

# Pennsville’s “Road Back” to School

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## Restart and Recovery Plan to Reopen Schools

### Pennsville Board of Education

(August 31, 2020 version)  
(subject to change)

## Fall 2020

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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.

Pennsville’s “Road Back” - 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 to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

To ensure consistency concerning 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. Additional information regarding a number of issues in the Table of Contents has been provided by the NJDOE in the form of FAQ’s as of August 7th. That information can be found by clicking this [link](#).

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

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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 Board Policies to address several elements outlined in the NJDOE Guidance. The Board of Education will be adopting policies required in the NJDOE Guidance before the start of the school year.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan includes 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 the Executive Order of the Governor of New Jersey and are subject to change.

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## PENNSVILLE’S RESTART AND RECOVERY PLAN

Pennsville’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.

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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 – Anticipated Minimum Standards Incorporated into the Plan
  - (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 officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.
    - (b) School 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.
    - (c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.
    - (d) 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.

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- (e) 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, which may include:
  - (i) Chronic lung disease or asthma (moderate to severe);
  - (ii) Serious heart conditions;
  - (iii) Immunocompromised;
  - (iv) Severe obesity (body mass index, or BMI, of 40 or higher);
  - (v) Diabetes;
  - (vi) Chronic kidney disease undergoing dialysis;
  - (vii) Liver disease;
  - (viii) Medically fragile students with Individualized Education Programs (IEPs);
  - (ix) Students with complex disabilities with IEPs; or
  - (x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

- b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

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- (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 should 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) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.
- (3) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- (4) Use of shared objects should be limited when possible or cleaned between use.
- (5) 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.
- (6) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
  - (a) In each classroom (for staff and older 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.

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- (e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- (7) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
  - (a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

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

- (1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.
- (2) Accommodations for students who are unable to wear a face-covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- (3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should establish the process and location for student and staff health screenings.

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- (2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.
- (3) 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).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

- (1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:
  - (a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
  - (b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
  - (c) Results must be documented when signs/symptoms of COVID-19 are observed.
  - (d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

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- (2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:
  - (a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.
  - (b) If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - (c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:
    - (i) Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
    - (ii) Following current Communicable Disease Service guidance for illness reporting.
    - (iii) An adequate amount of PPE shall be available, accessible, and provided for use.
    - (iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

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- (v) Continuous monitoring of symptoms.
  - (vi) Re-admittance policies consistent with the Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.
  - (vii) Written protocols to address a positive case.
- (3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.
  - (4) School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
  - (5) Students are strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
    - (a) Accommodation for students who are unable to wear a face-covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
  - (6) Exceptions to requirements for face coverings shall be as follows:
    - (a) Doing so would inhibit the individual's health.
    - (b) The individual is in extreme heat outdoors.
    - (c) The individual is in water.

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(d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.

(e) The student is under the age of two and could risk suffocation.

(7) If a visitor refuses to wear a face-covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor’s entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials should engage the expertise of their school nurses on the importance of contact tracing.

(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices –Anticipated Minimum Standards Incorporated into the Plan

(1) School officials must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.

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- (2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) 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).
  - (c) 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.
  - (d) 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;

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- (ix) Shared telephones;
- (x) Shared desktops;
- (xi) Shared computer keyboards and mice;
- (xii) Drinking fountains; and
- (xiii) School bus seats and windows.

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

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

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

- (1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:
  - (a) Stagger times to allow for social distancing and clean and disinfect between groups.
  - (b) Discontinue family-style, self-service, and buffet.
  - (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
  - (d) Space students at least six feet apart.
  - (e) Require individuals to wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

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- (1) The Board's Plan regarding recess and physical education should include protocols to address the following:
  - (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) 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.
- (2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment),

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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.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

- j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

- (1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

- (2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

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

## 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:

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- Not being utilized
- Being developed by school officials
- 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.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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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.

Not Being Utilized

Being Developed by School Officials

Currently Being Utilized

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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.

Not Being Utilized

Being Developed by School Officials

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\_\_\_ Currently Being Utilized

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\_\_\_\_\_  
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[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

## B. Leadership and Planning

The Leadership and Planning Section 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.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

### 1. Establishing a “Restart” Steering Committee

- a. A Restart Committee should be established as collaboration is critical to the development of the Board’s Plan.
- b. The Restart Committee should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students, as appropriate.
- c. The Restart Committee may consider developing subcommittees to focus on age or grade-level specific needs, school-specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – Restart Committee]

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2. Pandemic Response Teams
  - a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.
  - b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.
  - c. Members of the school teams should include a cross-section of administrators, teachers, staff, and parents.
  - d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.
  - e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.
  - f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
    - (1) School Principal or Lead Person;
    - (2) Teachers;
    - (3) Child Study Team member;
    - (4) School Counselor or mental health expert;
    - (5) Subject Area Chairperson/Director;
    - (6) School Nurse;
    - (7) Teachers representing each grade band served by the school district and school;
    - (8) School safety personnel;
    - (9) Members of the School Safety Team;
    - (10) Custodian; and

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- (11) Parents.
- g. The Pandemic Response Team is responsible for:
  - (1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.
  - (2) Adjusting or amending school health and safety protocols as needed.
  - (3) Providing staff with needed support and training.
  - (4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
  - (5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
  - (6) Providing necessary communications to the school community and to the school district.
  - (7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.
- h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

## 3. Scheduling

- a. 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 as the input of stakeholders about the needs of all students and the realities unique to this district.
- b. Virtual learning will continue to be guided by P.L. 2020, c.27, and the school district's updated Emergency Closure School

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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.

- (1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten. Not all of those hours of instruction need to be in the physical presence of an instructor.
  - (2) 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.
- (1) 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.
  - (2) For medically fragile staff, virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in the classroom receive instruction. School officials may:
- (1) Provide teachers common planning time.

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- (2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.
    - (a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.
    - (b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.
  - (3) Secure a steady supply of resources necessary to ensure the safety of students and staff.
  - (4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
  - (5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.
- e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

[See Appendix N – Scheduling of Students]

## 4. Staffing

- a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider the unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.
- b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws

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including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

- c. The Board’s Plan should identify the roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.
- d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.
- e. In response to COVID-19, the NJDOE has provided flexibilities for the implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:
  - (1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers’ individual needs.
  - (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

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(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.

[See Appendix O – Staffing]

- 5. In-Person and Hybrid Learning Environments: Roles and Responsibilities
  - a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.
  - b. Instructional staff should:
    - (1) Reinforce social distancing protocol with students and co-teacher or support staff.
    - (2) Limit group interactions to maintain safety.
    - (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
    - (4) Become familiar with district online protocols and platforms.
    - (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring the versatility of lessons to apply to both fully in-person and hybrid learning environments.
    - (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

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- (7) Provide regular feedback to students and families on expectations and progress.
  - (8) Set clear expectations for remote and in-person students.
  - (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
  - (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
  - (11) Instruct and maintain good practice in digital citizenship for all students and staff.
  - (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
  - (13) 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.
  - (14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
  - (15) Limiting online activities for preschool students.
- c. Mentor teachers should:
- (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.

