and will review respiratory etiquette to include covering of a cough or sneeze (coughing into a tissue or your inner elbow) followed by sanitizing of your hands.
   c. Students will use hand sanitizer as they enter the school building - sanitizing stations will be located at each entrance to the building.
   d. Students will be directed to wash their hands a minimum of 20 seconds after they use the restroom - this will be reviewed and monitored by staff when students.
   e. Students will be required to wash their hands or use hand sanitizer prior to entering the lunchroom - hand sanitizer is available outside the cafeteria entrance and inside of the cafeteria.
   f. Students will be required to wash their hands or use hand sanitizer after leaving the classroom, before and after lunch, after recess and prior to entering their classroom.
   g. Staff will be encouraged to follow CDC guidelines for proper hand hygiene and respiratory etiquette.
   h. Requiring use of face masks/face shields:
      i. Students will be required to wear face masks prior to boarding the school bus in the mornings and prior to entering the building when dropped off in the morning at the parent drop off area.
      ii. Staff will be required to wear face masks when entering the building and protective shields as they move within the building.
      iii. Once students and staff arrive in their classrooms, face shields will be provided for each child and staff member.
      iv. Face shields will be for the exclusive use of each student and staff member. Face shields will not be shared. Face shields will be labeled and cleaned at the end of each day and storage in a specific location designated by the building principal
      v. Students will be required to wear face masks/face shields while moving in the hallways to include movement to the:
         - Classroom

- Restroom
- Cafeteria
- Gymnasium
- Nurse
- Guidance Office
- Speech Office
- CST Office
- Main Office

vi. Students will be required to wear face masks and face shields as they move around their school building. Face shields will remain in the schools. Students will wear their face mask to board the school bus in the afternoons as well as moving to the parent pick up location.

vii. When district facilities reopen for the parents and the public in general, face coverings will be required of ALL visitors to the building as well as ALL staff members in the building unless it will inhibit the individual's health or a child is under the age of 2.

i. Signage and messages in and around school buildings:

i. Proper signage will be located both inside and outside of the school building to indicate proper social distancing.

i. Paint will be used on the sidewalks on the exterior of the building to indicate locations where students will stand as they exit the school bus and their parent/guardian vehicle and wait to have their temperature taken.

ii. Signs will be located along the parent drop-off and pick-up lane indicating that parents are to remain in their vehicles in the morning and afternoons during student drop-off and pick-up.

iii. Paint will be used on the playground area on the exterior of the building to indicate locations where students may leave such personal items during recess to include: lunch bag, exterior garment (coat, sweater).

iv. Decals will be placed along the walls/floors/hallways that indicate proper social distancing for the students.

v. Decals reminding students/staff to practice social distancing, to wash their hands, to follow respiratory etiquette, will be placed throughout the building to include the classrooms, cafeteria and restrooms.

8) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions. Suitable childcare accommodations will be provided for staff members with school age children.

a. The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave or expanded family and medical leave for specified reasons related to COVID-19.

b. The Department of Labor's (Department) Wage and Hour Division (WHD) administers and enforces the new law's paid leave requirements. These provisions will apply from the effective date through December 31, 2020.

    i. Qualifying Reasons for Leave:
        1. Families First Coronavirus Response Act (FFCRA): Employer Paid Leave Requirements 1 of 3 Under the FFCRA, an employee qualifies for paid sick time if the employee is unable to work (or unable to telework) due to a need for leave because the employee:
            1) is subject to a Federal, State, or local quarantine or isolation order related to COVID-19;
            2) has been advised by a health care provider to self-quarantine related to COVID-19;
            3) is experiencing COVID-19 symptoms and is seeking a medical diagnosis;
            4) is caring for an individual subject to an order described in (1) or self-quarantine as described in (2);
            5) is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19; or
            6) is experiencing any other substantially-similar condition specified by the Secretary of Health and Human Services, in consultation with the Secretaries of Labor and Treasury.
        2. Under the FFCRA, an employee qualifies for expanded family leave if the employee is caring for a child whose school or place of care is closed (or child care provider is unavailable) for reasons related to COVID-19.
            a. Duration of Leave:
                i. For reasons (1)-(4) and (6): A full-time employee is eligible for up to 80 hours of leave, and a part-time employee is eligible for the number of hours of leave that the employee works on average over a two-week period.
                ii. For reason (5): A full-time employee is eligible for up to 12 weeks of leave at 40 hours a week, and a part-time employee is eligible for leave for the number of hours that the employee is normally scheduled to work over that period.
            b. Calculation of Pay:
                i. For leave reasons (1), (2), or (3): employees taking leave shall be paid at either their regular rate or the applicable minimum wage, whichever

is higher, up to $511 per day and $5,110 in the aggregate (over a 2-week period).

ii. For leave reasons (4) or (6): employees taking leave shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to $200 per day and $2,000 in the aggregate (over a 2-week period).

iii. For leave reason (5): employees taking leave shall be paid at 2/3 their regular rate or 2/3 the applicable minimum wage, whichever is higher, up to $200 per day and $12,000 in the aggregate (over a 12-week period—two weeks of paid sick leave followed by up to 10 weeks of paid expanded family and medical leave).

B. Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

The classroom is important in supporting the academic progress of students. Classroom space should provide an environment that allows teachers and students to interact safely and upholding social distancing. With this in mind, careful consideration has been given to the strategic placement of furniture, learning centers, and materials in order to optimize student learning, reduce distractions and keep children safe.

1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.
2) Desks that are used should be marked with signage as appropriate.
3) Schools will maximize distancing of desks.
4) Desk should all face in the same direction.
5) Desks utilized will be 6 feet from the center of each desk to the center of the next desk.
6) No soft materials are permitted.
7) Rooms should be planned around 50% of the class per room.
8) Facilities have been measured and configured so that classes and meetings can take place with proper physical distancing. Classroom and lab spaces have been reconfigured to maintain physical distancing among students and to establish a "teaching zone" to ensure that the instructor remains distanced as well.

9) All tables, desks, and seating in the classroom must be maintained to ensure physical distancing configurations and to avoid having students facing one another. Students cannot rearrange classroom furniture once it has been moved to meet physical distancing requirements.
10) Large gatherings outside of classroom settings will be avoided until CDC guidelines specify otherwise. It also is recommended that large gatherings be avoided when off campus.
11) When it is not possible to control ingress and egress in certain school areas, students and faculty will be directed to maintain social distancing and wear masks and face shields when leaving or entering classes.
12) Visual cues, including signage, colored tape, floor markings, and other indicators, will be placed throughout our school buildings to help people maintain appropriate distancing and to remind them of other key safety measures.
13) Eliminate, when possible, the use of shared materials.
14) Set up areas where students can store personal items that keep them isolated from use by others.
15) When materials must be shared, cleaning in between use is essential.
16) Establish procedures to wipe down before and after every use.
17) Remind children to wash their hands after using a shared item.
18) If students travel to a room or an area a place should be established for the traveling student to store items away from being used by others.
    a. Where possible, students will be seated in the classroom 6 feet apart from their peers.
    b. Additional precautions will be in place in the building to include:
        i. Physical dividers
        ii. Desks facing the same direction
        iii. Only 1 student sitting at a table if no dividers are used
        iv. Students wear their face mask and face shields
        v. Students seated at alternate rows when possible
        vi. Assigned seats in specific locations to maintain cohorts (classroom, bus and cafeteria)
19) When schools reopen to the public, face coverings will be required of ALL visitors to the building as well as ALL staff members in the building unless it will inhibit the individual's health or a child is under the age of 2.
20) Face coverings will be required in the building at all times for staff and students.
    i. All students will be required to wear face coverings, except where doing so would inhibit the individual's health or in the following exceptions: As student's documented medical condition, or disability as reflected in an Individualized
    ii. Education Program (IEP) precludes the use of face covering.
    iii. Student is in extreme heat outdoors.
    iv. Student is in the water.
    v. Students are eating or drinking.

vi. Anyone who is having difficulty breathing or is unconscious.
vii. Anyone who is incapacitated or otherwise unable to remove the face covering without assistance.
viii. The student is engaged in high intensity aerobic or anaerobic activities.
ix. During gym and music classes when individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart. Face coverings may be removed during physical education or music classes, provided individuals are in a well-ventilated location and able to maintain a physical distance of six feet apart. Vigorous exercise, as well as music and choir classes in a confined space (e.g., indoors) may contribute to transmission of COVID-19 and should be limited. Consider conducting such activities in an area with greater ventilation or air exchange (e.g., outdoors). When students are not singing or playing an instrument that requires the use of their mouth, they should wear a face covering in music class (unless class is outdoors and distance can be maintained).
x. When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task (for example, students operating machinery in which face coverings may get caught).

21) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards.
22) Use of shared objects should be limited when possible or cleaned between use.
23) Students will have their own classroom materials to include:
    (1) Mesh Bag
    (2) Pencils
    (3) Crayons
    (4) Markers/colored pencils
    (5) Scissors
    (6) Dry erase markers
24) Student backpacks/lunch bags will be placed in their own specific area if possible or will be stored at their seat in the classroom to prevent cross contamination.
25) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
26) School district prepared and maintained hand sanitizing stations with CDC recommended/EPA approved hand sanitizers. Such stations are located:
    a. In each classroom (for staff and children, who can safely use hand sanitizer).
    b. At entrances and exits of buildings.
    c. Near lunchrooms and toilets.
    d. Children ages five and younger should be supervised when using hand sanitizer.
    e. For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and CDC approved/EPA recommended hand sanitizers.

f. Hand sanitizing stations are currently located in the following locations:
    1. In each classroom
    2. At entrances and exits of buildings.
    3. Outside and inside the cafeteria
    4. Outside and inside all restrooms
g. Grade level schedules will be developed to allow for classes to utilize the restrooms for proper hand washing at intervals during the school day.
h. Students will be asked to utilize the hand sanitizer in their classrooms after blowing their nose, coughing, and/or sneezing.

30) Washing your hands is easy and one of the most effective ways to prevent the spread of COVID-19. Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing.

A. It is especially important to wash your hands:
    1. Before eating or preparing food
    2. Before touching your face
    3. After using the restroom
    4. After leaving a public place
    5. After blowing your nose, coughing, or sneezing
    6. After handling your cloth face covering
    7. After changing a diaper
    8. After caring for someone sick
    9. After touching animals or pets

31) When washing your hands, students and staff shall follow these important steps:
    1. Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
    2. Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
    3. Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
    4. Rinse your hands well under clean, running water.
    5. Dry your hands using a clean towel or air dry them.
    6. Use Hand Sanitizer When You Cannot Use Soap
    7. You can use the hand sanitizer available in the school if soap and water are not available.
    8. Sanitizers can quickly reduce the number of germs on hands in many situations. Hand sanitizers may not be as effective when hands are visibly dirty or greasy.

C. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

Student Transportation: Wyshinski Bus Company

Our transportation goal is to keep drivers, aides, school personnel and our passengers safe. Schedule for transportation has been made taking into consideration siblings to the maximum extent possible.

1) Before Bus Drivers Report to Work
   a) Immediately report to Wyshinski Bus Company if you have been within 6 feet of anyone that has been diagnosed with COVID-19.
   b) Before each "shift" self-screen. Do you have these symptoms: 100.4+ fever, dry cough, fatigue, body aches, headache, loss of taste, smell or appetite, Report to Wyshinski Bus Company any symptoms.
   c) Students will be encouraged to stay socially distanced while at the bus stop. This must be a joint education effort between families and school personnel.
   d) Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front in order to encourage social distancing throughout the bus ride.
   e) School administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.
   f) Students will also wear masks while social distancing. Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.
   g) Ventilation will be incorporated into the bus along with air conditioning systems.

2) On the Bus
   a) Face masks are to be worn by staff and students when others are present as social distancing is rarely possible.
   b) Students will load the buses from the rear of the bus to the front - students who are the first to board the bus will sit in the rear of the bus etc. to limit students walking past one another.
   c) Sit families together.
   d) Assign seats to students.
   e) Front two seats empty, when possible
   f) Students are to go directly to their seats and avoid touching seat tops and rails, when possible.
   g) Hand sanitizer stations will be on each bus, and students will be encouraged to use it upon entry and exit.
   h) After leaving the bus, wash hands or use sanitizer.

i) Windows and roof hatches will be open, when possible
j) If a student shows obvious symptoms. When the bus arrives and is stopped at the school, call the school and press the option for the nurse to report.
k) Buses will unload students from the front of the bus to the rear of the bus to limit the number of students walking past one another.

3) Disinfecting
   a) Although the CDC recommends cleaning buses once a day, our district will clean buses twice per day. Bus drivers will wipe down high-touch areas between each run. Vehicles will be disinfected daily with EPA approved products
   b) High touch areas (handrails, seatbelts, windowsills, seat tops and backs between routes, when possible
   c) Driver compartment before leaving the bus

4) Infection or exposure
   a) Information will be shared, per state guidelines.

5) Contact Tracing
   a) Take attendance and maintain sitting charts and bus rides records
   b) Training of Wyshinski Bus Company Staff
   c) Extensive training and signing off on the above standards will be held prior to the start of school.

D. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas

Entering the building every morning is the activity which unofficially begins the day. Dismissal is the activity that ends the school day. It is important that ingress and egress is smooth, stress free, efficient and conducted in a manner that keeps every child safe. Ingress and egress must also be controlled to incorporate expectations for social distancing.

1) Prior to entering the school building students exiting the school bus will be screened (temperature taken via thermal scanner).
2) Once students have been properly screened and their temperature is deemed to be acceptable as per the district guidelines, bus students will move to a staging area in the locations set per school where they will be properly socially distancing.
3) Prior to entering the building, staff will submit to a health screening to include the taking of their temperature via thermal scanner at 1 of 2 locations (main doors or gym foyer doors).

4) Physical distancing (six feet apart) maintained for individuals in line waiting to enter or exit a building with face coverings worn while in the line.

5) Signage (painted locations) will indicate where students will stand prior to their health screening with proper social distancing being maintained

6) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

7) Proper signage will be located both inside and outside of the school building to indicate proper social distancing.

8) Floor signage will be used on the sidewalks on the exterior of the building to indicate locations where students will stand as they exit the school bus and their parent/guardian vehicle and wait to have their temperature taken.
9) Signs will be located along the parent drop-off and pick-up lane indicating that parents are to remain in their vehicles in the morning and afternoons during student drop-off and pick-up.
10) Decals will be placed along the walls/floors/hallways that indicate proper social distancing for the students.
11) Decals reminding students/staff to practice social distancing, to wash their hands, to follow respiratory etiquette, will be placed throughout the building to include the classrooms, cafeteria and restrooms.
12) One-way directional hallways will be used in the building to minimize student contact during high volume times to include arrival time, dismissal time, lunch blocks.

13) Mandate parents complete self-screening of children before they leave home. Genesis parent portal will have the form that parents need to submit on a daily basis.

14) Students should immediately sanitize their hands by using sanitizers or washing the hands.
15) Empty buses one at time per designated entrance in each school, to maintain social distance.
16) Have each entrance monitored by staff to help ensure students maintain a social distance.
17) Use of a mask is mandatory as students ride the bus, enter the building and travel to the classroom.
18) Once students enter the building, teachers should review the daily monitoring health check list/visual check
19) Encourage school signage which asks --- "Did you answer your daily health questions at home?"
20) Create one-way traffic flow when possible, to maintain social distancing during dismissal.

21) Movement about the building is essential and cannot be eliminated. Our schools devised a plan to allow for travel throughout the building while keeping the students and staff safe. Schools will have specific schedules for teachers to travel from room to room, if necessary.
22) Students need to travel from the bus, to their classroom, to the lavatory and other essential areas. The specifics will differ from school to school, because each school's physical layout is different. Please keep in mind the strategic use of masks, face shields, social distancing, and maintaining cohorts.
23) Signs will be displayed regarding: COVID safety, mask wearing, social/physical distancing, and traffic flow/directionality.
24) As people travel about the building, masks and face shields should always be worn.