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- (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.
- d. Administrators - In addition to administrators' non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:
- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment, and inform in-person instruction.
  - (2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.
  - (3) Prioritize vulnerable student groups for face-to-face instruction.
  - (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
  - (5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
  - (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
  - (7) Define and provide examples of high-quality instruction given context and resources available.

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- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) 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).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social-emotional well-being when students return to school.
- (13) Create feedback loops with parents and families about students' academic and social-emotional health and well-being, through the use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.
- (18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and

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supports are in place for Pre-school and supports the transition to Kindergarten.

- e. Educational services staff members should:
  - (1) Lead small group instruction in a virtual environment.
  - (2) Facilitate the virtual component of synchronous online interactions.
  - (3) Manage online platforms 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 may:
  - (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.

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- (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.
- (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-teachers.
- (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.
- (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 psychologists.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

- a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

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- (1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing a schedule and assigning a technology point person to teachers by grade level or content area.
  - (2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).
  - (3) To the extent possible, provide district one-to-one instructional devices and connectivity.
  - (4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).
- b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:
- (1) Train student teachers to use technology platforms.
  - (2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.
  - (3) Survey assistant teachers to determine technology needs/access (Pre-school).
  - (4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.
- c. Student teachers should:
- (1) Obtain a substitute credential to gain the ability to support students without supervision as needed.
  - (2) Lead small group instruction (in-person to help with social distancing).

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- (3) Co-teach with cooperating teacher and maintain social distancing.
  - (4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.
  - (5) Implement modifications or accommodations for students with special needs.
  - (6) Facilitate one-to-one student support.
  - (7) Lead small group instruction virtually while the classroom teacher teaches in-person.
  - (8) Provide technical assistance and guidance to students and parents.
  - (9) Develop online material or assignments.
  - (10) Pre-record direct-instruction videos.
  - (11) Facilitate student-centered group learning connecting remote and in-person students.
- d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:
- (1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.
  - (2) 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).
  - (3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of

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the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

- (4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving the quality of instruction through remote and hybrid structures.
- (5) Increase the need for all staff to address student trauma, social-emotional learning, and digital citizenship.

[See Appendix O – Staffing]

- (6) 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.

[See Appendix P – Athletics]

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## 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. 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 uncertainty. The options the Board shall explore include, but are not limited to, the following:

- (1) Elementary and Secondary School Emergency Relief Fund;
- (2) Federal Emergency Management Agency – Public Assistance; and
- (3) State School Aid.

- 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 February, and budget transfers that current statute does not authorize at the start of the school year.

- c. School Funding

School officials will review 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.

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(1) Purchasing

The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

(2) Use of Reserve Accounts, Transfers, and Cashflow

The school district shall apply for approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

(3) 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.

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## 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 require in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

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.

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- c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
  - (1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.
  - (2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
  - (3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
  - (4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
  - (5) The use of school guidance department staff and Child Study Team personnel to identify students whose post-secondary 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.
  - (6) 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. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts

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should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

- b. Districts should:
  - (1) Conduct a needs assessment.
  - (2) Consider the attendant needs associated with the deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
  - (3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.
  - (4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.
    - (a) If there is a device or connectivity shortage, the school district should address technology challenges in its Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

## 3. Curriculum, Instruction, and Assessment

- a. In planning curriculum, instruction, and assessment for reopening, school officials must focus 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).
- b. School officials should develop an innovative plan that cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students’ family members and caregivers.
- c. Virtual and Hybrid Learning Environment

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## (1) Curriculum

- (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.
- (b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.
- (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

## (2) Instruction

- (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.
- (b) In crafting an instructional plan, the school district should consider the following:
  - (i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.
  - (ii) Design for student engagement and foster student ownership of learning.
  - (iii) Develop students’ meta-cognition.

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- (iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.
  - (v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.
  - (vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.
- (3) Assessment
- (a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.
  - (b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.
  - (c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data-driven decision-making regarding remediation efforts.
  - (d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform the next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.
  - (e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at the current grade-level.

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- (i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

## 4. Professional Learning

- a. The school district must provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.
- b. The school district must 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.
- c. Professional learning opportunities should be:
  - (1) Presented prior to the beginning of the year;
  - (2) Presented throughout the school year;
  - (3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;
  - (4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and
  - (5) 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 educators.
- 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.

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- (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

- (1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- (2) School districts should develop observation schedules with a hybrid model in mind.
- (3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.
- (4) School districts should consider the School Improvement Panel’s (SciP) role in informing professional learning, mentoring, and other evaluation-related activities.
- (5) School districts must consider the requirements and best practices involved with provisional status teachers, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

- a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.
- b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.
- c. Guiding Principles

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- (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.
  - (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.
- d. Quality CTE Programs
- (1) When planning for in-person instruction, examine current curriculum content, and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.
  - (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.
- e. Work-Based Learning
- Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.
- f. Career Advisement and Development
- Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.
- g. CTE Recruitment and Retention
- CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.
- h. Funding to Support CTE Programs
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The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

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## **Appendices**

### **Restart and Recovery Plan to Reopen Schools**

### **Pennsville Public Schools Board of Education**

**Fall 2020**

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## Appendix A

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

This school district should include in Appendix A the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.a., including, but not limited to:

- a. Protocol for High-Risk Staff Members
- b. Protocol for High-Risk Students

The United States Centers for Disease Control and Prevention (“CDC”) lists the following conditions as being at high-risk for severe illness due to COVID-19:

Chronic kidney disease  
Chronic obstructive pulmonary disease (COPD)  
Immunocompromised state from solid organ transplant  
Obesity  
Type 2 diabetes  
Serious heart conditions such as heart failure, coronary artery disease, or cardiomyopathies  
Sickle cell disease

The CDC also lists the following conditions that may make a person at an increased risk for severe illness from COVID-19:

Moderate to severe asthma  
Smoking  
Cerebrovascular disease  
Cystic fibrosis  
Hypertension or high blood pressure  
Immunocompromised state from blood or bone marrow transplants  
Immune deficiencies  
HIV  
Type 1 diabetes  
Thalassemia  
Use of corticosteroids, or use of other immune weakening medicines  
Neurological conditions such as dementia  
Liver disease  
Pregnancy  
Pulmonary fibrosis  
Age 65 or older

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Additionally:

- Have had “close contact” with an individual diagnosed with COVID-19. “Close contact” means living in the same household as a person who has tested positive for COVID-19, caring for a person who has tested positive for COVID-19, being within 6 feet of a person who has tested positive for COVID-19, or coming in direct contact with secretions (e.g., sharing utensils, being coughed on) from a person who has tested positive for COVID-19, while that person was symptomatic.
- Have been asked to self-isolate or quarantine by their doctor or local public health official or due to local public health guidelines

Philosophy:

If a student or an employee has a disability or underlying condition that places them at a high or higher risk for severe illness due to COVID-19, or who is the caregiver for a disabled or high-risk family member, the district plans to, within its capabilities, provide them with a reasonable accommodation through the ADA interactive process on a case-by-case basis. Medical documentation to support the need for an accommodation and to help determine an appropriate accommodation will be required.

Note:

The PSD will adhere, within our capabilities, to the most conservative elements of local, state, and federal guidelines regarding our protocols to ensure safety. Accommodations will be made for staff and students if available and addressed on a case by case basis. All staff members have been encouraged to meet with the appropriate office for ADA, 504, FMLA and FFCRA- related issues.

There will be ZERO tolerance for students or staff who knowingly attend school while sick.

If students or staff show signs of COVID-10 or complain about such symptoms, he or she will be directed to the school nurse and quarantine area, as needed. Protocols outlined in section F will then be followed, as appropriate.

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## Appendix B

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

This school district should include in Appendix B the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.b., including, but not limited to:

#### A. Social Distancing in Instructional and Non-instructional Rooms

##### Introduction:

Since people can spread the virus before they know they are sick, it is important to stay at least six feet away from others when possible. Therefore, physical distancing (a minimum of six feet between individuals) must be maintained in all spaces throughout our schools when possible.

##### Philosophy:

The Pennsville School District will adhere to the most conservative elements of local, state, and federal guidelines regarding our protocols for physical distancing when possible.

##### Classroom/Lab Set-up:

A foundational premise when designing a safe classroom 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.

The organization of 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.

##### Process:

- Desks that are used should be marked with signage as appropriate.
- Schools will maximize distancing of desks.

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- Desk should all face in the same direction. (students sitting at Kindergarten table will only have students on one side or a center gap using desk barriers, avoiding face to face contact)
- Desks will be separated from each other as far as possible within instructional space.
- Individual student desk shields will be provided to enhance safety barriers.
- No soft materials are permitted
- As a result of Virtual Instruction, class size may be reduced in either of Pennsville's in-person scheduling scenarios but face coverings must still be worn.

## **More Information:**

- Facilities have been measured and configured so that classes and meetings can take place with proper physical distancing to the extent possible.
- 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.
- All tables, desks, and seating in the classroom must be maintained to ensure maximum 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.
- 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.
- 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 when leaving or entering classes.
- 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.
- Nurses offices will be split into a respiratory side and a non-respiratory side.
- Use of the PMHS elevator is limited to individuals with mobility needs only.
- Non-instructional rooms (i.e. therapy rooms, etc) will comply with social distancing guidelines, as well, when possible.

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## **Classroom Organization**

### **Introduction:**

The organization of the classroom is important in supporting the academic progress of students. The use of a variety of materials is essential for learning. This includes, book, writing instruments and materials for special area subjects.

### **Philosophy:**

Foundational premises when designing a safe classroom environment are the concepts of maintaining cohorts, social distancing and frequent cleaning. The use of these practices is recommended by the CDC and other health agencies to help control the spread of any viruses and also manage any possible outbreaks.

### **Process:**

- Eliminate, when possible, the use of shared materials.
- Set up areas where students can store personal items that keep them isolated from use by others.
- When materials must be shared, cleaning in between use is essential.
- Establish procedures to wipe down before and after every use.
- Remind children to wash their hands after using a shared item.
- If students travel to a room, an area and place should be established for the traveling student to store items away from being used by others.
- Elementary students (preK-5) should keep their desk shields stationary while Secondary students (6-12) will take their personal desk shield with them from class to class.

## **Outsider use of Facilities**

The use of school facilities will be available to community groups but only under conditions that ensure that school district personnel or designated entities are responsible for all sanitation efforts after use and at the expense, if any, of the community group.

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## **B. Procedures for Hand Sanitizing/Washing**

### **Introduction:**

Local, state, and federal guidelines will inform how the Pennsville School District will reopen. All members of our school community should be familiar with COVID-19 information from the [Centers for Disease Control](#) and Prevention, including:

- COVID-19 Symptoms
- How to Protect Yourself and Others
- What to Do If You Are Sick
- People Who Need to Take Extra Precautions

### **Philosophy:**

To reduce the spread of COVID-19, the CDC advises regular hand washing with soap and water for at least 20 seconds. If soap and water are not readily available, use hand sanitizer that contains at least 60 percent alcohol.

### **More Information:**

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.

It is especially important to wash your hands:

- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing
- After handling your cloth face covering
- After changing a diaper
- After caring for someone sick
- After touching animals or pets

When washing your hands, follow these important steps:

- Wet your hands with clean, running water (warm or cold), turn off the tap, and apply soap.

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- Lather your hands by rubbing them together with the soap. Lather the backs of your hands, between your fingers, and under your nails.
- Scrub your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- Rinse your hands well under clean, running water.
- Dry your hands using a clean towel or air dry them.
- Use hand sanitizer when you cannot use soap
- You can use an alcohol-based hand sanitizer that contains at least 60 percent alcohol if soap and water are not available.
- Sanitizers can quickly reduce the number of germs on hands in many situations. However: Sanitizers do not get rid of all types of germs. Hand sanitizers may not be as effective when hands are visibly dirty or greasy.

Hand sanitizer will be available in every classroom as well as located in high traffic areas of the school such as entrances and exits, offices, bathrooms and the nurse's office.

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## Appendix C

### Critical Area of Operation #3 – Transportation

This school district should include in Appendix C the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.c., including, but not limited to:

- a. Student Transportation
- b. Social Distancing on School Buses

Student Transportation: Wyshinski Busing

#### **Introduction:**

Our transportation goal is to keep drivers, bus aides, school personnel and our passengers safe.

#### **Philosophy:**

Face coverings will need to be worn at all times (with noted exceptions for medical issues)

Bus capacity should be reduced from normal standards by students who have taken the Virtual option for instruction and do not need transportation in any form.

#### **Process:**

Before Bus Drivers Report to Work

- Self-screening compliant with CDC protocols and Wyshinski Busing guidelines.
- 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 symptoms to Wyshinski immediately

On the Bus

- Face masks are to be worn by staff and students when others are present as social distancing is rarely possible - in either on-site scenario.
- Load from the back to front of the bus and unload from front to back.
- Seat families together.
- Assign seats with as much separation as possible.

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- Students are to go directly to their seats and avoid touching seat tops, when possible.
- After leaving the bus, wash hands and/or use sanitizer.
- Windows and roof hatches will be open, when weather and temperatures permit
- If a student shows obvious symptoms, the school will be contacted and the school nurse will evaluate the situation along with an administrator.