25) Directionality should be established in each school using some of the following principles:
    a) The hall will be split so students will travel in one direction through the hallway keeping travel restricted on each side of the hall to one direction.
    b) When feasible, dedicate a hallway to only travel in one direction if a loop is possible and students can get to point A and back following the loop.
    c) A schedule should be developed that takes into consideration the movement of cohorts around the building.
26) Planned travel will be organized so several cohorts are not in the hallway simultaneously.
27) If students need to travel to classes at other discipline areas, such as science or social studies class, at the same time a dedicated plan needs to be established to minimize students being in the same area at the same time.
    a) This could mean rehearsal of the movement
    b) Establishing a staging area where child wait while others children move past them
28) Routines and processes such as keeping material and books as students travel to other rooms need to be established.
    a) This may include keeping book pouches on the back of a chair or in additional cubby (elementary).
29) Keep doors held open during the change of classes to avoid unnecessary touching by students.

E. **Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms**

NJDOE suggests that each school monitor health daily. To provide the healthiest environment possible for Staff and Students. Health monitoring will be done in conjunction with efforts taken at home with the parents of children attending school.

Parents have the greatest information regarding the health of their children and are an integral part of this process.

The purpose of this document is to outline the safe reopening of Penns Grove-Carneys Point Regional School District (PGCP RSD) during the COVID-19 pandemic. These guidelines have been carefully considered to address the safety, health, and welfare of our constituents that we serve. Please note, these procedures are subject to change as school reopening approaches, as directed by the Office of the NJ Governor.

Nonpharmacological Intervention (NPI) Recommendations for Communicable Disease

1) **Staff and Students**
   a) Avoid close contact with people who are sick. Stay within your "bubble", cohort, pod.
   b) Stay home when you are sick.
   c) Cover your cough or sneeze into your elbow or a tissue, then throw the tissue in the trash. Follow with hand hygiene.
   d) Avoid touching your eyes, nose, and mouth. If you do, wash your hands afterwards.
   e) Wash hands often with soap and water (20 seconds) FREQUENTLY.
      i) Education will be provided for using hand sanitizer upon entry and exit of all classrooms, before and after eating, and upon exiting the restrooms.
         (1) Instruction on this will be provided at back to school education and workshops with students, as well as in Professional Development with staff.
      ii) Signage will be placed throughout the school as a reminder to staff and students.
      iii) Hand-washing facilities with soap and running water and/or hand-sanitizer will be available to staff, students, and visitors, in order to ensure hand hygiene.
   f) If you don't have soap, use hand sanitizer provided by the school district.
      i) We will be using liquid hand sanitizer. Continuing education will be provided on proper usage.
   g) Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe daily.
   h) Ensure all vaccines are up to date of self *and* household members.
   i) Promote non-contact methods of greeting
   j) **School and state mandated donning of mask or shield at all times unless indicated otherwise (medical reason, athletic participation, etc.)**
   k) Individuals will be accountable for community standards and policies set forth by CDC, NJDOE, NJDOH, and the Governor of NJ.

2) **Staff/ School Nurse**
   a) Promote up-to-date vaccinations, including flu vaccine, in accordance with New Jersey state law.
   b) Educate parents about Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19
      i) This does not replace medical advice or apply as medical diagnosis. Always refer parents or guardians to higher levels of care for questions about differential diagnosis.
      ii) Refer to For Parents: Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19
      iii) NJ DOH info for parents
   c) Plan interventions proactively for communicable disease outbreaks on multidisciplinary teams. These teams must consider local and national recommendations to mitigate the spread of infectious disease.
   d) If there is a positive COVID case reported in our school, this is a reportable condition. Cases will be reported to the local Salem County Health Department through the school nurse.
   e) Evaluate the need for closures on a multidisciplinary task force in conjunction with the DOH, and state law and emergency public health orders.
3) Environmental
   a) Perform triage of student needs outside of the school nurse office, and for those with "high-risk" symptoms. Students will be directed to a separate triage room.
   b) Maintain social distancing in the school nurse office and on school grounds, following local and national guidelines.
   c) If an employee tests positive for COVID after being on school grounds, follow these CDC guidelines:
      i) "If it has been less than 7 days since the sick employee used the facility, clean and disinfect all areas used by the sick employee following the CDC cleaning and disinfection recommendations.
      ii) If it has been 7 days or more since the sick employee used the facility, additional cleaning and disinfection is not necessary. Continue routinely cleaning and disinfecting all high-touch surfaces in the facility.
      iii) Other employees may have been exposed to the virus if they were in "close contact" (within approximately 6 feet or 2 meters) of the sick employee for a prolonged period of time." As per NJDOE Road back, this is defined as being within 6 feet for a period of at least 10 min.
      iv) Follow CDC guidelines for exposure and isolation requirements
      v) "Employees **not considered exposed** should self-monitor for symptoms such as fever, cough, or shortness of breath. If they develop symptoms, they should notify their administrator and stay home."

Screening

The school district will provide screenings for students and employees upon arrival at school or work location for symptoms and history exposure. These screening procedures must include the following:

4) Staff must visually check students for symptoms upon arrival (temperature checks)
5) All health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations
6) Results must be document when signs/symptoms of COVID-19 are observed
7) Any screening policy/protocol must take into account students with disabilities and offer appropriate accommodations that may be needed in the screening process.
8) Recommend staff and students complete a health screening PRIOR to arriving at PGCP RSD. See CDC Self Checker
9) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.
10) PGCPRSD must follow CDC guidance on illness reporting
11) For positive COVID-19 results, school nurses will immediately inform the designated contact tracer for the district. The district contact tracer must immediately notify Salem County DOH and the superintendent of school. The superintendent of school will notify the board of education, the staff members and families of the affected school of a confirmed case while maintaining confidentiality following the local health department guidelines.

Safety Guidelines and Procedures

12) Symptoms Requiring Absence and/or Immediate Pickup at School
    a) ***HIGH-RISK Symptoms*** **associated with COVID-19 and other infectious diseases in children**:
        i) **Fever** (at or above 100.0 F)
        ii) **Respiratory symptoms** (cough, congestion, runny nose, sore throat, shortness of breath). Students with respiratory symptoms will be assessed by the school nurse.
        iii) **Gastrointestinal symptoms** (diarrhea or vomiting)
        iv) **New unexplained loss of taste or smell**
        v) **Tested positive for COVID-19**
        vi) **Had a close exposure to a confirmed COVID-19 case**
        vii) **Travelled out of NJ in past two weeks- See NJ Travel Advisory List**
        viii) **Other Conditions requiring absence**:
            (a) The first 24 hours of various antibiotic treatments (i.e. strep throat, pink eye, etc.)
            (b) Undiagnosed, new, and/or untreated rash or skin condition
            (c) Doctor's note requiring an individualized plan of care to stay home.
    b) "**Immediate Pickup**" constitutes within a reasonable amount of time from location, and if there is delay parents must delegate for safe pickup from school.
    c) Parent flier for sick day pick up

i) Parent sick day pick up flier
ii) Spanish sick day pick up flier
iii) Travel Policy (English)

Return to School After Being Ill with High Risk Symptoms

13) Refer to PGCPRSD Covid-19 Admin Flowsheet for cascading interventions.
14) Refer to CDC "When You Can Be Around Others After You Had or Likely Had COVID-19"
15) CDC Video: I think or know I had COVID-19 and I had symptoms. When can I be with others?
16) Have a parent/guardian call DOH hotline 1-800-962-1253 and encourage televisits for notes clearing to return to school.
    a) Communication must be followed up with the school nurse, and notes provided as applicable.
    b) If a positive case is found, refer back to school guidance.
    c) Educate parents on recognizing warning signs about when to consult a higher level of care.
    d) Maintain communication with family and monitor symptoms while the student is home for safe return to school (see below).
        i) Track in a secure/confidential spreadsheet.
        ii) Track when students are sent home and when they may return.
17) Per the NJDOH and the CDC, as well as the NASN, these guidelines have been recommended for ***discontinuing*** home isolation:
    a) **Symptom-based Strategy** *(for those with COVID-like symptoms but not tested)*
        i) "At least 24 hours have passed *since recovery* defined as resolution of fever without the use of fever-reducing medications **and** improvement in respiratory symptoms (e.g., cough, shortness of breath); **and** 10 days have passed since symptoms *first* appeared."
    b) **Time-Based Strategy** (for those asymptomatic but tested positive)
        i) At least 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed symptoms since their positive test. If they develop symptoms, then the symptom-based or test-based strategy should be used. Note, because symptoms cannot be used to gauge where these individuals are in the course of their illness, it is possible that the duration of viral shedding could be longer or shorter than 10 days after their first positive test.
18) Travel quarantine, may return after 14 day isolation.
        i) Per NJDOH "If you are coming to New Jersey from one of the states listed here, you are required to self-quarantine for 14 days. As an exception, you may provide proof of a negative test for COVID-19 that was taken within 72 hours **prior to arrival** in New Jersey. If you receive a test **during your quarantine** in New Jersey and get a negative test result, you can stop

quarantining. However, you still need to self-monitor for symptoms of COVID-19 for 14 days, wear a mask in public, and follow physical distancing guidelines. You also must quarantine while waiting for a negative test result."

ii) **Quarantining for 14 days is always preferred over relying on a negative test result as quarantining is the best way to limit the possibility of spreading COVID-19.**

Other Diagnosed Conditions

b) After the first 24 hours of various antibiotic treatments (ex: strep throat, pink eye, etc.)
c) For non-Covid related viral illnesses such as common cold or flu, a doctor's note verifying this and 24 hours fever free without the use of fever-reducing medications.
d) As directed per provider's note with or without restrictions.

Procedures to Visit School Nurse Office

19) **In order to prevent potential exposure to infectious diseases, promote isolation, and decrease office congestion do *NOT* send student to Nurse's Office with the following common situations**:
   a) Do I need the Nurse?
   b) Paper cuts, small abrasions, picked scabs - have them wash hands and apply band aid if needed.
   c) Minor headaches and/or fatigue - allow them to get snack/drink water first. Better after 20 minutes?
   d) Mild stomach ache and/or nausea - allow to use the restroom, drink water, and have snack first. Better after 20 minutes?
   e) Localized bug bite - if no allergy history and not spread over large area of skin, apply cool paper towel to area to help prevent scratching
   f) Anxiety/Stress/Psychosocial Issues - if not affecting breathing or medical health try snack, redirection, or please refer to counseling or other applicable services for collaboration.
   g) **Use the nurse's office for only sick visits and try to do well care in the classroom setting. Also, encourage teachers to keep simple situations in the classroom: tired students, small cuts, minor headaches, soiled clothes, etc.**

School Nurse Office Procedures During Visit:

h) Temperature and symptoms will be checked **outside** of the nurses office with brief triage to ensure correct isolation or care area provided for students.
   i) Students will be isolated in a triage area if presenting with high-risk COVID symptoms, and will need immediate pickup from parent or guardian.

ii) An adult will be assigned to monitor students in the triage area at all times while donning appropriate PPE including N95 mask.

i) Student wash hands or use hand gel **entering and leaving** the office
j) Student must wear school-mandated mask or face covering, unless indicated otherwise
k) Maintain a 6-foot distance of visitors inside of the nurses office
l) If congested, a line will be formed outside the nurse's office. Create designated marking on the ground at least 6 feet apart.
m) No visitors to the nurses office without calling first, unless it is medically necessary
n) Only medically indicated visits as listed above. If a student is being picked up, prefer to have the parent or guardian remain in the car and escort the student to the vehicle.

Triaging and Isolation of Nurse Office

In general, each school will need to establish the following three areas:

General Waiting (Students waiting to be seen by the school nurse with unscheduled needs)	**Well Student Area** (those students that have scheduled medical needs eg. procedures, meds)		**Students with COVID-19 Symptoms Area** (Triage Area)
● Students with nonCOVID-19 symptoms (e.g., injury, assessments) ● Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. ● Physical distancing marked off	● Area for well students with health care needs that cannot be addressed in the classroom (e.g. diabetic and other noncontagious health care needs). ● Ask if they have been around someone with COVID-19 or have signs and symptoms of COVID-19. If yes, send immediately to COVID-19 isolation and call parent/send home. ● Physical distancing marked off		● Areas for students with possible COVID-19 symptoms; away from others ● Physical distancing marked off or in separate rooms with external ventilation

Staff conducting triage may consider wearing gloves and masks, depending on the level of COVID-19 community transmission. Plexiglass or plastic barriers may be in place.	A trained staff member or school nurse provides care universal precautions. Staff delivering care may need to consider wearing gloves and masks.		Additional non-health compromised staff may be necessary to monitor students in areas not visible by the school nurse or health technician. Staff should wear \gloves and N95 masks. Restroom facilities need to be nearby for sick students (separate space) as younger students may have GI symptoms.
Nursing Considerations/Precautions			
Students sanitize/wash hands, Clean area after students leave	Students sanitize/wash hands, Clean area after students leave		Students sanitize/wash hands Students put on masks Non-contact thermometers Isolate student Separate phone (disinfect) Separate restrooms Establish procedures for safely transporting anyone sick home or to a healthcare facility. If you call 9-1-1, please share with the dispatcher if the individual has signs or symptoms of COVID-19. Notify Public Health/contact-tracing team Ventilate the room to outside air after student leaves Clean area 24 hours after

https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html

Safety, Isolation and Personal Protective Equipment (PPE) Standards

These recommendations are subject to change based on national supply and infectious disease outbreak, as well as clinical judgement and assessment for appropriate protection.

1) In order to prevent cross-contamination between personal and professional environments, as well as to easily identify health office personnel, medical scrubs

should be worn by Health Office staff. In addition to standard medical scrubs, closed-toe shoes should be worn on a daily basis. Consider the use of booties if available, to be changed when soiled or broken.

2) It is recommended that spare change of clothes/scrubs should be kept in the office in the case of exposure to body fluids or other circumstances.
3) Appropriate PPE must be considered and donned for the triage, office, and isolation rooms in the Health Office.
    a) For on site calls, triage symptoms on telephone and prepare necessary PPE for on-scene response.
4) **The CDC now recommends that all HCP use eye protection (goggles or a face shield), in addition to a face mask, for all patient encounters, whether or not COVID-19 is suspected.**
5) High Risk Symptoms (see sick day guidelines above)
    a) Per CDC, "Patients with even mild symptom that might be consistent with COVID-19 (e.g., cough, sore throat, shortness of breath, muscle aches) should be cared for by HCP wearing all recommended PPE for the patient encounter (gloves, a gown, respiratory protection that is at least as protective as a fit tested NIOSH-certified disposable N95 filtering facepiece respirator or facemask—if a respirator is not available—and eye protection".
        i) HOWEVER, per the AAP surgical masks acceptable in place of N95 respirators if no aerosolizing or splashing procedures are being performed (i.e. nebulizer treatments and intubation).
    b) Exposure to HCP per CDC defines exposure as "a close contact is defined as anyone who was within 6 feet of an infected person for at least 10 minutes starting from 48 hours before the person began feeling sick until the time the patient was isolated. Close contact is defined as:
        i) being within approximately 6 feet (2 meters) of a COVID-19 case for a prolonged period of time; close contact can occur while caring for, living with, visiting, or sharing a health care waiting area or room with a COVID-19 case
        ii) having direct contact with infectious secretions of a COVID-19 case (e.g., being coughed on)
    c) If such contact occurs while not wearing recommended personal protective equipment or PPE (e.g., gowns, gloves, NIOSH-certified disposable N95 respirator, eye protection).
    d) Close contact for staff is: What counts as close contact?
        i) You were within 6 feet of someone who has COVID-19 for at least 10 minutes (NJDOE guidance)
        ii) You provided care at home to someone who is sick with COVID-19
        iii) You had direct physical contact with the person (touched, hugged, or kissed them)
        iv) You shared eating or drinking utensils
        v) They sneezed, coughed, or somehow got respiratory droplets on you

vi) **Close contact for community and HCP is **2 days prior to symptom onset** and/or positive test for asymptomatic individuals.

6) Other conditions
   a) Other conditions may include identified history of migraines, anxiety,scheduled daily medications, integumentary or musculoskeletal, or other dependent on clinical judgement and assessment at time of student presentation to the office.
   b) Evaluate the need of escalation of PPE dependent on clinical picture. I.e. draining wounds, potential exposure to blood borne pathogens.