## Disinfecting

- vehicles will be disinfected daily with EPA approved products
- high touch areas (handrails, seatbelts, windowsills, seat tops and backs will be cleaned between routes, when possible
- driver compartment will be cleaned before leaving the bus

## Infection or exposure

- Information will be shared, per state guidelines.

## Contact Tracing

- Take attendance and maintain records

## Training of Wyshinski Staff

- Conducted by Wyshinski staff in collaboration with district administration prior to the start of school.

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## Appendix D

### Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

This school district should include in Appendix D the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.d., including, but not limited to:

- a. Location of Student and Staff Screening
- b. Social Distancing in Entrances, Exits, and Common Areas

#### **Introduction:**

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 are 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.

#### **Philosophy:**

Social distancing is a foundational premise when designing entrance and egress flow in consideration of controlling transmission of any virus. During the entry into the building, social distancing and hand sterilization will be implemented. The use of hand sanitation and social distancing is recommended by the CDC and other health agencies to help control the spread of any viruses and manage any possible outbreaks.

#### **Process:**

- The district is in the process of investigating the benefits of having students have their temperature taken upon entry to the building.
- Have each entrance monitored by staff to help ensure students maintain a social distance.
- The use of a mask is mandatory as students ride the bus, enter the building, and travel to the classroom.
- Create one-way traffic flow when possible, to maintain social distancing during dismissal

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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, social distancing, and maintaining cohorts.

- Signs will be displayed regarding: COVID safety, mask-wearing, social/physical distancing, hand-washing and sanitizing
- As people travel about the building, masks should always be worn.

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## Appendix E

### **Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms**

This school district should include in Appendix E the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.e., including, but not limited to:

- a. Screening Procedures for Students and Staff
- b. Protocols for Symptomatic Students and Staff
- c. Protocols for Face Coverings

#### **Introduction:**

The guidance provided by the NJDOE suggests that each school monitor health daily to provide the healthiest environment possible for Staff and Students.

#### **Philosophy:**

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.

#### **Process:**

- As we learn about the disease, we may need to alter the list of symptoms by adding or subtracting symptoms. Fever or chills, Cough, Shortness of breath or difficulty breathing, Fatigue, Muscle or body aches, Headache, New loss of taste or smell, Sore throat, Congestion, or runny nose, Nausea or vomiting, Diarrhea.

This daily monitoring will take place through many methods. While adhering to a standard set of safety guidelines, each school will decide what method best meets their specific and unique needs and infrastructure. An indication that health has been monitored by:

- Staff has acknowledged that they are symptom-free by signing in each day.

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- The possibility of students potentially having their temperatures taken as they enter the building is being investigated and protocols are being developed should it be implemented.
- All staff and students must wear a face mask/face covering during arrival/dismissal, and as directed by the teacher during the school day whenever social distancing is not possible such as in the hallway, bathroom area and small group settings. Information about masks/face coverings for the COVID-19 guidelines can be found at <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>
- Face masks/face coverings must be worn over the nose and mouth and must follow dress code guidelines for printed material or pictures. For example, offensive words/pictures are prohibited. \*\*Important: A “Face Shield” may also be worn in addition to a mask/face covering for extra protection, however, a mask/face covering must also be worn under the face shield.
- The school nurse can be contacted with any questions regarding face masks/coverings.
- Students will not be permitted to enter the school building without a face mask/face covering.
- A mandatory pick up may be required for students who refuse to wear their face mask/face coverings properly and who violate the face mask/face covering by taking off their mask/face when they are required. A student with the capability to wear a mask may receive some type of disciplinary consequence for refusing to wear a mask/face covering.
- A health screening questionnaire is being developed but would likely include the following questions (as examples) at a minimum:

| Are you experiencing any of the following symptoms? | Please Circle One |    |
|---|-------------------|----|
| 1. Fever ( $\geq 100.2$ °F)                         | Yes               | No |
| 2. Cough or shortness of breath                     | Yes               | No |
| 3. Sore Throat                                      | Yes               | No |
| 4. Chills   | Yes               | No |

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|   |     |    |
|---|-----|----|
| 5. Muscle aches or rigors                       | Yes | No |
| 6. Headache                                     | Yes | No |
| 7. New loss of taste or smell                   | Yes | No |
| 8. Abdominal pain, nausea, vomiting or diarrhea | Yes | No |
| 9. Congestion                                   | Yes | No |
| 10. Runny Nose                                  | Yes | No |

Have you had close contact with someone who is currently sick? Yes No

Have you been diagnosed with Covid-19 in the past three weeks or have reason to believe you have Covid-19? Yes No

Have you traveled or have had close contact with anyone who has traveled internationally or to any state that is recommended to have a 14-day quarantine period by the Governor of New Jersey? Yes No

- In the classroom, the teacher will make a deliberate effort to monitor health and check for symptoms and then refer children with concerns to the office or nurse for further monitoring.
- Schools will also monitor the health of staff and students by tracking students’ a mandated Contact Tracing and tracking student and staff absenteeism

Here are some additional guidelines from the NJ Department of Health regarding:

[the differences between Quarantine and Isolation](#)

[timeframes based on testing results](#)

[next steps regarding a negative COVID-19 test](#)

[next steps regarding a positive COVID-19 test](#)

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## Appendix F

### Critical Area of Operation #6 - Contact Tracing

This school district should include in Appendix F the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.f.

The Pennsville School District will fully cooperate in sharing information with the Salem County Health Department to fulfill all mandated [Contact Tracing Requirements](#) as well as [New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools](#) (this document contains information regarding procedures and protocols regarding potential parent notification of cases and potential school closures).

Contact Tracing Policy (NOTE: Monitoring/updates to be provided by our school physician)

1. School Nurses Contact the Salem County Health Department for Contact Tracing
  2. Contacts/Cohort information will be shared with the Salem County Health Department
  3. Attendance information will be shared with the Salem County Health Department
  4. Student, staff, team and Bus cohorts will be informed and immediately placed on a 14-day 100% virtual learning protocol.
    - Contact tracing will be conducted for close contacts (any individual within 6 feet of an infected person for at least 10 minutes) of laboratory-confirmed or probable COVID-19 patients.
    - Remote communications for the purposes of case investigation and contact tracing should be prioritized; in-person communication may be considered only after remote options have been exhausted.
    - Testing is recommended for all close contacts of confirmed or probable COVID-19 patients.
    - Those contacts who test positive (symptomatic or asymptomatic) should be managed as a confirmed COVID-19 case.
    - Asymptomatic contacts testing negative should self quarantine for 14 days from their last exposure (i.e., close encounter with confirmed or probable COVID-19 case)
    - If testing is not available, symptomatic close contacts should self-isolate and be managed as a probable COVID-19 case.
    - If testing is not available, asymptomatic close contacts should self-quarantine and be monitored for 14 days after their last exposure, with linkage to clinical care for those who develop symptoms.
  5. Students/staff will be readmitted to school according to NJDOH and Salem County Department of Health guidance.
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## Appendix G

### Critical Area of Operation #7 - Facilities Cleaning Practices

This school district should include in Appendix G the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.g.

Individual schedules will be completed for each school so that these cleaning protocols can be implemented in each district building.

[Updated cleaning protocols](#) have been shared and confirmed as of August 14.

Introduction: The CDC reports that “it may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it ... however, this is not thought to be the main way the virus spreads.”

Philosophy: The PSD will undertake enhanced cleaning of school facilities and offices, with a focus on common areas and high-touch locations. Cleaning schedules will be modified according to need and student and staff schedules.

#### Academic Areas:

- Classrooms will be deep cleaned daily, meaning, among other measures, all surfaces in rooms will be sprayed on a daily basis. Additionally, all horizontal surfaces and high contact points such as door handles, chair arms, etc., will be disinfected at this time.
- High contact points will also be disinfected midday and again in the late afternoon.
- All classrooms will have cleaning supplies available for the cleaning of personal spaces. While custodial staff will clean on a regular basis, faculty and students will clean their personal areas (for example: desk, chair) at the start of class.
- Hand sanitizer will be easily accessible in each classroom, and in common areas.
- School buildings will receive a full coverage cleaning from electrostatic sprayers at least biweekly.

#### Common Areas:

- 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.
- High contact points will also be disinfected midday and again in the late afternoon

While students will be taking lunches home, all food preparation areas will follow state and local mandated health protocols regarding sanitation of the preparation area, the

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appropriate PPE for cafeteria staff and frequent handwashing and sanitization when gloves are changed.

**Cleaning Information:** 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 will be disseminated to remind the district’s custodial and maintenance staff, and to reinforce, the expectations related to the disinfecting practices. 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. ABM custodial services can supply detailed information regarding the specific disinfectants used.

Another very effective defense against spreading viruses is hand washing. Empty soap dispensers and paper towel dispensers will be addressed immediately. A basic responsibility of all custodial and maintenance staff are to inspect the dispensers in their respective areas and refill as needed. Working together, we must take all necessary precautions to keep our facilities as healthy as possible.

**Additional Facility Responsibilities:** All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air has a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

Maintenance of hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol) as follows: In each classroom (for staff and older children who can safely use hand sanitizer), at entrances and exits of buildings, near lunchrooms and toilets. Note: Children ages five and younger will be supervised when using hand sanitizer. For classrooms with existing handwashing stations, stations will be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

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## Appendix H

### Critical Area of Operation #8 – Meals

This school district should include in Appendix H the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.h.

#### **Philosophy:**

A foundational premise when designing a safe breakfast/lunch environment is the concept of maintaining social distancing while students eat without face coverings on. Due to space limitations in our schools we are limited by the amount of students who can eat lunch at one time. This is a primary driving factor in the academic schedules that can be offered.

Since the district has chosen the ED-HD scheduling model, students will be taking lunches home with them at the end of their half day schedule.

#### **Process:**

- Students wash hands before meals
- Students will remain socially distanced
- Tables and dining areas will be wiped down and sanitized before and after each meal
- There will not be any shared meals
- Meals and utensils should be served directly to the student (Grab-and-Go) - no buffets
- Students wash hands after lunch

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## Appendix I

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

This school district should include in Appendix I the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.i.

#### **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.

#### **Philosophy:**

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 with their peers. Games that utilize physical and social activities, yet limit physical contact will be played.

#### **Process:**

- Students will go to recess in their cohorts, using the procedures established in school operations regarding movement between the building.
- Students will wash/sanitize their hands before going to recess and before returning to class.
- Games and activities used during recess will be pre-approved as part of a safe list (that will be developed) for limiting the spread of infectious disease.
- Students will wash/ sanitize their hands before returning to class.
- Social distancing will be practiced while walking to and during recess.

#### **Introduction – Physical Education/Health**

These guidelines are written to maintain the integrity of quality Physical Education programs while navigating through a “new normal.” Health classes will be maximized

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during our Phase I plan. Physical Educators will work with their Administrators to formulate protocols that fall in line with the following guidelines:

## **Philosophy:**

Health and Physical Education is an integral, mandated part of the curriculum.

## **Process:**

- Weather permitting, PE class held in outside space. Weather non-permitting, PE in the Gymnasium is preferred, PE class in the classroom if needed
- Hand washing before and after activity, as appropriate

## **Additional Information:**

- No contact sports 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>.
- Do not allow children to bring equipment from home
- Offer a variety of outside spaces where the free choice of different activities can take place, including quiet, creative, and solo activity spaces.
- Mark out 'zones' to reduce the number of children who are in contact with each other and shared equipment.
- It is preferred that students carry personal water bottles for hydration before, during and after activity
- No use of locker rooms, shared items
- No changing of clothes for PE with activities suitable for street clothes
- Considerations should be discussed between Physical Educators and school health officials for students with respiratory disorders or any other pertinent disorders (immunodeficiency, etc.)

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## Appendix J

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

This school district should include in Appendix J the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section A.1.j.

#### **Philosophy:**

A foundational premise when designing a safe learning environment are the concepts of maintaining 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.

- The admission of visitors/volunteers inside the school will only be permitted under special circumstances and with all screening protocols in place.
- Field trips are prohibited for the foreseeable future as they are experiences that break cohorting and expose students and staff to risk of exposure to COVID-19.
- Extra-curricular activities, such as music ensembles (2-12), will not take place before or after school. Such activities will be maintained throughout the school day both in-person and virtually embedded within the curriculum. Students will continue to gain knowledge of the program through staff support.
- The use of school facilities by outside community groups will unfortunately have to be all but eliminated as that use creates complications with cleaning protocols. However, if outside groups are willing to fund district-supported custodial services to ensure that all cleaning protocols are met after school usage, requests will be considered on a case-by-case basis.

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## **Appendix K**

### **Academic, Social, and Behavioral Supports**

This school district should include in Appendix K supplemental materials, evidence, and further explanations of the elements listed in the Academic, Social, and Behavioral Supports section in the Board’s Plan – Section A.2.a. through A.2.e.

#### **Introduction:**

It is important to educate and support teachers, staff and families on how to help students successfully and effectively transition back into school in a healthy manner. Students need to be in school to support whole health development. Consequently, whole health, including but not limited to mental health, is a major focus.

#### **Philosophy:**

It is our philosophy, that through a holistic approach of mind and body, we provide necessary mental and whole health support along with interventions as needed for students to have a safe and effective transition to a new school year, as well as provide additional support as needed.