Isolation and Quarantine

i) The purpose of isolation is to keep infectious people separate from healthy people. The purpose of quarantine is to separate healthy people who have been exposed to the virus, and therefore, could become infectious, from other healthy people who have not been exposed to the virus. Both practices are intended to limit the spread of the virus.

Communicable Disease Monitoring

7) Internal
   a) Collaborate with the Secretary to record symptoms when students are called in for sick days.
      i) School Nurse to record this in the student's electronic health record Genesis profile
      ii) School Nurse will monitor community illness for communicable disease trends.
   b) COVID symptoms will be securely tracked by the School Nurse via a secured spreadsheet.
   c) If 10% of the student population, whether it is across a division or entire student population, calls out sick for similar symptoms it must be reported to the DOH.
      i) This also applies to faculty/staff illness absences.
      ii) Contact the DOH for any and all reportable conditions

8) External
   a) Refer to above “Community NPI Recommendations”
   b) Maintain ongoing monitoring of local, national, and global health trends.
   c) Continue to follow up-to-date communications from the DOH, CDC, WHO, Office of the Governor, and PED regarding community-specific communicable disease concerns, planning, and interventions

F. **Critical Area of Operation #6 – Contact Tracing**

Contact tracing is a critically important tool in pandemic response. Public health officials have long used this tactic to break the chain of transmission of infectious diseases and limit the spread of infections. The COVID-19 pandemic poses unprecedented challenges and will require new approaches to this long-standing public health strategy. Contact tracing is a key strategy to prevent the further spread of COVID-19.

COVID 19 Contact Tracing Course by John Hopkins

The Penns Grove-Carneys Point Regional School District's contact tracing protocols have been developed by the Director of Special Services, School Nurses, School Physician and in collaboration with local Departments of Health including CDC guidance. All school nurses will facilitate reporting COVID-19 cases and contact tracing.

1) Upon notification from Occupational Health that an employee is out for testing or notification from a family that a student is out for testing, an exposure list will be created by the school nurse.
2) For the purpose of developing exposure lists, the DoH definition of exposure will be utilized - contact of less than six feet, more than 10 minutes.
3) Upon notification from Occupational Health or a family of a positive COVID-19 test result, School Nurse will contact/notify School Administration and Salem County Department of Health.
4) Nursing and School Administration will work collaboratively to make all notifications to families and employees who have been exposed to the COVID-19 positive individual, maintaining confidentiality of this individual's information.
5) If the COVID-19 positive individual is a student, School Leadership will communicate with the school district.
6) Provide regular communication between the school nurse, school administration and families and employees who were exposed. Resources may be provided including information on COVID testing and isolation guidelines.
7) The School Nurse and Director of Special Services will ensure appropriate paperwork is submitted to the Department of Health.

PGCPRSD Covid-19 Administrative Algorithm in Accordance with CDC Guidelines

Individual presenting with POSSIBLE COVID-19 symptoms	**Individual with COVID-like symptoms and tested NEGATIVE/Other Diagnosis**	**Individual knowingly had *CLOSE EXPOSURE* TO CONFIRMED POSITIVE COVID-19**	**Individual tested POSITIVE for COVID-19**

1. See: *COVID-19 Return to School Plan* for criteria of symptoms. 2. Isolate individual, inform nurse, and provide applicable handouts. 3. Enter individual into secure/confidential spreadsheet for monitoring. Notify assigned staff to ensure exclusion from school (# of days) and coded correctly in Genesis. 4. Instruct individual to test for COVID-19 and/or provide doctor's note if it is another diagnosis. Ensure they self-isolate until results are received. 5. Perform cascading interventions as indicated by result or note. 6. **If individual chooses NOT to test, they must stay home self-isolate at least 10 days. The individual may return after 10 day as long as symptoms are improving and**	1. *This does NOT apply if they were exposed to a confirmed positive case. Follow appropriate algorithm.* 2. **If confirmed that an individual has non-COVID viral illness, the individual needs to provide a negative COVID test result and/or a doctor's note to confirm other diagnosis**. **The individual may return to school once 24 hours symptom-free without the use of medication or 24 hours on a antibiotic treatment** for various contagious illnesses (pink eye, strep throat, etc). 3. Instruct the individual to strongly reconsider testing if symptoms worsen or present with new possible COVID-19 symptoms, and to follow advice of the healthcare provider of choice for individualized care instructions.	1. Individual has had close exposure with an someone who tested POSITIVE for COVID-19 as defined as: ● Household member ● Less than 6 feet proximity for greater than 10 minutes and/or had high-risk contact with body fluids such as directly coughed or sneezed on 2. Instruct individual to self-quarantine at home and monitor symptoms for **14 days**, including temperature checks twice daily. 3. Individual should be tested for COVID-19 ● *Positive* – follow POSITIVE COVID ALGORITHM ● *Negative* – must remain self-quarantining at home full 14 days, retest if symptoms develop 4. Student will be placed on distance/virtual learning during quarantine. 5. Closely monitor illnesses and communicate with school nurse and school administration	1. Notify Salem County NJDOH **856-935-7510** for rapid response and start school based contact tracing and collaboration 2. **Instruct individual to self-quarantine stay home for 10 days minimum and return when symptoms are improving and the person is fever-free for 24 hours** 3. Identify school contact points (admin/school nurse/maintenance), close, and clean per CDC guidelines after 24 hours closed. 4. Student will be placed on distance/virtual learning during quarantine. 5. Collaborate with communications for messaging (Template message/Facebook).

they are fever-free for 24 hours without the use of medications. 7. Closely monitor illnesses and communicate with school nurses and school administration.			

Procedure for Return to School:

Infectious Disease Symptoms	**Other Conditions:**
● If presenting with symptoms, **please** test student for COVID-19 and/or provide doctor's note for other treatment-specific guidelines. If you choose **not** to test student, student must stay home for **10 days** minimum and return when fever-free **for 24 hours**. ● If notified to self-quarantine due to a close exposure to a confirmed COVID-19 case, please stay home and monitor symptoms for **14 days** from last known exposure, including a temperature check 2 times a day. A negative test does not end the quarantine period early. ● If POSITIVE for COVID-19, student must self-quarantine at home for **10 days minimum and return when fever-free for 24 hours** without medication and symptoms are improving	● If confirmed that student has non-COVID viral illness please provide a negative COVID test result and/or a doctor's note to confirm other diagnosis. **Student may return after 24 hours fever-free without the use of medication.** ● After the first 24 hours of various antibiotic treatments for contagious infections (i.e. strep throat, pink eye, etc.) ● Doctor's note requiring an individualized plan of care to stay home due to medical concerns as specified. ● 2-week(14 day) quarantine ends without illness after out-of-state travel

G. Critical Area of Operation #7 – Facilities Cleaning Practices

The Board's Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

Cleaning and Disinfecting of Schools and School Equipment

1) **PGCP RSD** will undertake enhanced cleaning of school facilities and offices, with a focus on common areas and high-touch locations.
   a) Classrooms will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, chair arms, etc., will be disinfected at this time.
   b) High contact points will also be disinfected midday and again in the late afternoon.
   c) All classrooms will have cleaning and disinfectant supplies available for the cleaning of personal spaces. While custodial staff will clean and disinfectant on a regular basis, faculty and students will clean and disinfectant their personal areas (for example: desk, chair) at the start of class.
   d) Hand sanitizer will be easily accessible in each classroom, and in common areas.
   e) School buildings will receive a full coverage cleaning from back pack sprayers and high volume pressure sprayers daily.
   f) Common spaces such as bathrooms, lobbies, and halls will be deep cleaned daily. Additionally, all horizontal surfaces and high contact points such as door handles, faucets, light switches, etc. in the common areas will be disinfected as well.
   g) High contact points will also be disinfected midday and again in the late afternoon

2) Measures to prevent the transmission of influenza and related respiratory viruses: Practically speaking, flu season is always of particular concern in school environments. The following information was disseminated to remind the district's custodial and maintenance staff, and to reinforce, the expectations related to the disinfecting practices.

3) The typical frequency of "high touch" hard surface disinfecting, e.g. door knobs, pencil sharpeners, desktops, etc., is every other day as reflected in the daily custodial task lists. Given the current environment, however, a more aggressive response is required. Effective immediately – and until further notice – these surfaces are to be disinfected ***daily***.

4) As a reminder, the quaternary disinfectant used by the district is the Buckeye E-22. The directions for use are attached. The use ratio is automatically set using the Buckeye Smart mixing station. On a daily basis, the custodial staff are to spray the E-22 on all hard surfaces listed above so that the surface remains wet for no less than one minute. This is the minimum product dwell time necessary to kill

the Influenza and Human Coronavirus. ***Do not apply the product and immediately wipe it off.***

5) Another very effective defense against spreading viruses is hand washing. This action is difficult if the soap dispensers throughout the district are not properly serviced. Empty soap dispensers and paper towel dispensers will not be tolerated. A basic responsibility of all custodial and maintenance staff are to inspect the dispensers in their respective areas and refill as needed.

6) Working together, we must take all necessary precautions to keep our facilities as healthy as possible.

Disinfectant Information:

7) Buckeye Eco One-Step Disinfectant-Deodorizer-Cleaner can be used in a variety of application methods including spray & wipe, mop & bucket, or by immersion. To clean and deodorize hard, nonporous surfaces: mix Mix 1⁄2 oz. of Buckeye E-22 Eco One-Step Disinfectant-Deodorizer-Cleaner per gallon of water to clean and deodorize surfaces. Apply using a cloth, mop, sponge or sprayer. Wipe or allow to air dry. Preparation of Use-solution: Mix 1⁄2 oz. per gallon of water. For heavy-duty use, mix 2 oz. per gallon of water Disinfection/Virucidal*/Fungicidal Directions: Apply use-solution to hard, nonporous surfaces, thoroughly wetting surfaces with a cloth, mop, sponge, sprayer or by immersion. Treated surfaces must remain wet for 10 minutes. For Influenza Virus Type A and Human Coronavirus, treated surfaces must remain wet for 1 minute. Allow to air dry. For heavily soiled areas, a preliminary cleaning is required. Rinse all surfaces that come in contact with food such as countertops, exteriors of appliances, tables, and stovetops with potable water before reuse. Do not use on utensils, glassware, and dishes.

A schedule for increased routine cleaning and disinfection.

8) Additional cleaning schedules will be created by the head custodian in consultation with the Director of Maintenance.

    (a) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. door knobs, light switches, classroom sink handles, countertops).

9) All staff will receive training on proper cleaning, disinfecting and sanitizing procedures to be used in locations throughout the building.

10) Areas deemed as high contact areas will receive additional attention.

(a) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

11) Cleaning products deemed appropriate for use in the school building as approved by the EPA will be used.

(a) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

i. Classroom desks and chairs;

ii. Lunchroom tables and chairs;

iii. Door handles and push plates;

iv. Handrails;

v. Kitchens and bathrooms;

vi. Light switches;

vii. Handles on equipment (e.g. athletic equipment);

viii. Buttons on vending machines and elevators;

ix. Shared telephones;

x. Shared desktops;

xi. Shared computer keyboards and mice;

xii. Drinking fountains; and

xiii. School bus seats and windows.

(b) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

12) Disinfection protocols for high contact areas will be established by the head custodian in consultation with the Director of Maintenance.

13) If a staff member or a student meets the criteria for *COVID-19 compatible symptoms* they should be excluded per the COVID-19 exclusion criteria and cleaning/disinfection recommendations per the K-12 guidance should be followed ***if they became ill with COVID symptoms in school.***

- Immediately close off areas used by the person who is sick with COVID-19 symptoms (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours before cleaning and disinfection.
- Custodial staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces.
- Once an area has been appropriately disinfected, it can be opened for use.

H. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

A foundational premise when designing a safe breakfast/lunch environment are the concepts of maintaining cohort and social distancing. The use of cohorts is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

Meals should be served in supervised, non-congregate settings that enable social distancing guidelines to be followed. Pre-planning and thoughtful consideration on the delivery and service of meals to individual groups of students is needed to enable contact tracing. Additional equipment and resources are needed to implement meal service methods that take place outside of the cafeteria, or when multiple meal service methods are utilized within a single meal service period.

Strategies to achieve these goals may include:

1) Identifying the equipment, supplies or resources needed for the meal service method(s) that will be utilized.
2) Staggering meal service periods so that arrival and dismissal times limit the amount of contact between students in high-traffic situations.
3) Assigning seats to students during mealtimes to enable contact tracing.
4) Utilizing floor marks to highlight social/physical distancing guidelines where needed and to identify traffic patterns within spaces.

5) Removing chairs to ensure social distancing.
6) Arranging the chairs to face the same direction.
7) Expanding meal service periods to allow students adequate time for handwashing and to get through serving lines; to count meals at the point of service; or for any other operational considerations that may require extended time.
8) Utilizing disposable trays, dishes and utensils.
9) Eliminating self-service stations.
10) Eliminating share tables and any sharing of food.
11) Identifying alternate locations for the storage and distribution of student meals brought from home, (these cannot be stored in kitchen areas).
12) Excluding access of all people (other than child nutrition staff and delivery people) from the kitchen and behind serving lines.
13) Ensuring adequate sanitation occurs between the use of tables or other surfaces when multiple groups of students will consume meals in the same location.

Child Nutrition Staff:

14) Food Service staff will check temperatures and complete any employee health screening per district protocol upon arrival at the workplace. A sample Employee Self-Assessment Health Screening form can be found at the end of this document. Staff who develop symptoms during the workday shall follow district protocol for staff illness. Food Service staff shall always wear face masks at the workplace, and should when necessary when not at work, unless the employee has been granted a medical exemption. These procedures are in addition to any existing health-related standard operating procedures or policies the district has in place for food service staff.
15) Identify resources that may be needed to enable child nutrition staff to implement enhanced sanitation standards and follow social distancing guidelines while preparing and serving meals. This includes:
    a) Maintaining consistency of the child nutrition staff assigned at each school whenever possible.
    b) Maintaining adequate supplies of personal protective equipment (PPE), soap, hand sanitizer, disinfectant wipes, towels, tissues, etc., for staff handling meals.
    c) Promoting healthy hygiene practices such as the use of fact coverings, handwashing, covering coughs and sneezes and the proper use of gloves. Note that handwashing is to occur after the use of gloves and between use.
16) Evaluating the space available in production areas and reconfiguring as able to allow for at least 6 feet of separation between staff while performing their required tasks.
17) Assigning tasks to staff in a way that will enable them to perform their assigned duties with as little movement to other areas in the kitchen as possible.

Guiding Questions for Meal Service Environment
Where will meal service take place?
How will meal distribution occur?
How will meal counting and claiming take place?
How will students provide information at the point of sale ensuring sight identification is not utilized by staff?

Menu Planning:

All meal pattern requirements must be met to receive reimbursement for the meals that are served. Ensuring that meals are properly planned to meet the meal pattern requirements includes:

18) Planning the meal pattern for each age/grade group that will be served.
19) Determining if, or how, offer vs. serve will be utilized.
20) Identifying appropriate substitutions for menu items should shortages occur.
21) Planning limited menu options to enable the process to be streamlined as needed.
22) Monitoring food waste to identify menu items that are poorly accepted.
23) Planning menus to utilize commodities to the maximum extent to lower food costs.

Meal Service Methods:

24) Identify meal service methods that will enable all students to have access to the program meals while complying with physical distancing guidelines and that will enable contact tracing to occur if an individual receives a positive diagnosis. To achieve these goals, multiple meal service methods may take place, which includes:
25) Meals in the classroom.
26) Serving meals in other areas within the school building such as the gymnasium.
27) Providing grab-and-go meals in the cafeteria or hallways.

Accommodations for Students with Disabilities:

28) Accommodations for disabilities that enable equal access to the program must be provided when supported by the proper documentation. The meal pattern must always be met to the extent that a child's disability allows. Meals must be served in a manner that offers a safe environment for children with food allergies. Strategies for providing safe and appropriate meals may include:
29) Ensuring that surfaces are cleaned prior to meal services and adequate hand-washing facilities are made available.
30) Working closely with other school staff who may be involved in the service of meals to ensure there is proper communication of what is needed to provide safe meals when necessary.

31) Ensuring all written food safety plans include standard operating procedures to ensure safety in the production and service of meals to children with allergies.
32) Publishing planned meals and identifying allergens if able.
33) Identifying secure methods to receive and communicate protected, student-identifying information with families and other school staff (cannot be emailed).

Guiding Questions for Meal Pattern
What type of student meal options will be available? Offer vs. Serve/serve only.
How will you ensure that all meal pattern requirements for the age/grade groups are met?
How will you utilize available resources, such as commodities, to keep food costs lower?

Food Safety Plan:

34) Each school and/or feeding site is required to have an individualized, written food safety plan that is applicable to anywhere program meals are stored, prepared or served. The written food safety plan must include standard operating procedures that are specific to the process used within that site to mitigate any food safety risks. To ensure there is an adequate food safety plan in place:
35) Each site or location that has a production kitchen, a meal service where meals are consumed by students or stores food and beverages for the child nutrition program should have an individualized, written safety plan.
36) In each individualized plan:
37) Review and update the menu process charts with the updated menu for that location.
38) Review and update the operational description to identify how the program operates within that site.
39) Review the standard operating procedures (SOPs) to identify if new SOPs need to be added to the plan, if SOPs are no longer applicable and need to be removed from the plan or if SOPs need to be modified to reflect updated processes.
40) Train all staff on and ensure they understand the SOPs relevant to their assigned duties, with an emphasis on SOPs for handwashing, proper glove use, personal hygiene, serving safe food to all students with food allergies, cleaning, sanitizing food contact surfaces and the food service health policy.

Safe Food Practices:

41) Creating a culture of food safety in all areas of the school building ensures that food safety practices outlined in the food safety plan are implemented. To ensure safe food practices are followed:
42) Train all school staff on the food safety processes and SOPs in the food safety plan that are relevant to their role in providing meals.

43) Identify any additional equipment or supplies such as thermometers, alcohol wipes or other equipment that may be needed to keep food safe when transported and served in other areas of the school.
44) Obtain or develop posters or other aids to assist non-food service school staff to implement safe food practices when they participate in the service of meals.

Reopening of Kitchens:

45) When reopening the kitchen, all food service areas should be deep cleaned and determined to be in good working condition to ensure the facility is safe for the production and service of meals.
    a) To ensure this is accomplished:
        i) Empty and clean all equipment, including ice machines and sinks.
        ii) Wash, rinse and sanitize all food-contact surfaces.
        iii) Identify any equipment or facility repairs, maintenance or replacement that may be needed.
        iv) Ensure the dish machine is working properly. Ensure the chemicals are dispensing correctly, and temperature gauges are working properly for wash and rinse cycles.
        v) Check the condition of any food products that may have been left in storage and discard any expired products.
        vi) Remove all clutter and unused items from all food service areas, including storage rooms.
        vii) Rearrange coolers, freezers and dry storage areas to reduce points of contact during deliveries if able.
        viii) Wash, rinse and sanitize all unprotected tools and small wares. Clean and sanitize all shelving before placing back into storage.
46) Check floors and under equipment for signs of pest activity.
47) Clean all floors and floor drains.
48) If there is an anticipated increase in trash, ensure the dumpster areas are clean to prevent the attraction of pests.
49) Check the facilities plan for the building. Water systems (hot and cold) may need to be flushed for 10 minutes to minimize the risk of Legionnaires disease before they are used.

Outreach and Communication with Student Households:

50) It is imperative that those in students' households know and understand how to communicate and interact with the child nutrition program. Families and caregivers must be able to provide and receive program-related information in a manner that is accessible to them. Strategies to achieve this goal may include:

51) Identifying a specific contact person or people in each school to receive and respond to household communications. This contact should be included in all written materials that are provided to households and to school staff.
52) Identifying multiple methods of communication concerning program activities and information. Communication can be simultaneously posted on a website, emailed to households, Facebook posts, made through automatic calls and provided in written materials sent home with students.
53) Reviewing the program-related information provided on websites of the school and district. Assess areas where additional or clearer information may be needed to enhance communication about the program. Provide links to directly access documents, and answers to frequently asked questions. Ensure that information is presented in a user-friendly format.
54) Assessing new technology may be needed in order to provide online household applications, obtain electronic signatures or transfer protected student identifying information.
55) Developing a program-specific information or policy document that details program activities that affect households, such as whether the use of vending machines is allowed, any changes to ala carte sales, policies concerning outside food brought into the building and restrictions on outside persons during the meal service.
56) Food Service staff will be required to wear a mask and face shield when preparing and serving meals. Food Service staff will be required to log their temperatures daily and complete a Health Self-Assessment Covid-19 screening document.
57) All students will be required to sanitize their hands before and after eating their meals.
58) All meal payments should be handed in prior to meal service to limit cash exchanges during meal service if possible. We are encouraging parents/guardians to pre-pay online or send payment in an envelope. If cash is given during meal service, it will be handled by a cashier who is not serving food.
59) All Elementary School breakfast meals are served in the classroom. High School and Middle School breakfast meals will be served in the hallways.
60) Meals for remote learners will be provided on a 2-day schedule with multiple meals pre-packaged for the week. The location for the distribution of these meals will be centralized so all meals can be accounted for with a day and time to be determined.
61) Barcode documents or meal cards will be used to identify student meal status and account for meals served.

Paul W. Carleton, Field Street and Lafayette-Pershing school lunch:

62) Students will enter the cafeteria and sit in assigned seats following social distancing guidelines.
63) Student meals will be delivered to the table by classroom seating.

64) Meals and ala carte items will be pre-ordered via google document form in the morning.
65) Three meal options will be available: Hot meal, Tuna Sandwich meal, Peanut Butter/Jelly meal.
66) Sandwich meals will be served as a bagged meal.
67) Hot meals will be served in a foam clamshell container or foil container with a lid.
68) Eating utensils will be wrapped.
69) There will be a table for students with allergies.
70) Aides will assist with trash disposal as necessary.

Penns Grove Middle School lunch:

71) Students will go through the serving line and be served Grab-and-Go style.
72) All meal components will be packaged as one unit.
73) Students will eat in the cafeteria and/or gymnasium.
74) Students will wash hands before/after meals
75) Students will be assigned seats and remain seated throughout the lunch period

Penns Grove High School lunch:

76) Students will go through the serving line and be served Grab-and-Go style.
77) Students will eat in the cafeteria, courtyard and outside tables.
78) All meal components will be packaged as one unit.
79) Ala carte items will be available on a stationary cart.
80) Students wash hands before meals
81) Meals will be "Grab-and-Go"
82) Students will eat breakfast in their classroom
83) Students remain in their cohort as they eat lunch, separated from other cohorts
84) Elementary students will eat lunch in their classroom
85) Students will remain socially distant
86) Tables and /or desks should be wiped down before and after each meal
87) There will not be any shared meals
88) Meals and utensils should be served directly to the student (Grab-and-Go)
Students wash hands after lunch

I. Critical Area of Operation #9 – Recess/Physical Education

The Board's Plan regarding recess and physical education should include the following protocols:

Introduction – Recess (Elementary):

Recess is an important part of a child's school day. A safe and healthy recess promotes time to develop socially, emotionally, physically, and academically. During recess, students learn and practice important social and emotional skills, such as conflict resolution, decision- making, compromise, and self-regulation. Additionally, recess provides a needed brain break and facilitates the learning process. With this in mind, the following procedures will be put in place to ensure our students have a safe Recess.

1) Recess will continue applying safe physical distancing/social contact The term "social distancing" refers to measures being taken to restrict where and when people can gather to stop or slow the spread of infectious disease. In general, six feet of separation is the distance that should be kept between people interacting within their peers. Games that utilize physical and social activities, yet limit physical contact will be played.

    (a) Stagger recess, if necessary.

    (b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

2) Each class of students at recess will be separated to maintain proper social distancing.

    (a) The use of cones, flags, tape, or other signs to create boundaries between groups.

3) Boundaries will be created with paint and cones to ensure each class of students stays in their proper location.

    (a) A requirement that all individuals always wash hands immediately after outdoor playtime.

4) As students finish recess and enter the building or move from their recess area to their classroom, hand sanitizer will be used. Hand sanitizer is located at each entrance/exit of the building, in each classroom, and in numerous locations/hallways throughout the building.

    (a) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

5) A playground equipment schedule will be developed that will indicate which class will use which equipment.
6) Playground equipment will be cleaned and sanitized in between recess periods.

    (a) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations,

mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(b) Locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

(ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(iii) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(iv) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

7) A playground equipment schedule will be developed that will indicate which class will use which equipment.
8) Each class of students at recess will be separated to maintain proper social distancing.
9) Boundaries will be created with paint and cones to ensure each class of students stays in their proper location.
10) Students will go to recess in their cohorts, using the procedures established in school operations regarding movement between the buildings.
11) Students will wash/sanitize their hands before going to recess and before returning to class.
12) Games and activities used during recess will be pre-approved as part of the safe list for limiting the spread of infectious disease.
13) Students will wash/ sanitize their hands before returning to class.
14) Social distancing will be practiced while walking to and during recess.

Physical Education/Health

These guidelines are written with the goal of keeping the integrity of quality Physical Education programs while navigating through a "new normal." Health classes will be maximized during our Phase I plan. Physical Educators will work with their Administrators to formulate protocols that fall in line with the following guidelines:

15) Weather permitting, PE class held in outside space. If weather does not allow, PE in the Gymnasium is preferred, PE class will be in the classroom if needed.

16) Student Cohorts remain intact.
17) Hand washing before and after any activity including outdoor time in the designated areas.
18) No contact sport engagement during recess or PE to ensure social distancing. Games that have natural social distancing, such as jump rope are good choices. Games that require close physical contact and grabbing are not suggested (such as Football and Basketball). Other sources for socially distant games can be found at https://www.asphaltgreen.org/blog/rep-it-out-games-for-social-distancing.
19) Do not allow children to bring equipment from home
20) Offer a variety of outside spaces where free choice of different activities can take place, including quiet, creative, and solo activity spaces.
21) Mark out 'zones' to reduce the number of children who are in contact with each other and shared equipment.
22) It is preferred that students are carrying personal water bottles for hydration before, during and after activity
23) No use of locker rooms, shared items
24) Keep same cohort groupings throughout lessons
25) Considerations should be discussed between Physical Educators and school health officials for students with respiratory disorders or any other pertinent disorders (immunodeficiency, etc.)

(a) Stagger recess, if necessary.

(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.
(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms may be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

(i) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.
3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

J. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours

PGCP RSD Plan for Returning to Extra-Curricular Activities (Phase 1)

The Board's Plan adheres to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols once the facilities are reopened for public use.

Designing a safe learning environment are the concepts of maintaining student cohorts, social distancing and frequent cleaning and disinfection. The use of these practices is recommended by the CDC to help control the spread of any viruses and also manage possible outbreaks.

1) The admission of visitors/volunteers inside the school will not be permitted.

2) When possible, special teachers and departmental teachers should go into the students' classroom.

3) No food for sharing will be permitted

4) Field trips are prohibited as they are experiences that break cohorts and expose students and staff to risk of exposure to COVID-19.

5) All parents/ guardians of PGCP RSD students will be responsible for completing the PGCP RSD Extra-Curricular Registration.

https://docs.google.com/forms/d/1XOY9_3rMedN_zGkFXgkRGUcUQVjHG0xeo66zQ8CfLQY/edit

6) All parents/ guardians of PGHS students will be responsible for completing the PGCP RSD Covid-19 Health History Questionnaire, 7 days prior to participation in Extracurricular Activities. https://docs.google.com/forms/d/13y0s2PynPSFytnGAiyecU_U28cxbWF6rYPRGMrNaPwo/edit

7) All students will be required to complete the COVID-19 Extra-Curricular Daily Pre-Screening Questionnaire prior to arriving at the school. Participation in activities will not be permitted until this document has been submitted.
    i) https://docs.google.com/forms/d/1echsd3VTDWWwmuYNbqAzbwfbVDGHNhz84tiOLHtQPRA/edit

8) PGCP RSD personnel will conduct daily screening. In the event a student has answered "YES" on the COVID-19 Extra-Curricular Daily Pre-Screening Questionnaire form or has a temp of 100.4 or above, screening will come to an end, the student-athlete will be isolated, and will not be permitted to return until a physician has cleared the student to return to the extra-curricular activity.
9) Masks must be worn when arriving on campus, during screening, and after activities. Students will be responsible for providing their own PPE. Students must provide their own drinking container.
10) Only one workout per day is permitted and there must be one (1) day of rest per every seven (7) days.
11) All practices shall take place outside during PHASE 1.
12) Access to practices must be limited to students, coaches, and appropriate school personnel.
13) There shall not be any physical contact, of any kind, between students and coaches/ advisors during PHASE 1.
14) Throughout PHASE 1, practices shall be limited to conditioning, skill sets, and non-contact activities.
15) Coaches/ advisors should have pre-drawn structured practices for the duration of the session.
16) Activities shall always comply with the PGCPBOE Heat Participation Policy.
17) Students who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., are encouraged to wear face coverings.
18) Coaches/ advisors and district personnel must wear face coverings at all times.

19) No more than ten (10) students may be grouped together in a single area and the groups should be predetermined by the coach/ advisor prior to the start of the practice.
20) Social distancing of at least six (6) feet shall be maintained between students and staff at all times, including within the ten (10) student groupings.
21) Once student groupings are determined, students may not switch to another grouping, even for another activity.
22) More than one group of students can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of students.
23) Groupings must stay together throughout the entirety of PHASE 1.
24) There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc. g. Students who participate in more than one activities are encouraged to be grouped with their fall activity teammates.
25) Students and staff should make every effort to wash their hands as often as possible including before and after the workout.
26) Hand sanitizer shall be accessible at all times.
27) Students shall wear their workout gear/ or clothing to participate in practice and shall return home in the same workout gear/ clothing.
28) There shall be no spitting, chewing seeds or gum during practice.
29) Students should be provided with unlimited access to fluids.
30) Exterior restrooms may be utilized when possible. (One (1) individual at a time).
31) All individuals will arrive and depart from the rear parking lot of the school
32) Social Distancing will take place at all times. Students will complete activities in pods of no more than 10. Student-athletes may not gather in groups, or share materials.
33) During Phase 1 students, volunteers, and/ or community members will be prohibited from entering the building.
34) Coaches/ Advisors will be responsible for providing a plan to remain within the guidelines of the Return to Extra-Curricular Activities Memorandum. The plan should include all PGCP BOE approved individuals, and a schedule of all activities (arrival and departure times included).
35) Extra-Curricular Activities can only be held on Monday, Wednesday, and Thursday. Extra-Curricular Activities can last 1.5 hrs., from 9:00 am – 11:00 am.
36) All students participating in the extra-curricular activity must complete 2 weeks of Phase 1, completing 2 practices per week.

2. **Academic, Social, and Behavioral Supports**

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students' and educators' physical health, leaders must also consider the impact of social

isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not "anticipated minimum standards" in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board's Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

1. Not being utilizing
2. Being developed by school officials
3. Currently being utilized

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district's status for each element.

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

Currently being utilized via curriculum and counseling support.

b. **Multi-Tiered Systems of Support (MTSS)**

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

Currently being utilized via virtual meetings.

c. **Wraparound Supports**

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

Currently being utilized via virtual supports.

d. **Food Service and Distribution**

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

Utilized via Grab-and-Go meals and continue providing meals to enroll students in the district. Forms will be completed using the Genesis Parent Portal.

e. **Quality Child Care**

Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.
Coordination with Local child care providers and Student After School Care (SACC). No outside agencies/organizations will be allowed to utilize the facility except the S.A.C.C. program to allow for childcare for parents/guardians. Please note S.A.C.C. will follow all established health and safety protocols as developed by the district.

f. **Support and Monitoring Technology Access**

All students in the district will be provided with a Chromebook to support virtual learning. In addition, students who will be attending school will be provided a bag to transport the device to and from school. A small percentage of parents identified through various surveys a need for wireless access. The district will issue a T-mobile hotspot device for the household to provide internet access. Communication between the teacher and parents is vital to the success of students in the virtual setting.
In the event that students are having technology difficulties, the technology team will be informed through the teacher and will be available to answer questions and make repairs when necessary. Ensuring that students are attending school regularly, albeit virtually, is paramount. If students are identified to not be attending synchronous lessons, the school teams will focus on communication with the households to ensure continued access to working technology.