#### **Process**

- Establish a safe environment to learn
- Recognize the signs and symptoms when a student is at risk
- Continue to emphasize the importance of mandated reporting
- Communicate with the parents/guardians to prepare the student to return to school from a social-emotional standpoint
- Working with school counselors to provide intervention
- Help students work on coping skills and resiliency
- Help teachers with anxiety that they might be facing
- Support teachers collaborating with each other prior to the beginning of the school year
- Integrate/Infuse SEL into all curricular subject areas

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## **Awareness**

### **Introduction:**

COVID-19 and the resulting shut down of activities that students were accustomed to, has created greater anxiety in many students. It is important to take steps to educate students in a manner that does not heighten fear and anxiety.

### **Philosophy:**

To develop activities that will help students learn about COVID-19 prevention in a rational and non-threatening manner.

### **Process:**

- Provide lessons on COVID-19 the precautions and steps to take to prevent the spread of the disease with topics including:
  - Frequent hand washing
  - Physical/Social distancing
  - Face Coverings
  - Staying within the cohort
  - No exposing others to sickness
  - Coughing in a safe manner
- Create activities in which students can use their creativity to display their knowledge of preventative techniques and the need to treat each other as normal
- Some of these can include a school and district level competition to develop materials that spread the news about COVID
  - Poster/Writing contests
  - Videos performed by students

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## Appendix L

### **Restart (Road Back) Committee**

This school district should include in Appendix L the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.1.

Dr. Michael Brodzik, Superintendent of Schools  
Keith Chambers, BOE President  
David Sullivan, Manager ABM  
Diana Castiglione, PEA President  
Heather Mayhew, Business Administrator  
Jennifer Webb, School Nurse  
Kyle Baker, PASA President  
Lisa Hagan, parent, Ed Foundation member  
Michelle Stahlman, Mgr. Metz  
Ron Mungioli, Mgr. ABM  
David Bonowski, District technology Coordinator  
Nancy Gibau, Supervisor CST and Special Programs  
Lisa Dowell, Ed Foundation Member  
Susan Ficke, Asst. Superintendent of Curriculum and Instruction  
Wendy Green, Wyshinski Busing  
Melissa Morrison, Ed Foundation member

\*a number of the members of the steering committee are also parents

In addition, a student sub-committee under the guidance of the PMHS Principal was formed to join the Committee to review plans, provide feedback and maintain an ongoing role as the school year develops.

# Pennsville’s “Road Back” to School

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## Appendix M

### Pandemic Response Teams

This school district should include in Appendix M the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.2.

The school-based Pandemic Response Teams will work on the district’s response to the pandemic on an ongoing basis.

#### **Introduction:**

The Pennsville School District will designate our District Safety Team as our Safety/Pandemic Response Team. Members from each of our school buildings serve on this team including teachers, counselors, nurses, CST, and administration.

#### **Responsibilities:**

The Pennsville School District Safety/Pandemic Response Team will be responsible for:

- Overseeing each school’s implementation of the district’s reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or 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 COVID19 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 district.
- Creating pathways for community, family, and student voices to continuously inform the Team’s decision-making as we move through our COVID-19 Reopening Phases.

# Pennsville’s “Road Back” to School

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## Appendix N

### Scheduling and Instruction of Students: In-person vs Virtual

This school district should include in Appendix N the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.3., including, but not limited to:

- a. School Day
- b. Educational Program

### (Tentative) HD-ED Schedules

\*PreK runs an independent schedule from the rest of the district

#### **PreK (VP and PB) - in-person model**

##### **HD-ED**

Staff Day - 8:25-3:20

Staff prep - 8:25-8:55

Prek students arrive- 8:55-9:10

Prek student day - 9:10 - 12:30 (“full day” per state language with 1 hour of remote)

\*15 students

\*Lunch goes home

\*No nap

Prek staff lunch - 12:30 - 1

Prek staff - 1 - 3:20 virtual push out (small groups, read aloud, hands on activities, etc.), daily parent meetings, common planning, PD, daily sanitation)

#### **PreK (VP and PB) - virtual model**

Virtual instruction for preschool will take place daily. Family surveys have been done to gather information. Virtual families/students will be provided with iPads. Staff members will provide individualized plans for virtual prek students daily. These plans include live meetings, small groups, and read aloud. Also, included in their plans are recorded read alouds, engaging questions based off of the current study, activities for centers, gross motor activities, resources for families, and individualized goals for each student.

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## **Valley Park**

**K/1**

Staff day: 8:50-3:45

Student day: 9:10-11:40 on school campus (Math/LAL) plus 1.5+ hrs virtual at home (Specials 30 min; Math/LAL/SS/SCI 60 min)

Dismissal 11:40-11:50 (lunch/breakfast distribution delivered to classrooms before 11:30)

Staff Lunch 11:50-12:20

Staff Prep 12:20-12:50

Afternoon Flex Time 12:50-3:35

(\*Valley Park will need to operate on a shorter day because of lunch issues.)

## **Penn Beach and Central Park**

Students enter 8:05 (possible staggered entry approach starting 7:50)

Student instructional day:

8:20 AM - 12:40 PM

Staff Lunch 12:40 - 1:10

Staff Prep - during instructional day

Afternoon Flex Time 1:10 - 3:00

## **Middle School** - follow Drop Schedule rotation

Students enter at 7:30

Possible consideration of some type of Homeroom or extended 1st class time (this would alter times, but would be used for breakfast and lunch orders, announcements, docs to hand out etc.)

Period 1 - 7:40-8:21 (41)

Period 2 - 8:24-9:05 (41)

Period 3 - 9:08-9:49 (41)

Period 4 9:52-10:33 (41)

Period 5 - 10:36-11:17 (41)

Period 6 - 11:20-12:01 (41)

Lunch Distribution: deliveries to last period class, Kiosk by the main office, Cafeteria pick up (we must consider breakfast to go for next day)

Staff Lunch 12:16-12:46

Staff Prep - during instructional day

Afternoon Flex Time 12:46-2:25

## **High School** - Follow Drop Schedule Rotation

Students Enter Building 7:30

Period 1 - 7:40-8:21 (41)

Period 2 - 8:24-9:05 (41)

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Period 3 - 9:08-9:49 (41)

Period 4 9:52-10:33 (41)

Period 5 - 10:36-11:17 (41)

Period 6 - 11:20-12:01 (41)

Lunch Distribution Kiosk in Gym Lobby - Possible to use snack stand

Alt Lunch Distribution in Aud Lobby

Staff Lunch 12:16-12:46

Staff Prep - during instructional day

Afternoon Flex Time 12:46-2:25

## 100% Virtual Learning Option

NJDOE Requirements:

In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students.