B. Leadership and Planning

The Leadership and Planning of the Board's Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

1. Penns Grove-Carneys Point RSD Restart Committee

The Restart Committee worked closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

Introduction

The PGCP RSD convened our Restart Committee on Wednesday, June 20, 2020, including members of the Board of Education, Administrative Team, Teachers Association and Parents. Additional meetings were held on

- Provide oversight for each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting/amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the school district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

A. The Penns Grove-Carneys Point Regional School District Restart Committee is composed of the following members:

	Member	Position
a.	Dr. Zenaida Cobian	Superintendent of Schools
b.	Ms. Vickie Smith	Board President
c.	Mr. John Ashcraft	Board Member
d.	Dr. Michael Gorman	Salem Community College President

e.	Ms. LaDaenna Thomas	Mayor of Penns Grove
f.	Mr. Kenneth H. Brown	Mayor of Carneys Point
g.	Dr. Craig Quigley	Medical Inspector of the PGCP RSD
h.	Patrick Riley	Carney Point Chief of Police
i.	Mrs. Wendy Green	Wyshinski Bus Company
j.	Ms. Candi Shockley	Retired Principal/Community Member
k.	Mrs. Amy Tighe	PGCP Teacher Association President
l.	Mr. Kenneth Rafter	PGCP Teacher Association Grievance Chair
m.	Mrs. Nancy Maccarone	Teacher
n.	Dr. Michael Ostroff	Director of Curriculum/Instruction
o.	Mr. Sage Smith	Director of Special Services
p.	Mrs. Deborah Anderson	PG Middle School Nurse
q.	Mrs. Lory O'Brien	PG High School Principal
r.	Mr. Cameron Baynes	PWC Principal
s.	Mrs. Dana Comstock	CST Member
t.	Mrs. Colleen Green	Food Services Director
u.	Mr. John Mangino	Building & Grounds Director
v.	Mrs. Missy Jones	Transportation/Enrollment Secretary
w.	Mr. Michael Piontkowski	Computer Technician
x.	Jesus Lopez	Student

B. The following subcommittees were developed to focus on the specific needs of each one of the schools in the district based on age level and medical needs.

    a. General Health, Screening, PPE, Contact Tracing

        i. Mr. Sage Schmidt — Chairperson

        ii. Dr. Craig Quigley

        iii. Mrs. Debora Anderson

        iv. Mrs. Dana Comstock

v. Mrs. Amy Tighe
vi. Dr. Zenaida Cobian

b. Food Services
    i. Mrs. Colleen Green Chairperson
    ii. Mrs. Lory O'Brien
    iii. Dr. Tara Allen
    iv. Mr. Cameron Baynes
    v. Ms. Mary Kwiatkowski
    vi. Ms. Candy Shockley
    vii. Mr. Kenneth Rafter

c. Transportation
    i. Mrs. Missy Jones Chairperson
    ii. Mrs. Wendy Jones
    iii. Mrs. Lory O'Brien
    iv. Dr. Tara Allen
    v. Mr. Cameron Baynes
    vi. Ms. Mary Kwiatkowski
    vii. Ms. Candy Shockley
    viii. Mrs. Nancy Maccarone
    ix. Chief of Police Riley

d. Facilities Cleaning Practices
    i. Mr. John Mangino Chairperson
    ii. Mrs. Lory O'Brien
    iii. Dr. Tara Allen
    iv. Mr. Cameron Baynes
    v. Ms. Mary Kwiatkowski
    vi. Ms. Candy Shockley

vii. Dr. Zenaida Cobian

e. Athletics/Extra Curricular and Use of Facilities
   i. Mr. Anwar Golden Chairperson
   ii. Mrs. Marie Barbara
   iii. Jesus Lopez
   iv. Coaches

f. Policy and Regulation
   i. Dr. Zenaida Cobian Chairperson
   ii. Ms. Vickie Smith
   iii. Mr. John Ashcraft
   iv. Dr. Michael Gorman
   v. Mayor LaDaenna Thomas
   vi. Mayor Kenneth H. Brown

2. Pandemic Response Teams

1) School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
2) The Pandemic Response Team is responsible for:
   a) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
   b) Adjusting or amending school health and safety protocols as needed.
   c) Providing staff with needed support and training.
   d) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
   e) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
   f) Providing necessary communications to the school community and to the school district.
   g) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

Lafayette-Pershing School Pandemic Team

1. EJ Shockley-- Interim Principal
2. Norma Alestock-- Kindergarten RegEd Teacher
3. Christiana Bobo-- Parent
4. Eve Fenton-- School Nurse
5. Melissa Lane—Pre-K -ESL Teacher
6. Daphne Ortiz-- School Secretary
7. Charlene Plazio-- Parent
8. Nancy Strickland-- Head Custodian
9. Melissa Szatkowski-- Kindergarten SpEd Teacher
10. Amanda Tanyer—Pre-K- SpEd Teacher
11. Amy Tighe-- Paraprofessional
12. Jennifer Tomarchio-Konopka—Association Representative
13. Jennifer Warren -- CST Case Worker

Field Street School Pandemic Team

Health & Safety Cindy Vaccaro Special Education & Sharlotte Swinehart Speech Therapist	Arrival & Departure Fortune Cahill Regular Education	Hallway Management Missy Zilinski Special Education	Lunch Michele Walker	Classroom "Setup" Melissa Guldin Special Education	Scheduling Mary Kwiatkowski Principal
April Staman School Psychologist	Mano Massari Regular Education	Marcella Brown Regular Education	Jenn Lehr Regular Education	Cindy Powell Regular Education	Lauren Poulson Regular Education
Katherine Mattison Specialist Music	Lindsey Mc Enroe Special Education	Pat Perry Regular Education	Amy Phillips ELL	Allison Cheseman Title I	Kelly Houck Specialist Library
Lindsay Mathis Parent	Kim Gill Regular Education	Ivette Cotto Specialist Spanish	Shyree Stevenson ELL	Laura Sorantino ELL	Nicole Hogate Regular Education

Richard Green Custodial Staff	Sakeena Bundy Support Staff	Debbie Elias Administrative Assistant	Lindsay Lenig Title I Interventionist	Ray Perry Custodial Staff	Melissa Smith Parent
Nicole Verdecchio Regular Education	Sharon Davis Parent	Ethel Jones Regular Education	Melissa Mackey Custodial Staff	Maribel Sigero Parent	Mary Kelly Title I
Marie Massari Administrative Assistant	Germer Ledford Special Education	Vania Swain Parent	Tina Powell Parent	Eric Eisenhart Specialist Art	Amy Lance School Counselor
Anne Tighe School Nurse	Silmarie Aponte Bi-Lingual	Mary Kwiatkowski Principal	Mary Kwiatkowski Principal	Maureen Bevis Regular Education	Lora Cole Regular Education
Mary Kwiatkowski Principal	Mary Kwiatkowski Principal			Mary Kwiatkowski Principal	

Paul W. Carleton School Pandemic Team

Committee Member	**Instructional Planning Team (Hybrid,Virtual)**	**Health and Safety Team**	**Scheduling**
Cameron D. Baynes School Principal	X	X	X
Melissa Price-School Counselor			X
Nerelis Diaz-School Nurse		X	
Patricia Gant Teacher	X	X	X
Barbara Smith Head Custodian		X	
Lori Necelis-Secretary		X	X
Samara Awayes- Parent		X	
Jodi Simpkins- CST	X		X

Doris Sanchez- Instructional Aide/Community Advocate	X	X	
Christine Mistichelli- SPED Teacher	X	X	
Yuri Higgins-SPED Teacher		X	
Erin Beal-Teacher	X	X	X
Dawn Weigle-Secretary		X	X
Michelle Schnetzler- SPED Teacher	X	X	
Angie Pollard- SPED Teacher		X	
Barb Cleaves- Librarian		X	X
Patrisha Locket- Parent/Community Advocate	X	X	X
Samantha Baer- SPED Teacher		X	
Katelyn Hill-Teacher		X	X

Penns Grove Middle School Pandemic Team

	Instructional Committee	Health and Wellness	Technology committee	Facilities, Safety Committee	Transportation & Food Service
Administrator	Dr. Tara Allen	Abner Mendoza	Dr. Tara Allen	Abner Mendoza	Dr. Tara Allen
	Lisa Campbell	Suzanne Augustin	Nancy Barton	Maritza Colon	Cheryl Reeves
	Dana Comstock	Marcus Dowe	Mike Piontowski	Lisa DiPatri	Micheal Little
	Shannon Farley	Kameka Hill	Jackie Rappa	Sarah Ragone	
	Karen Flowers	Sade White		Heather Rubio	
	Melissa German				
	Diane				

	Hartman				
	Robyn Maloney				
	Kathryn Pepe				
	Erica Sechrist				
	Shameka Turner				
	Allison Venello				

Penns Grove High School Pandemic Team

Teacher(s)	M. Landew - Special Education/Science D. Allgeier - History M. Humphreys - Science J. Delia - PE J. Marone - Related Arts M. Evernham - Science C. Donofrio - English M. Meiler - History J. Denby - PE K. Brown - Related Arts L. DiPatri - English A. Ames - Related Arts D. Stefanski - Instructional aide K. Wilson - Foreign Language V. Kennedy - Math L. Egleson - Math S. Dawoud - Math D. Weber - Math K. Ratliff - English B. Blue - Instructional aide L. Sosna - Special education L. Trimmer - Related Arts
CST member	K. Tursi
Custodian	R. Wyshinski
Counselor	H. Woodard
Secretary	J. Jefferson, C. Cogdill, G. Giovannazzi, J. LaRosa
Association Representative (s)	C. Gilmartin - Special education and History K. Rafter - Related Arts R. Fitzpatrick - English

Parent of ELL student	Vianifel Rodriguez
Parent of Special Education student	Steven Gould
Parent of 9th Grade	Betsy Delgado
Parent of 9th Grade	Kim Jenkins
Parent of 9th Grade	William Tuff
Parent of 10th Grade	Guadalupe Lopez
Parent of 10th Grade	Monique Norris Amedee
Parent of 10th Grade	Sally Fisher
Parent of 11th Grade	J. Emel (James Emel)
Parent of 11th Grade	J. Rudderow (Teagan Rudderow)
Parent of 11th Grade	Kathryn Ward
Parent of 12th Grade	Teresa Southerland
Parent of 12th Grade	Katherine Fidicioso
Parent of 12th Grade	Luz Moreno
Transportation Coordinator(s)	M. Jones Wendy Green *(3 General Ed., 2 Students w/ disabilities, 1 vo-tech) (15 buses total throughout the district)*
Director of Facilities	J. Mangino
Supervisor of Humanities	D. Morris
Supervisor of STEM	C. Powell
AP/AD	A. Golden
AP	K. Heathwaite
Principal	L. O'Brien
Director of Food Services Student Information Systems Data Specialist	C. Green Iris Rodriguez

3. **Scheduling**

The Board's Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

a. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency.
b. School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.
c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.
d. For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology- based formats. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

Scheduling of Students

a. A schedule will be used in the district to limit the number of students in the building at any given time.
b. The schedule will be referred to as an "A" / "B" schedule.
c. Students will be placed in cohorts that will be referred to as Cohort 1 (A-L) and Cohort 2 (M-Z). Siblings are taken into consideration for scheduling on the weeks.
    i. During Week A, students in Cohort 1 (A-L) will be physically present in the buildings while students in Cohort 2 (M-Z) will be at home. Learning will take place synchronously for Cohort 2 (M-Z) - in other words, while Cohort 1 (A-L) is with their teacher at school, Cohort 2 (M-Z) is logged in at the same time learning virtually with their teacher and peers.
    ii. During Week B, students in Cohort 2 (M-Z) will be physically present in the buildings while students in Cohort 1 (A-L) will be at home. Learning will take place synchronously for Cohort 1 (A-L) - in other words, while Cohort 2 (M-Z) is with their teacher

at school, Cohort 1 (A-L) is logged in at the same time learning virtually with their teacher and peers.

iii. An all online (virtual) option will also be available to students for parents choosing to keep their children at home for virtual learning. This group of students will be Cohort 3.

EXAMPLE

WEEK A

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort1 (A-L) (on campus)	Cohort1 (A-L) (on campus)	Cohort1 (A-L) (on campus)	Cohort1 (A-L) (on campus)	Cohort1 (A-L) (on campus)
Cohort 2 (M-Z) (synchronous-virtual learning at home)	Cohort 2 (M-Z) (synchronous-virtual learning at home)	Cohort 2 (M-Z) (synchronous-virtual learning at home)	Cohort 2 (M-Z) (synchronous-virtual learning at home)	Cohort 2 (M-Z) (synchronous-virtual learning at home)
Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)

WEEK B

Monday	Tuesday	Wednesday	Thursday	Friday
Cohort 2 (M-Z) (on campus)	Cohort 2 (M-Z) (on campus)	Cohort 2 (M-Z) (on campus)	Cohort 2 (M-Z) (on campus)	Cohort 2 (M-Z) (on campus)
Cohort 1 (A-L) (synchronous-virtual learning at home)	Cohort 1 (A-L) (synchronous-virtual learning at home)	Cohort 1 (A-L) (synchronous-virtual learning at home)	Cohort 1 (A-L) (synchronous-virtual learning at home)	Cohort 1 (A-L) (synchronous-virtual learning at home)

Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)	Cohort 3 (virtual learning at home)

Ensuring Delivery of Special Education and Related Services

1) All classified students will receive services outlined in their IEPs to the fullest extent possible while incorporating updated guidance by DOE and DOH during the reopening phase.
2) Training will be provided to all special education staff on DOE, DOH and PGCP guidelines/policy.
3) Training also includes proper use of PPE to ensure the safety and health of the staff and students.

Related Services

1) Group therapies may be conducted in the service provider's location or classroom. Service providers should avoid mixing students from different cohorts for group therapy.
2) All IEP students will be able to participate in their IEP designated therapies whether in person or through tele-therapy. To the fullest extent, in-person therapy will be provided to students during their assigned week in school.
3) Any equipment utilized during a session will be properly cleaned and sanitized. Therapists will follow all safety and PPE guidelines.
4) Documentation of services will be provided for contact tracing and SEMI logging will be completed for all sessions.
5) For parents who choose distance learning, all related service therapies will be offered via tele-therapy to ensure students received all mandated sessions in accordance to their 2020-2021 IEP. If feasible, in-person individual therapy sessions may be scheduled for students who are full time distance learning at the student's home school.

4. **Staffing**

The Board's Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

When making staffing scheduling and assignments, the school district complies with all applicable employment laws including any COVID-19 related changes for the 2020-2021 school year.

a. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

b. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification

(a) Performance Assessment (edTPA) Guidance Provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

5. **In-Person and Hybrid Learning Environments: Roles and Responsibilities**

In fully in-person or hybrid learning environment districts the school district will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will include designated time to support school building logistics required to maintain health and safety requirements.

b. **Teachers:**

1. Reinforce social distancing protocol with students and co-teacher or support staff.
2. Limit group interactions to maintain safety. Wear facemask and face shields. Remain with their cohort.
3. Support school building safety logistics (entering, exiting, restrooms, etc.).
4. Become familiar with district online protocols and platforms. Follow board policy and procedures when using videos, online videos for teaching. Obtain administrative approval for educational materials not acquired through the school district.
5. Follow Board Policy and Procedures for synchronous and asynchronous instruction.
6. Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
7. Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
8. Provide regular feedback to students and families on expectations and progress.
9. Set clear expectations for remote and in-person students. Required remote learning students must use headphones and be in a private area without parental interruptions.
10. Remind parents that the **recording of lessons during synchronous lessons is strictly prohibited according to board policy and FERPA.**
11. Assess student progress early and often and adjust instruction and/or methodology accordingly.
12. Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.)
13. Instruct and maintain good practice in digital citizenship for all students and staff.
14. Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
15. Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
16. Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

17. Limiting on-line activities for preschool students.
18. Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).
19. Review responsibilities in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

c. **Mentor teachers:**

Mentoring Guidance – Outlines requirements and flexibilities for non-tenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers' individual needs.