The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

Virtual Philosophy:

The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing information that require interaction with others to occur at the same time (i.e., online Google Meetings/Hangouts, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, previously created video lessons, blogs, email, website links, etc.).

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, The Road Back: Restart and Recovery Plan for Education, for scheduling students for in-person, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full time remote learning. Such requests may include any service or combination of services that would otherwise be

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# Pennsville’s “Road Back” to School

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delivered on an in-person or hybrid schedule, such as instruction, behavioral and support services, special education and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same schedule they otherwise would according to the district’s reopening plan.

## A. Unconditional Eligibility for Full-Time Remote Learning

All students shall be eligible for full-time remote learning. Eligibility shall not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria. This includes students with disabilities who attend school in-district or are placed at receiving schools (county special services school districts, educational services commissions, jointure commissions, Katzenbach School for the Deaf, regional day schools, college operated programs, and approved private schools for students with disabilities).

## B. Procedures for Submitting Full-Time Remote Learning Requests

Recognizing that planning is required in order to provide continuity in the student’s educational program and arranging the appropriate staff and resources, a family/guardian shall submit a request for full-time remote learning, including requests to begin the school year receiving full-time remote learning and requests to transition from in-person or hybrid services to full-time remote learning during the school year.

Procedures for submitting the request are as follows:

1. The request for the 100% virtual option shall be submitted to the principal within ten (10) school days before the end of every 45 day academic cycle.
  2. Requests shall be approved within seven(7) school days of the receipt of the request;
  3. Questions and concerns may be directed to the building principal;
  4. 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 recordkeeping 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. These same procedures shall be followed should the entire district need to transition to all remote learning.
5. 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.
  6. 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;

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7. 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;

8. School teachers, administrators and other school staff shall endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations of the district’s remote learning option. Upon satisfaction of these minimum procedures, the district shall approve the student’s full-time remote learning request.

## All Virtual Plan:

Should the entire district need to transition to an all-virtual plan, all appropriate previously listed protocols and procedures for virtual-instruction by choice shall apply. This includes procedures in section B4 for notification of technological supports to conduct fully virtual instruction.

## Length of The Virtual Day:

The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Virtual hours consist of electronic time as well as time to complete assignments.

## 100% Virtual Learning Option - Parent Choice

NJDOE Requirements: In response to State directives regarding reopening school with adequate precautions to prevent the spread of this contagious disease, the board shall provide in-person, fully virtual and hybrid learning opportunities for all students. The board of education shall support a program of in-person, fully virtual and hybrid learning that:

- A. Prioritizes the health, safety, and wellness of students and staff;
- B. Maintains the continuity of learning;
- C. Facilitates equity and ease of access to communications and resources;
- D. Flexibly accommodates the needs and varying circumstances of all learners;
- E. Incorporates educators, students, parents/guardians, board members and other community members into the entire analysis and planning cycle.

Virtual Philosophy: The virtual learning program will consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and providing

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information that require interaction with others to occur at the same time (i.e., online Google Meetings/Hangouts, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, previously created video lessons, blogs, email, website links, etc.).

All Virtual Plan: This virtual learning section reflects our plan for a transition to 100% virtual instruction, if needed.

Length of The Virtual Day: The length of the school day for in-person, fully virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. Virtual hours consist of electronic time as well as time to complete assignments.

## Scope and Expectations of Full-Time Remote Learning

A student participating in the board’s full-time remote learning option shall be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in district programs (e.g. students participating in a hybrid model). This includes but is not limited to:

1. Access to standards-based instruction of the same quality and rigor as that afforded all other students of the district;
2. The district shall make its best effort to ensure that every student participating in remote learning has access to the requisite educational technology;
3. Special education services and related services shall be provided to the greatest extent possible.

## Procedures to Transition from Full-Time Remote Learning to the In-Person Educational Program

A student shall be eligible to transition back to the in-person educational program (see deadlines above) by semester/marking period. This will allow families/guardians to make the arrangements needed to effectively serve students’ home learning needs and will support educators in ensuring continuity of instruction. The family/guardian shall submit a request to transition from full-time remote learning to the in-person educational program according to the following procedures:

1. The request shall be submitted to the principal at least ten (10) school days before the start of the 45-day cycle. The principal may consider requests submitted during the semester on a case by case basis;
2. Requests shall be approved within seven (7) school days after the receipt of the request;
3. Questions and concerns may be directed to the principal;

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4. 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 recordkeeping 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 Pennsville School District COVID screening process upon reentry to the school;
5. Students transitioning to the in-person educational program may be required to submit to an academic assessment prior to being placed in a class. Remediations shall be provided for students that need them;
6. 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.

## Procedures for Communicating District Policy with Families

Teaching staff members and administrators shall provide clear and frequent communication with families/guardians, in their home language, and shall ensure that communication opportunities are as readily accessible as possible. Communication shall include but shall not be limited to, information regarding:

1. Summaries of, and opportunities to review, the district’s full-time remote learning policy and attendance policy;
2. Procedures for submitting full-time remote learning requests;
3. Scope and expectations of full-time remote learning;
4. Procedures for transition from full-time remote learning to in-person services and vice-versa;
5. The district’s procedures for ongoing communication with families and for addressing families’ questions or concerns;
6. Teaching staff members who are teaching remote classes shall have office hours to address questions and concerns. Teachers shall notify the families/guardians of their students regarding the time of the office hours and the method of contact (email, text, video or teleconference).

## Reporting

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

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# Pennsville’s “Road Back” to School

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subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English learners. The Superintendent shall ensure that such reports are completed efficiently.

Expectations for Virtual Learning Introduction:

The Pennsville School District will follow all state guidelines regarding the 100% virtual learning option. It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when we communicate with students. These guidelines for online behavior and interaction are known as “netiquette.” We have to ensure all stakeholders are aware of the expectations for online learning.

Attendance regarding Hybrid Learning: Students will complete a virtual attendance check-in.

Grading: Grading will follow PSD District Guidelines.

Guidelines for Parents

We acknowledge that the transition to synchronous and asynchronous virtual learning can be challenging for families. Parents will need to think differently about how to support their children; how to create structures and routines that allow their children to be successful; and how to monitor and support their children’s learning. Parents need to establish routines and expectations: Create an ambience for virtual classes, remove all distractions from the room. We suggest that students begin their studies at regular school hours when possible. Do not let the children sleep late. Do set expectations around, moving regularly and taking periodic breaks as they study. Define the physical space for your child’s study: Your child may have a regular place for doing homework under normal circumstances, but this space may or may not be suitable for an extended period of time, as will be the case of virtual learning. We encourage families to establish a space/location where their children will learn most of the time. It should be a place that can be quiet at times and have a strong wireless internet signal, if possible. Ensure that no other device is placed in the same room. And multiple windows should not be open during virtual learning. Above all, it should be a space where parents are present and monitoring their children’s learning.