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.
(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.
(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.
(5) Continue to maintain logs of mentoring contact.
(6) Mentor teachers should consider all health and safety measures when doing in-person observations.
(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.
(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

e. **Administrators**

To ensure quality of continued learning in-person or virtually, administrators will:

1. Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

2. Prioritize vulnerable student groups for face-to-face instruction.

3. Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

4. Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

5. Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

6. Define and provide examples of high-quality instruction given context and resources available.

7. Assess teacher, student, and parent needs regularly.

8. Ensure students and parents receive necessary supports to ensure access to instruction.

9. Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

10. Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

11. Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

12. Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

13. Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

14. Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

15. Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

16. Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
17. Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. **Educational services staff members:**

1. Lead small group instruction in a virtual environment.
2. Facilitate the virtual component of synchronous online interactions.
3. Manage an online platform for small groups of in-person students while the teacher is remote.
4. Assist with the development and implementation of adjusted schedules.
5. Plan for the completion of course requests and scheduling (secondary school).
6. Assist teachers with providing updates to students and families.
7. Support embedding of SEL into lessons.
8. Lead small group instruction to ensure social distancing.
9. Consider student grouping to maintain single classroom cohorts.
10. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. **Support staff/paraprofessionals:**

1. Lead small group instruction to ensure social distancing.
2. Consider student grouping to maintain single classroom cohorts.
3. Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.
4. Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption

pre-recorded instructional videos from general education teachers. Remind students that recording lessons without prior approval will result in disciplinary action.
5. Provide real-time support during virtual sessions.
6. Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.
7. Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher. Remind parents of providing privacy to students while the lesson is being held and lessons should not be recorded or photographed.
8. Lead small group instruction in a virtual environment.
9. Facilitate the virtual component of synchronous online interactions.
10. Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. **Substitutes**

1. Develop contingency staffing plans in case of sudden long-term absences and/or vacancies by teaching staff.
2. Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.
3. Designate substitutes to a single school building or grade level to avoid too much movement between schools.
4. Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

6. **Educator Roles Related to School Technology Needs**

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one:

1) The technology Department will provide ongoing support with technology to students, teachers, and families. A schedule and assigning a technology point person to teachers by grade level or content area will be completed by the Director of Curriculum and Instruction.
2) District one-to-one instructional devices and connectivity will be provided to our students using the funding from the CARES Act and the T-Mobile grant.
3) District email addresses and access to online platforms (usernames/passwords/organizational credentials) are being completed by the SIS/SDS District Specialist.

4) The Curriculum and Instruction Office will disseminate the expectations/guidelines regarding professional online etiquette/interactions with students.
5) All students in the district will be provided with a Chromebook to support virtual learning. In addition, students who will be attending school will be provided a bag to transport the device to and from school. A small percentage of parents identified through various surveys a need for wireless access. The district will issue a T-mobile hotspot device for the household to provide internet access. If students are identified to not be attending synchronous lessons, the school teams will focus on communication with the households to ensure continued access to working technology.

c. **Student teachers**:

i. Obtain a substitute credential to gain the ability to support students without supervision as needed.
ii. Lead small group instruction (in-person to help with social distancing).
iii. Co-teach with cooperating teachers and maintain social distancing.
    1. Manage online classrooms for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
    2. Implement modifications or accommodations for students with special needs.
    3. Facilitate one-to-one student support.
    4. Lead small group instruction virtually while the classroom teacher teaches in-person.
    5. Provide technical assistance and guidance to students and parents.
    6. Develop online material or assignments.
    7. Pre-record direct-instruction videos.
    8. Facilitate student-centered group learning connecting remote and in-person students.

7. **Athletics**

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

PGCP RSD Plan for Returning to Athletics (Phase 1)
The PGCP RSD will adhere to all NJSIAA protocols and procedures. NJSIAA has placed Fall Sports on a Delayed Schedule. Phase I and II of NJSIAA's Plan involve cohorts and symptom checking.

1) For safety reasons -Athletic fields are closed to the public and are for the exclusive use of our student-athletes and coaches.

2) All parents/ guardians of PGCP RSD student-athletes will be responsible for completing the PGCP RSD Athletics Registration. https://docs.google.com/forms/d/1XOY9_3rMedN_zGkFXgkRGUcUQVjHG0xeo66zQ8CfLQY/edit?ts=5ef94cf7

3) All parents/ guardians of PGHS student-athletes will be responsible for completing the NJSIAA Covid-19 Questionnaire, 7 days prior to participation in Summer Recess – Phase 1. (https://docs.google.com/forms/d/1PUOHj_AN4pZ7Vq9KHnZuLMRy6IQqwHdOm6JSs2OJbso/edit?ts=5ef0a3da).

4) All students will be required to complete the COVID-19 Daily pre-screening questionnaire prior to arriving at PGHS. Participation in workout will not be permitted until this document has been submitted (https://docs.google.com/forms/d/1isPbPbviBvhjrVH0qCQVnepBhxqt5-3HlLijnR8J75Q/edit?ts=5ef21061).

5) PGHS personnel will conduct daily screening. In the even a student-athlete has answered "YES" on the COVID-19 Daily Pre-Screening Questionnaire form or has a temp of 100.4 or above, screening will come to an end, the student-athlete will be isolated, and will not be permitted to return until PGCP BOE approved Physician clears the student-athlete to return to athletics.

6) Masks must be worn when arriving on campus, during screening, and after workouts. Student-athletes will be responsible for providing their own PPE. Student-athletes must provide their own drinking container.

7) Restrooms may be utilized. (1 individual at a time).

8) All individuals will arrive and depart from the rear parking lot of the high school

9) Social Distancing will take place at all times. Student-athletes will complete activities in pods of no more than 10. Student-athletes may not gather in groups, share balls or other athletic materials.

10) Coaches will be responsible for providing a plan to remain within the guidelines of the NJSIAA Return to Athletics Memorandum. The plan should include all PGCP BOE approved individuals, and a schedule of

all activities (arrival and departure times included).

11) Conditioning can only be held on Monday, Wednesday, and Thursday. Conditioning can last 1.5 hrs., from 9:00 am – 10:30 am.

12) Please see NJSIAA COVID-19 NJSIAA Phase 1 guidelines below.
NJSIAA COVID-19 Phase 1 Guidelines

PGCP RSD NJSIAA COVID-19 (Phase 2)

Guidelines Rationale: The 14-day period during Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district. Once individual pods of student-athletes have successfully completed Phase 1 and providing that there has not been a significant change in health conditions indicating otherwise, progression to Phase 2 is medically appropriate. Larger groups of student-athletes are permitted during Phase 2 because the individual pods have worked out together without a confirmed case of COVID-19 in a two-week period.

Phase 2 allows the pods from phase 1 to be combined into a pod of 25-30 student-athletes. Student-athletes will be permitted to share sports equipment within their newly formed pod only. Limiting the sharing of equipment to pods will, as in Phase 1, help to control the spread of COVID-19. It is imperative that all sports equipment be cleaned and disinfected in accordance with applicable guidelines.

Screening No Additions - follow general guidelines.

Positive COVID-19 Procedure No Additions - follow general guidelines.

Workouts

1. Phase 2 allows for increased team activities as it pertains to skills and drills development and permits schools to use indoor facilities if approved by the school district.

2. Workouts shall be no more than one hundred twenty (120) minutes in duration and shall include a ten (10) minute warm-up and a ten (10) minute cool down.

3. Phase 2 will last two (2) weeks from the date of the first workout.

4. Only one workout per day is permitted during Phase 2.

5. There must be a minimum of 2 practices for every 7 days totaling 4 practices.

6. The maximum number of practices is 6 for every 7 days totaling 12 practices.

7. There must be one (1) day of rest per every seven (7) days.

8. For indoor workouts, care should be taken to provide good air circulation.

9. Weight Room Guidelines.

a. Resistance training should be limited to body weight, sub-maximal lifts, and use of resistance bands.

b. Maximum lifts should be limited, and power cages should be used for squats and bench presses. Revised 7/17/20

c. Weight room touch points must be cleaned both before and after use by teams and specific equipment cleaned after each athlete's use.

d. Appropriate clothing should be worn in the weight room to minimize sweat transmission to surfaces. e. Any exposed foam or porous surfaces should be adequately covered.

Face Coverings No Additions - follow general guidelines.

Pods

1. The pods from phase 1 can be combined into a pod of 25-30 student-athletes.

2. All movements must be tracked to ensure all student-athletes in a given pod are in the same Phase

3. For outdoor workouts:

a. More than one pod of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each pod.

4. For indoor workouts:

a. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain 6 feet of social distance at all times.

5. For indoor workouts in the weight room:

a. The maximum number of student-athletes in a weight training pod is 10.

b. The total number of pods permitted will be determined by the size of the area and by calculating the maximum number of student-athletes and coaches that can maintain six (6) feet of social distance at all times.

6. Pods must stay together throughout the entirety of Phase 2.

7. Consider using marks on the floor to maintain social distancing for all indoor workouts.

Sports Equipment

1. Balls may be used throughout Phase 2 as part of the workouts.

2. Balls can be dribbled, passed, caught, thrown, punted, handed off, etc. within their pods only.

3. All other equipment, like sticks, rackets, bats, etc. may be used if they are the student-athletes personal equipment and should not be shared.

4. Football & Lacrosse helmets may be worn during Phase 2, but mouth guards are prohibited.

5. Field Hockey goalie equipment may be worn, including the helmet during phase 2.

6. All sports equipment and touchpoints (e.g., balls, benches, agility cones, ladders, clipboards, etc.) must be cleaned and disinfected between users and after each workout with EPA approved cleaners and disinfectants against COVID-19.

Athletic Schedules

1. Schedules will be updated to reflect a reduced schedule.

2. NJSIAA has scheduled Fall Athletic Seasons to begin on September 14, 2020.

Games

I. Health/Temperature Screening of student-athletes

A. Member schools should already have established self-screening for staff and students:
   a. If a student has symptoms during the school day they should report to their school nurse
   b. If a student reports symptoms prior to game time they should be isolated and should not travel or participate in any athletic activities.

B. Temperature screenings
   a. These will be carried out by homeschool
   b. Temperatures above 100.4 will disqualify the individual from:
      i. Accessing the home game site
      ii. Traveling to the away site
      iii. Participating in the contest

Home school (Host) Responsibilities

1. Temperature Screen all officials

2. Temperature Screen of home team staff

3. Temperature Screens Visiting Coaches/Staff and Players (not traveling with away team)

Away Team Responsibilities

i. Temperature Screens prior to departure for:

ii. Traveling Team players;

iii. Coaching staff;

iv. Event Staff (Scorekeepers, Managers, Ball runners/sideline official (vb),

d. Finish/Starting Line staff

1. Away Team AD's must provide a list of Coaches/Staff and players not travelling with team that will require pre game temperature screening.
2. List should be available by 1:00pm on game day

f. Coaches/Staff and Players not on list will not be allowed to enter the playing area or sidelines

2. **Travel Roster Team size**
    1. XC where only a certain amount can score
    2. **Recommended** limits on travel rosters of Student-athletes (including managers, etc.
        1. Does not include Adult Staff.

Sport	**Travel Roster Limits**
Cross Country (per gender)	15
Tennis	15
Soccer (per gender)	22
Field Hockey	22
Volleyball	22

3. **Medical / Weather Emergency**

A. ATC

1. Access to the trainer's indoor area will be for emergency purposes only

2. Masking of students with who are being triaged by ATC's
3. Trainers will need to carry extra masks
4. Treatment in the training room (same masking policy)

B. Weather-related circumstances

1. Visiting team returns to their bus (if available)

   a. If the bus is not available the home team will provide shelter (tent)

   b. Visiting team must alert the home team of this situation (the bus will not be available for the entirety of the game) so they can be prepared.

2. Home team will access their building to their designated shelter area
3. Masks and Social Distancing must be adhered to

4. **<u>Game Management</u>**

A. Sidelines

1. *Soccer* - Social distancing on bench/masks on
2. *Field Hockey*- Social distancing on bench/masks on
3. *Volleyball*- Social distancing on bench/masks on
4. *Tennis*- Social distancing on bench/masks on
5. *Cross Country* - Social distancing on bench/masks on

B. Water

1. Visiting Teams will be responsible for their own water.

C. Scorers table

1. Home team staff must be socially distanced and will have priority (official book)
2. Visiting team staff may be required to sit with their team if social distancing cannot be maintained at the scorers table

D. Masks

1. Masks must be worn at all times by the following:
a. All Coaches (indoors and out).
b. All players on sidelines (indoors and out)
c. All Event Staff (i.e.: Ball runners Soc/VB) (indoors and out)

Both teams should be able to supply their teams with masks in the event they are needed

E. Bathrooms

1. Access will be determined by the host site. Social Distancing and masks required.
2. Outdoor facilities and porta potties will require social distancing if it applies to the facility capacity

F. Game Equipment sanitization

1. Balls – Must be disinfected and sanitized.

a. *Soccer* -

1. New disinfected ball for game and at half/overtime

2. throw in disinfected balls for subs/game stoppage

3. Hand Sanitizer at the scorers table

b. Field Hockey-

1. New disinfected ball for the game and at half/overtime

2. Hand Sanitizer at the scorers table

c. Tennis-

1. New ball for each service of the set

d. Cross Country -

1. Finish line sticks or paper will need to be provided separately for both girls and boys finishers

2. These should not be shared and should be disposed of after each finish

G. Game Procedures

1. Pregame Conference

a. One official, each head coach, one captain per team

b. Move the location of the pregame conference to the center of the court/field.

c. All individuals maintain a social distance of 6 feet.

d. Masks mandatory.

e. Suspend handshakes prior to and following the pregame conference.

f. Maintain social distancing while performing all pregame responsibilities.

g. Encourage bench personnel to observe social distancing of 6 feet.

2. Coin Toss

a. Head Referee and 1 captain per team
b. Maintain social distance and wear masks

3. Substitutes

a. Maintain social distancing of 6 feet between the substitute, officials and/or teammate(s)
b. Multiple substitutes should be staged in proximity to the area designated for substituting.
c. Home team can provide designation by painting or taping areas socially distanced

4. Post Game - Suspend postgame protocol of shaking hands.

5. **Game Cancellations**
    1. Mutually agreed upon based on COVID related situation
        1. Could be athletes/coaches related
        2. Could be school-based infection/close

VI. **Spectators – Protocols for Fans will be up to each individual district – TCC Recommendations below:**

A. Outdoors

1. Recommend they wear masks and provide for social distancing marked areas (on bleachers)
2. Signage posted as well

B. Indoors

1. No spectators due to exceeding state guidelines for indoor gatherings. Follow state guidelines for indoor capacity.

C. Attendance

1. Athletic game attendance will remain in accordance with NJ Executive Order in regard to public gatherings.

2. Police and private security will ensure masks are worn and social distancing occurs.

3. Masks will be required by all attendees.

4. Scanners and barcodes/tickets will be used to reduce individual interaction when handling tickets/ money, and that attendance remains in accordance with NJ Executive Order related to public gatherings.

5. All games will be streamed and be made available to the public.

In an effort to follow the regulations and protocols set forth by the NJSIAA and TCC and to maintain the health and safety of our athletes, staff members, and spectators, the following changes will be put into effect regarding athletic competition. All changes are temporary and specific.to the current extenuating circumstances. Updates may be made, as necessary.

ALL SPORTS:

. Water

. Shared team water bottles will no longer be used.

. Student athletes will be responsible for providing their own water bottles. 64oz of water is recommended for each athlete.

. Coolers and cups will no longer be provided to each team for practices. Should an athlete run out of water, the coach will call the athletic trainer and more water will be brought to practice for refills when possible

. During football games, water bottles will be used, but players will not touch any water source. It will be handled by our athletic training team.

Masks and Social Distancing

. Any athlete on the sidelines or not currently competing must practice social distancing and wear a mask. No exceptions will be made.

. Coaches and event staff must always practice social distancing and wear a mask.

. The scorers' table must maintain social distancing. The home team gets priority and the visiting team scorers may need to sit with their team to maintain social distancing.

. Hand sanitizer must be provided by the home team at the scorers' tables.

A new mask can be provided to athletes, coaches, or staff if need be. a Game day protocols:

. Team handshakes before or after games are suspended.

. Pregame conferences will include one official, and one head coach and one captain from each team.

. Pregame conferences will be conducted at midfield if applicable.

All spectators will be expected to wear a mask and maintain a social distance. There will be signage posted as they enter the athletic facilities. Failure to abide by the protocols will result in immediate removal from the venue.

Transportation

. The maximum capacity of each bus is 22 people in addition to the bus driver.

. This includes:

. I minimum of 1 coach ' Playing team members

. Non-playing team members and managers

. Only if seats are available

. The head coach is responsible for ensuring that all team members traveling have been screened and approved before the bus leaves. . Anyone that has not been screened and approved is not allowed to play, coach, or be on the sidelines.

. In the rare occurrence that a student athlete must use another form of transportation, other than the school provided bus, it is the head coach's responsibility to ensure that the athlete is screened upon arrival. Temperature Screenings and Clearance

. Penns Grove High School staff is responsible for screening Penns Grove High School athletes before home and away competitions.

. Penns Grove High School staff may choose to screen the visiting team, should personal be available to do so.

. If an athlete is traveling with their parents to an away game, they must still have their temperature screened and be cleared.

. The home team is responsible for screening all officials and event staff.

. The visiting team is responsible for screening any individual associated with their program.

If there is inclement weather:

. The visiting team will return to their bus.

. If the bus is not available, the home team must provide them shelter.

. The visiting team must alert the home team on arrival that their bus will not be staying for the game so that the home team can prepare a location.

. The Penns Grove High School indoor athletic facilities may be utilized on an "as needed basis" and specific locations will be

determined by the athletic director.

FOOTBALL:

. Players box:

. The sideline players box will span the 10-yard lines (80 yards total). Athletes will be expected to maintain social distancing and wear a mask while on the sidelines.

. The visiting team side will be required to maintain the same expectations.

o A locker room" area will be designated outside so that no athletes, coaches, officials, or visiting teams will be utilizing our indoor facilities. Tents will be provided for both home and away teams.

. Both teams will be assigned a designated area for before the game and at halftime.

. Additional Porta Potties will be set up in these designated areas for both teams.

. The home team will enter the stadium from the side entrance by the Boys Locker Room. The visiting team will enter the stadium from the rear of the concession stand and will use the track saver mat to access the field.

. Referees will utilize a designated area under a pop-up tent for before the game and halftime.

Away Games:

. A list of all traveling members of Penns Grove High School will be provided to the hosting team's athletic director.

. Penns Grove High School athletes will maintain a social distance and wear masks while standing on the sideline. If the hosting team has set any distancing guidelines, the athletes and coaches will utilize what is available.

. Players will utilize their personal water bottles during the game.

Managing Spectators

. Ticketing

. The week prior to the game, 280 tickets will be distributed.

. Tickets will be distributed at the beginning of the week to all Penns Grove High School football players, cheerleaders, band members of

band, and coaches for all games. No additional tickets will be provided or purchased at any time. Lost tickets will not be replaced.

There will be no re-admittance to the stadium. (i.e. a spectator cannot leave the stadium and come back once their ticket has been scanned) . The visiting team will be provided with up to 170 tickets for the away match and will be given to the athletic director of the visiting school ahead of time. They will be responsible for distributing tickets to their team and making parents aware that no one will be admitted into our stadium without a ticket.

. The visiting team will provide the hosting team with a list of all traveling field personnel (athletes, coaches, managers, access.

Entrance and exit

. One gate will be used for entering the stadium and one will be used for exiting the stadium.

. Football game security staff will monitor the bleachers and fence to ensure social distancing and wearing of masks. Concession Stand and Bathrooms

. Concession stands will be closed during all football games . All indoor bathrooms are closed, and porta-potties will be provided.

CHEERLEADING

The cheerleading team may be attending away football events per the approval of the home team athletic director. Stunting or any maneuvers that break social distancing rules will not be allowed. Athletes must always wear a mask.

FIELD HOCKEY, SOCCER AND TENNIS

Spectator bleachers have been removed to stop spectators from congregating. Spectators will be required to socially distance and must always wear a mask. Security guards will oversee monitoring spectator compliance. See the NJSIAA website for more information on post season and COVID-I9 regulations.

For Tennis, each school should bring their own tennis balls and mark

them to identify as yours. Each school should only serve with their schools' balls. Proceed with play, making sure to pick up your set of numbered balls only. Should a ball with the other number wind up on your side of the court, do not touch the ball with your hands. Use your racquet head or feet to advance the ball to the other side of the court. Regular season challenge match forms are not required.

CROSS COUNTRY

A copy of the NJSIAA regulations and rule modifications must be provided at every competition.

. Finish line sticks or paper will need to be provided separately for both boys and girls finishers.

. These should not be shared and should be disposed of after each finish.

. A maximum of 7 runners from each school may compete in each race. It is recommended that starters be lined up on spots spaced out 6ft apart in lines of 7 for home events.

. It is recommended that home courses should be at least 6ft wide at its narrowest point.

. See the NJSIAA website for more information on tournament, championship, and COVID-I9 regulations.

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board's Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. Board of Education Policy Updates

a. The Penns Grove - Carneys Point Regional School District Board of Education has updated, revised or adopted policies consistent with recommended or required procedures and processes as advised by the New Jersey Department of Education and the Local Health Department

b. The following policies have been revised and/or adopted

i. Policy 2111.5, Pandemic Situations
ii. Policy 2111.6, Reopening School following a Pandemic
iii. Policy 2111.63, District All-Virtual Policy
iv. Policy 2111.65, Contact Tracing and Screening – Pandemic
v. Policy 6171.35, Instructional Program, Education Stability/Transportation
vi. Policy 6142.95, Instructional Program, Chromebooks
vii. Policy 6142.96, Instructional Program, Laptop Acceptable Use
viii. Policy 2111.4, Residency Requirements
ix. Policy 3514.5 Use of District-Owned Electronic Equipment by Staff Members
x. Policy 5129.7, Paging Devices, Cell Phones & Other Electronic Devices
xi. Policy 5129. 75, Electronic Communication Recording Devices
xii. Policy 5129.8, Use of Personally Owned Computers in School

2. **School Funding**

a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable budget reduction in the Fiscal year 2020-2021.

b. School District Budgets
Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding
The School District officials reviewed the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

(1) **Purchasing**

The school district complies with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

(2) **Costs and Contracting**

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. 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 happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their 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.

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

a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c. The use of school guidance department staff and Child Study Team personnel to identify students

whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

d. Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. **Technology and Connectivity**

a. Penns Grove-Carneys Point School District utilized the CARES Act Grant to buy additional Chromebooks for the student population that needed one. The acquisition was based on the parental survey used for reopening schools.
b. Prioritize the purchase and roll-out of devices and/or connectivity based on the results of the needs assessment is being coordinated by the Curriculum/Instruction and Technology Department.
c. For students with special needs, accommodations according to their instructional program will be addressed as appropriate for each student.
d. The district used a T-Mobile grant to obtain the initial amount of Chromebooks and Hot spots needed.
e. All students in district will be provided with a Chromebook to support virtual learning. In addition, students who will be attending school will be provided a bag to transport the device to and from school. A small percentage of parents identified through various surveys a need for wireless access. The district will issue a T-mobile hotspot device for the household to provide internet access. If students are identified to not be attending synchronous lessons, the school teams will focus on communication with the households to ensure continued access to working technology.

3. **Curriculum, Instruction, and Assessment**

In planning curriculum, instruction, and assessment for reopening, the school district focused on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

1) The spirit of the 2020-2021 curriculum and instruction plan is to bridge the gap of deficient prior grade level standards **while** accelerating the learning of current grade level standards across the school year in every subject in every classroom. The plan is built on the notion of spiraling throughout the school year: identifying deficiencies; providing remediation and support; and honing in on the major content standards of the current school year.

2) **Processes and procedures to prioritize Social Emotional Learning and Wellness/Mindfulness across the curriculum**

3) Acclimate teachers/ students to the SEL competencies (self-awareness, social awareness, responsible decision-making, self-management, relationship skills)
   a) Cultivate our self-awareness and emotion regulation
   b) Implement mindfulness strategies where appropriate
   c) Train all staff in SEL
   d) Allow access to school counselors and school based youth services.
4) Support SEL process throughout instruction
   a) Ensure connections are made during instruction that connect to the SEL competencies
   b) Competencies become part of the school/classroom culture
5) Connect family and community with SEL competencies
   a) Share common competencies with community organizations and ensure concepts become part of culture in the home.
   b) Social Media- heavy tie with competencies
   c) Routine communication via social media, newsletters, webpage.

Support individual students through intervention/ MTSS processes

6) Prioritize accelerating students' learning by accelerating their exposure to grade-appropriate content—throughout our grade level curriculum. The NJDOE has *discouraged* long term remediation
   a) Assign MAP Growth testing in late September
   b) Analyze data to identify *major gaps* within each classroom
   c) Training teachers in MAP
7) Identify individual student learning needs on an ongoing basis and develop individual plans
   a) Review and instruct prior grade level major standards which were identified as weakness across a class
   b) Develop individual learning plans for students
   c) Teach goal-setting, self-instruction, and self evaluation
   d) Communicate the purpose of curriculum and instruction for the 2020-2021 school year to all staff (2020-2021 Response to COVID-19 folder in Resources folder located in Curriculum Units)

e) Prioritize critical prerequisite skills for major content standards https://achievethecore.org/page/3267/2020-21-priority-instructional-content-in-english-language-arts-literacy-and-mathematics

8) Create small groups and develop differentiated practices to remediate students needing support on major standards of weakness.
9) Provide tiered system of supports for students as identified
   a) Using ongoing assessment data, identify individual student deficiencies and Intervention Menu
   b) Utilize the Interventions & Progress Monitoring Template to track interventions for individual students.
   c) Identify appropriate intervention support: tier 2 differentiated resources and instruction; tier 3 intervention staff where appropriate
   d) Ongoing data analysis and reflection on student progress - connect SGOs
   e) Ensure systems are in place to provide varying and fluid supports to all students with a need
10) **Best practices of instruction in a social distanced setting:** The PGCPRSD believes in cooperative learning and innovative practices, but will prioritize the safety of staff and students in the instructional setting.

11) There exists a need for social distancing between teacher-student and student-student during all lessons.
   a) **5 E's**
      (a) **E**ngage (lesson hook)
      (b) **E**xplore (student investigation) **E**xplain (student observations/investigation results/teacher clarification)
      (c) **E**xplain (provide experience of phenomenon or concept; Compare explanations generated
      (d) by different students/groups)
      (e) **E**xtend (deeper understanding, compare ideas) and
      (f) **E**valuate (student reflection/review. Each stage of instruction details the ideas, concepts, and skills needed for student inquiry

   b) Gradual Release
      (a) **I do -** Direct Instruction, Teacher model, explain
      (b) **We do -** Guided Instruction, Dialogue, checks, practices
      (c) **You do -** Independent Practice, (or collaborative where possible)

   c) EATS (Learning Focused)
      (a) **E**ssential Question
      (b) **A**ctivating Strategy
      (c) **T**eaching Strategy
      (d) **S**ummarizing Strategy

d) Model Lesson Facilitation

12) Mini-lesson/Hook/Opening
13) Center work - Varying assignments organized in Google Classroom
14) Small group instruction during the center work
    a) Close Reading (repeated reading, annotated text, questioning)
    b) Leverage real world issues into learning
    c) Allow students to have multiple opportunities to practice and demonstrate mastery of a skill
    d) Students are encouraged to explain and discuss their thinking. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.
    e) Purposefully organizing and sequencing a series of lessons, projects, and assignments that move students toward stronger understanding
    f) Reviewing instructions for an activity or modeling a process—such as a scientific experiment —so that students know what they are expected to do.
    g) Providing students with clear explanations, descriptions, and illustrations of the knowledge and skills being taught.
    h) Asking probing/clarifying questions to ensure student understanding
    i) Utilize classroom response systems, such as letter cards or QR code systems
    j) Incorporate time for self-reflection
    k) Chromebooks, accessibility
    l) extensions, and/or assistive technology.
    m) Provide direct and explicit instruction in the use of Chromebooks, accessibility
        (a) extensions, and/or assistive technology.
    n) Provide explicit instruction in procedures, routines, and/or expectations for
        (a) engagement in educational activities.
    o) Provide explicit instruction in accessing online resources.
    p) Ensure all participants of any Google Hangouts meeting are directly facing the camera.

Processes and procedures for students at home for extended periods due to illness or precautionary reasons

15) Students are provided synchronous or asynchronous lessons at home when required to remain at home for more than three days.
    a) Assign learning paths on virtual programs (IXL, Lexia, Ed Galaxy, Achieve 3000, Khan Academy, ALEKS, etc.)
    b) Designate a Chromebook in the classroom for virtual learning in order to view or record your lecture
    c) Asynchronous learning paths on respective district programs are to be utilized to their fullest extent to accelerate learning and close gaps.

Processes and procedures for use of common space and equipment for staff

16) Limitations and guidelines to support safety in staff common areas
    a) In faculty lounges -

i) Limit # staff eating without a mask (depends on square footage of space)
ii) If making copies or other work, wear masks when others are present
iii) Routinely clean copier buttons/panels
iv) Keep clean - eating spaces, door handles (including appliances)

b) Everyone must look out for each other.
c) Wipe down copier buttons after each use.
d) Wipe down your eating area before and after usage.

Virtual and Hybrid Learning Environment

Processes and procedures in the event of school closure/need for virtual instruction

1) Develop high quality on grade level distance learning lessons/assignments for students that address major content standards/benchmarks while balancing online learning, volume of work assigned, and student/teacher interaction.
   a) Provide synchronous learning opportunities for greater comprehension- **Synchronous learning is learning that happens at the same time for the instructor and the learners, meaning that there's real-time interaction between them.**
   b) Model Lesson Facilitation
      i) Mini-lesson/Hook/Opening - synchronous -ALL STUDENTS
      ii) Center work - Varying assignments organized in Google Classroom - asynchronous
      iii) Small group instruction during the center work - synchronous
   c) Students follow an in-school schedule - logging into a device for synchronous teaching for each period/class. Each class will have a built in recovery time.
   d) In grades K-5 students average about 45 minutes per class in core subjects, with a 15 minute recovery time and normally scheduled lunch.
   e) In grades 6-12 students will have 60 minutes of instruction per class per day, with 20 minutes of recovery time and the normally scheduled lunch period.
   f) Teachers are expected to prepare daily lessons
   g) 1 hour limitation of screen time per day for PK students per DOE
2) The expectation is to provide continuous grade level instruction while scaffolding content to accelerate learning.
   a) Link past learning experiences to new concepts and provide for ongoing, spaced review throughout instruction
3) Ensure students access the offline and online resources such as, but not limited to: e-books, digital handouts, virtual field trips, guided lessons, and even project-based learning activities
   a) Utilize home environment for PBL activities and student inquiry. **Project Based Learning (PBL)** is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects. Students will demonstrate their knowledge and skills by creating a product or presentation - in person or virtually.

b) As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.
c) Use Concept maps (This helps organize students' conceptual knowledge, connects the dots.)
d) Teach students self-questioning techniques during research and reading
e) Asynchronous learning paths on respective district programs are to be utilized to their fullest extent to accelerate learning and close gaps.
f) Leverage technology in order to create meaningful PBL experiences. (Meaningful experiences include: a challenge question, sustained student inquiry, authenticity, student voice/choice, reflection/critique, public product)

4) *Where applicable, Observe established office hours during the regularly scheduled work day (immediately after-school during contractual time) that include, but are not limited to, communicating with and providing feedback to students, facilitating synchronous and asynchronous lessons, or answering student questions. Students access through multiple resources (Gmail, Google Meet, Remind, SeeSaw, Moodle, etc.)
   a) Provide time for teachers to create at home learning tools (response cards, letter cards, white boards, work mats)
   b) Teachers provide timely feedback on assignments
   c) Incorporate time for student self-reflection
   d) Prioritize demonstration of process over product
   e) Use non-fiction text to include science, social studies, health, related arts
   f) Scaffold to meet needs and accelerate learning without reducing rigor or sacrificing grade level material.
   g) Provide specific and relevant feedback that guides the students to success on next steps.
   h) Constructive, rather than critical feedback; establishing daily checks-ins; setting well-defined agendas; clearly defining participation roles.
   i) Utilize programmatic personalized learning paths for all students
5) Communicate regularly with parents and families regarding expectations and student progress; if students are not engaged in the lessons and assignments, teachers should contact parents and/or the school counselor
   a) Maintain constant communication via log and other documentation- share data amongst stakeholders
   b) Outreach Committee connects with students struggling to complete online work
   c) Build capacity and provide support to family members enabling them to become "learning partners."
6) Communicate with families about assessment results in order to inform next steps and potential for additional at home learning activities to close gaps.
7) Acclimate teachers, students, and parents on accessibility features and accommodations tools made available through tech based formats.
   a) Use various asynchronous resources to enhance learning when synchronous teaching and learning is not possible (Seesaw, Screencastify, FlipGrid, Edpuzzle)

b) Train all staff on accessibility features and accommodations tools made available through tech based formats.

Processes and procedures in the hybrid teaching approach

8) A Week/B Week (Cohort 1/Cohort 2) Rotation of Students on and off campus; Special education class in school time will be evaluated based on IEP, class size and social distancing expectations.
   a) Cohort 1 week - Cohort 1 Students are in school - Limitations on student movement, with likely teacher rotations as much as possible -Cohort 2 Students are at home - synchronous Instruction will be delivered virtually over google classroom/meet/Zoom.
   b) Cohort 2 week - Cohort 2 students are in school; Red cohort students are at home.
   c) Teachers are encouraged to plan and facilitate lessons as if teaching virtually. Students in class each week have more direct access to the teacher.
   d) Model Lesson Facilitation
      i) Mini-lesson/Hook/Opening - synchronous -ALL STUDENTS
      ii) Center work - Varying assignments organized in Google Classroom - asynchronous
      iii) Small group instruction during the center work - synchronous
   e) Students follow an in-school schedule - logging into a device for synchronous teaching for each period/class. Each class will have a built in recovery time..
   f) In grades K-5 students average about 45 minutes per class in core subjects, with a 15 minute recovery time and normally scheduled lunch.
   g) In grades 6-12 students will have 60 minutes of instruction per class per day, with 20 minutes of recovery time and the normally scheduled lunch period.
   h) Teachers are expected to prepare weekly/daily lesson plans.
   i) 1 hour limitation of screen time per day for PK students per DOE
9) Foster student ownership of learning and design activities for engagement
   a) Utilize asynchronous resources to enhance learning
      i) (Seesaw,https://web.seesaw.me/remote-learning-for-teachers
      ii) Screencastify,https://www.screencastify.com
      iii) FlipGrid, https://info.flipgrid.com
      iv) Edpuzzle,https://edpuzzle.com
   b) Guiding the Education Community Through the COVID-19 Pandemic: Teacher Resources for Remote Instruction https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml)
   c) Scaffold to meet needs and accelerate learning without reducing rigor or sacrificing grade level material.
   d) Provide specific and constructive feedback that guides the students to success on next steps.
   e) Utilize programmatic personalized learning paths for all students in order to provide asynchronous instruction.
   f) Build capacity and provide support to family members enabling them to become "learning partners."

Learning Guidelines/Protocols

10) Learning Platform (Google Classroom, Zoom, etc.) All assignments will be posted and submitted via Google Classroom for students both in class and at home learning virtually.
11) Curriculum will be presented and paced in the same manner as if students were in the physical classroom. Students will be expected to attend class each day, whether their Cohort is in person in the building or learning virtually at home. Students would need to pick up novels, calculators and other necessary materials and be responsible for school supplies they sign out of school.

12) Use of on-line text-book/ materials will be used and other online formats such as Aleks, Achieve 3000 and Apex will also be available. Teachers can extract standards from APEX and instruct students in synchronous and asynchronous learning for both in-person and distance learning.

Virtual Only Learning

1) Virtual students will maintain their enrollment status at their brick and mortar schools
2) Virtual students will attend school online during regular school hours and follow a standard school schedule.
3) Teachers will teach "live" each day with students daily utilizing web conferencing technology
4) Students can return to their school with written notice.
5) Electronic devices will be available for check out at the school site, if needed
6) Virtual Learning courses will be designed to ensure rigor matches the traditional classroom setting
7) Standards have been prioritized in the scope and sequence of instruction to support students.
8) High-quality curriculum and learning experiences are being designed that can be implemented in both the traditional and virtual learning model.

Learning Guidelines/Protocols

9) Learning Platform (Google Classroom, Zoom, etc.)
    a) All assignments will be posted and submitted via Google Classroom for students both in class and at home learning virtually.
    b) Curriculum will be presented and paced in the same manner as if students were in the physical classroom. Students will be expected to attend class each day, whether their Cohort is in person in the building or learning virtually at home.
10) Assignments/Grades/Assessments

a) Adhere to assignment deadlines. Make sure work is being completed and turned in when assigned. See late submission policy for consequences.
b) **Late Submission Policy**: teacher will clarify when an assignment is due, if that assignment is turned in late. Points will be deducted from the assignment for each day after the deadline that it is turned in late. After 5 days, the assignment will receive a 50% deduction.
c) Assessments will be assigned in a timed format. Teachers will assign an assessment on a certain day.
d) Assessments will only be open for the student to complete for a certain time period. If an assessment is scheduled on a day where a student is virtually learning, they will only have the same amount of time to complete the assessment as the students who are in school during that time.

11) Attendance (virtual learning)
a) Parents should be added to a school "Virtual Learning" site in Genesis for updates and reminders
b) Students must communicate with teachers on a daily basis (Google Meet, e-mail, Zoom or through an attendance check-in)
c) Students should check their email several times each day
d) Parents **must** be added to Google Classroom as Guardians
e) Google Classroom should be checked daily
f) If a question should arise, make sure to reach out to the specific teacher for clarification right away.

12) Teacher office hours
a) Teachers **MUST** be available for specific office hours. These hours will be communicated by the teacher and students/parents should use this time to reach out to the teacher with any questions or concerns. These office hours should be in-person via Google Meet/Zoom whenever possible and through phone/email when Google Meet/Zoom. **Please note: communication via email as the only form of contact is not acceptable.**

13) Resources (students/parents)
i) Video Tutorials on how to access the following:
- Email
- Google Classroom
- ALEKS
- Achieve
- MAP
- CLEVER (ALEKS, Achieve 3000, LinkIt and MAP can all be accessed through Clever.)

* Students will receive live instruction during a portion of the instructional blocks. Students will also be engaged through small group instruction, discussion groups and asynchronous instruction.

*Special Education services will be scheduled throughout the day.

Full Virtual Learning Registration

Procedures and Guidelines for Full Virtual Learning Registration

1. The virtual learning will consist of synchronous teaching and learning.
2. Parents must abide by this requirement for the full virtual synchronous learning. Parent/Guardian recording of synchronous instruction is strictly prohibited.
3. Attendance will be recorded daily to comply with the 180 days of instruction.
4. Students must wear headphones and be provided with space and privacy when with the teacher and peers in the classroom.
5. The request shall be as per deadlines below:

Registration window for Lafayette-Pershing, Field Street School, Paul W. Carleton

a. First Trimester - Open from July 30, 2020 to August 19, 2020
b. Second Trimester - Open from November 2, 2020 to November 20, 2020
c. Third trimester - Open from February 10, 2021 to Tuesday, March 2, 2021

Registrations window for Penns Grove Middle School and Penns Grove High School

a. First Marking Period - Open from July 30, 2020 to August 19, 2020
b. Second Marking Period -Open from October 8, 2020 to October 28, 2020
c. Third Marking Period - Open from December 22, 2020 to January 14, 2021
d. Fourth Marking Period - Open from March 8, 2020 to March 26, 2021

6. Requests shall be approved within five (5) working days of the receipt of the request.
7. Questions or concerns must be directed to the school principal.
8. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's full-time remote learning option, but rather be limited to the minimum information needed to ensure proper record-keeping and implementation of successful remote learning:

a. Verification of the technology necessary to receive remote instruction (including camera and speaker capability) and assurance that the student will have access to the device for the length of the school day;
b. Verification of internet access and/or Wi-Fi sufficient to receive remote instruction

NOTE: Families/guardians with limited access to equipment or the internet shall inform the principal. The district will make a reasonable effort to support the remote instruction by facilitating services and/or providing equipment.

9. For students with disabilities, the district shall determine if an IEP meeting or an amendment to a student's IEP is needed for full-time remote learning.
10. Families/guardians shall submit a request according to the procedures above for transitioning their student from in-person or hybrid delivery to full-time remote delivery;

The request to RETURN to Hybrid Learning (in-person learning) shall be submitted via the Genesis Parent Portal as per the deadlines as follows:

Registration window for Lafayette-Pershing, Field Street School, Paul W. Carleton

a. First Trimester - Open from July 30, 2020 to August 19, 2020
b. Second Trimester - Open from November 2, 2020 to November 20, 2020
c. Third trimester - Open from February 10, 2021 to Tuesday, March 2, 2021

Registrations window for Penns Grove Middle School and Penns Grove High School

a. First Marking Period - Open from July 30, 2020 to August 19, 2020
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c. Third Marking Period - Open from December 22, 2020 to January 14, 2021
d. Fourth Marking Period - Open from March 8, 2020 to March 26, 2021

12. The family/guardian shall submit the following information or documentation with their request. The documentation shall not exclude any students from the school's in-person educational program, but rather be limited to the minimum information needed to ensure proper record-keeping and implementation of a successful transition to the in-person education program:

a. Summary of synchronous and asynchronous learning opportunities successfully completed;

b. Summary of synchronous and asynchronous learning opportunities still working through;

c. The student shall submit the PGCP RSD COVID-19 screening process upon reentry to the school;

13. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediation shall be provided for students that need them;

14. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or teleconferences) during the transition period.

15. Families/guardians are expected to cooperate in setting up the transition and may be required to participate in scheduled meetings (in-person or video or tele-conferences) during the transition period;

16. School teachers, administrators and other school staff shall endeavor to provide support and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district's remote learning option.

To evaluate full-time remote learning, and to continue providing meaningful guidance for districts, the New Jersey Department of Education (NJDOE) will require districts to report to the NJDOE data regarding participation in full-time remote learning. Data will include the number of students participating in full-time remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The Superintendent shall ensure that such reports are completed efficiently.

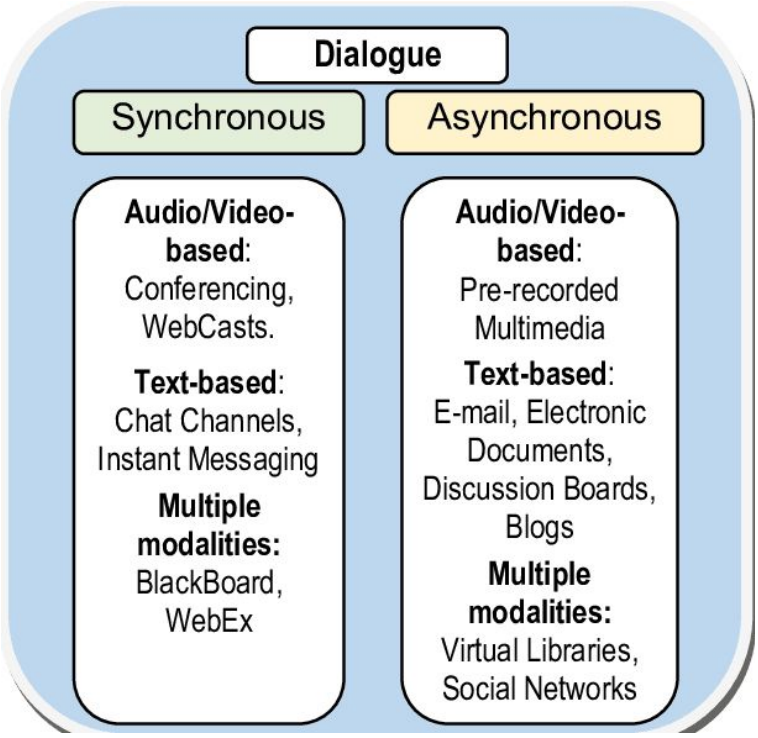
Upon satisfaction of these minimum procedures, the district shall approve the student's full-time virtual learning request.

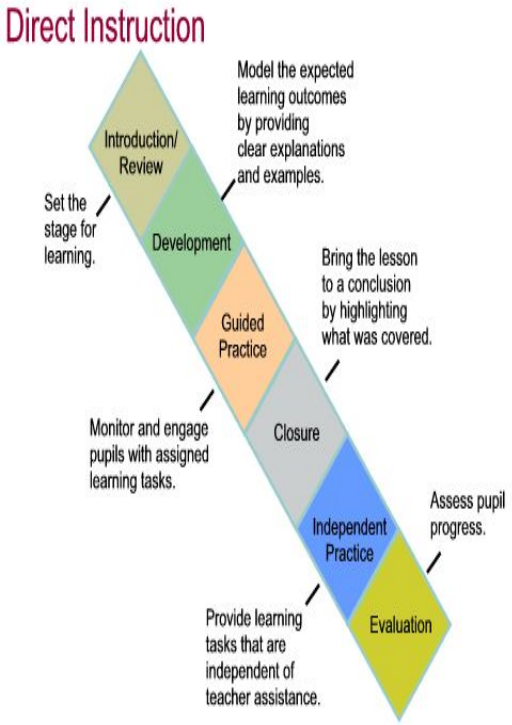
In light of the current school closure related to COVID-19 and the present state of emergency, our faculty and staff will be delivering some instruction and services through synchronous instruction. Synchronous instruction is learning, or the receipt of services, that takes place at the same time by connecting faculty/staff and students through electronic or virtual means. Please understand that this instruction/services will be provided to groups of students, typically your student's usual class where other students will be able to participate in the instruction and may be able to see/hear interaction involving other students. Although we discourage parent/guardian monitoring of this instruction, please understand there is a possibility that parents/guardians may disregard our direction.

As per board policy 2111.6, the recording of synchronous instruction by students and parents/guardians, without prior written approval of the school district, is strictly prohibited. Students violating the board policy may be subject to disciplinary action.
In light of the nature of synchronous instruction, including the possibility that the parents/guardians of other students may see/hear the instruction, notwithstanding our clear direction and expectation, if you do not want your student to participate in this instruction, please immediately notify your building principal in writing
Please check all of the boxes below to electronically confirm the choice to keep your child at home for fully virtual instruction.

So, what are the differences between synchronous and asynchronous learning?

Synchronous learning	Asynchronous learning
Traditional classroom	Recorded class
Instant messaging	Email
Immediate feedback from instructor and peers	Sending a question and waiting for an answer
Phone call	Recorded voice message
In-person training	Online training courses (without live video)
Live webinar	Recorded webinar
Group-paced	Self-paced
Same time	Different times


Dialogue
Synchronous
Asynchronous
Audio/Video-based: Conferencing, WebCasts.
Text-based: Chat Channels, Instant Messaging
Multiple modalities: BlackBoard, WebEx
Audio/Video-based: Pre-recorded Multimedia
Text-based: E-mail, Electronic Documents, Discussion Boards, Blogs
Multiple modalities: Virtual Libraries, Social Networks


Direct Instruction
Introduction/ Review
Development
Guided Practice
Closure
Independent Practice
Evaluation
Set the stage for learning.
Model the expected learning outcomes by providing clear explanations and examples.
Monitor and engage pupils with assigned learning tasks.
Bring the lesson to a conclusion by highlighting what was covered.
Provide learning tasks that are independent of teacher assistance.
Assess pupil progress.

4. **Professional Learning**

The Office of Curriculum and Instruction will focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

1) Professional learning opportunities will be:

i) Presented prior to the beginning of the year and throughout the school year;
ii) Presented in order to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
iii) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. **Mentoring and Induction**

1. Induction must be provided for all novice provisional teachers and teachers new to the district.
2. One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.
3. Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
4. Mentoring must be provided in both a hybrid and fully remote learning environment.
5. Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. **Evaluation**

Penns Grove-Carneys Point RSD will follow the NJDOE guidelines and procedures established for the evaluation of staff members in the district.

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/when-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/

Section	Title	Link
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/SHAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx

	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecenter.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch
Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml

	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level

	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html