Monitor communications from our teachers: Teachers will communicate with parents through email and Google Classroom as and when necessary. The frequency and detail of these communications will be determined by your children’s ages, maturity, and their degree of independence. Parents are advised to contact their children’s teachers via email. However, we ask parents to remember that teachers will be communicating with dozens of other families and hence the communication should be essential, succinct, and self-aware. Parents are advised that the district will be utilizing GoGuardian to keep

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our students safe. We also encourage parents to have their children explain the features of virtual learning. Begin and end each day with a check-in. Parents are encouraged to start and finish each day with a simple check-in and centering exercises. In the morning, ask your child:

- o What are they learning today?
- o What are their learning targets or goals?
- o How will they spend their time?
- o What resources do they require?
- o What support do they need?

This brief grounding conversation matters. It allows children to process the instructions they’ve received from their teachers. It helps them organize themselves and set priorities. Older students may not want to have these check-ins but they should nevertheless. Parents are encouraged to establish these check-ins as a regular part of each day to help children navigate distance learning and create a much needed structure. These check-in routines are crucial for building the skills of self-discipline among children. Establish times for reflection.

A challenge for some families with multiple children will be how to manage all of their children’s needs, especially when those children are of different ages and have different needs. There may be times when siblings need to work in different rooms to avoid distraction.

Encourage physical activity and/or exercise. Make sure your children remember to move and exercise keeping in mind their health and well-being. Our physical education teachers will recommend activities or exercises, but it is important for parents to model and encourage exercise. Remain mindful of your child’s stress and anxiety. The PSD will continue to work in collaboration with parents to ensure the well-being of all students. Monitor how much time your child is spending online. Teachers are creating virtual learning lessons which will have a right balance between online and offline learning experiences.

Students must comply with the school’s Code of Conduct and Acceptable Usage policy while they are online. Students/ parents/ guardians are not permitted to take photos, screenshots, record videos/ audios of the virtual sessions. All material shared on google is the school’s intellectual property and downloading/ circulating/ sharing of content without permission is strictly prohibited.

Managing screen time: It’s important that our students continue their social-emotional and cognitive growth in these times of social distancing and isolation. It is comforting to have a routine in these times. Younger students may need assistance with setting up and using online tools. The most effective models of virtual school have a carefully considered healthy and balanced amount of offline and online learning time. This use of learning time will include some synchronous learning with real time conferencing with teachers and classmates. It will also include and be balanced with significant blocks of asynchronous learning and opportunities to work offline and unplugged.

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Recommended screen time, that is not video conferencing for learners and teachers, are based on the recommendations created by the American Academy of Pediatrics:

Ages 2–5: 1 hour, broken into sessions of a maximum of 30 minutes.

Age 6 and above: no specific screen time limits, but screen time should not affect physical activity and face-to-face interactions at consistent limits on screen time are also very important.

## Guidelines for Students

Setup a daily routine. Find a comfortable, quiet space to study. Your background should not distract other participants. Regularly monitor Google to check for announcements and feedback from your teachers. Be mindful of ambient noise and movements. They should not distract others. Keep your notebooks with you. Your brain remembers more when you use pens and paper. Typing your notes may not be as effective. Complete assignments with integrity and academic honesty and meet the timelines. Communicate proactively with your teachers if you need additional support. Collaborate and support your peers in their learning. Comply with the school’s Code of Conduct and Acceptable Usage Policy while you are online.

## Be a Cyber Smart Citizen

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your teachers. These guidelines for online behavior and interaction are known as netiquette. Be vigilant: Visit safe sites which are age appropriate and approved by your parents and teachers. Be cautious: Make good choices when you are online. Share only information that is required and safe to share. Make sure that you log out after your work is done. Do not share your password with anybody. Be respectful: Be kind and respectful to others when you are online. Promise to THINK – True, Helpful, Inspiring, Necessary, Kind. Avoid slang terms such and texting abbreviations such as “u” instead of “you.” Be vocal: Tell your parents and teachers if someone is being hurtful or unkind online or sharing disturbing content. Stand up to Cyber Bullying and remember that your digital presence should not hurt others. Be safe: Use safe sites and keep your device safe and secure at all times. Be honest: Always follow copyright laws and remember to cite the sources that you use for your work.

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## Appendix O

### Staffing

This school district should include in Appendix O the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Sections B.4., B.5., and B. 6.

- ADA Compliance
- Schedules Reflect NJ DOE Statute and Regulations
- Roles Reflect NJ DOE Statute and Regulations
- Professional Development initial focus
  - Hybrid/Flipped Classroom
  - COVID -19 Safety
  - SEL

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## Appendix P

### Athletics and Extra-Curricular Activities

This school district should include in Appendix P the locally developed protocols addressing the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board’s Plan – Section B.7.

The Pennsville School District 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.
- Current updates are available on the Pennsville District Athletics [webpage](#) and on a COVID-19 PMHS Athletics site as well - [here](#)

Extracurricular activities will be handled on a case-by-case basis and follow all safety guidelines.

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## Appendix Q

### Digital Divide

Introduction - Bridging the Digital Divide:

The Pennsville School District has utilized local funding to initiate a 1:1 technology initiative (Pennsville 2.0) that has been integrated into the school district over the last several years. The goal was to provide a 1:1 student to device ration in grades 2-12. That goal was met prior to the pandemic (Fall 2019) and additional digital devices were repurposed for K-1 students in the spring of 2020 so that every child in the school district has access to a device for use at home and school.

An ongoing needs assessment has taken place over the last several years as the Pennsville 2.0 initiative was instituted. Families with digital connection issues were contacted by their respective schools and those issues were addressed, as appropriate.

With the advent of the pandemic and virtual instruction in the spring of 2020, parents have been contacted through a variety of means to determine where examples of the digital divide exist. The Pennsville School District has purchased a number of “wifi hot spots” for distribution to families who need reliable internet access. That internet access is provided by the district through a combination of grants and local funds and families who qualify can pick up the hotspots or have them delivered. Technical support is available to them through the school district. These initiatives will allow the district to address issues of Instructional Equity and provide more opportunities for Synchronous vs. Asynchronous instruction.

As a result of the implementation of the Pennsville 2.0 initiative in previous years, families are aware that they can contact their school about any technology issues, including the need for a new device and system of replacement has been established to quickly rectify any issues.

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## 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 | <a href="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">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</a> |
|                               | Childcare, Schools, and Youth Programs   | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html</a>   |
|                               | People Who Are at Increased Risk for Severe Illness  | <a href="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">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</a>                       |
|                               | Considerations for Schools   | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a>   |
|                               | Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries                        | <a href="https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief">https://learningpolicyinstitute.org/product/reopening-schools-covid-19-brief</a>   |
| Critical Area of Operation #2 | ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance   | <a href="https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance">https://www.ashrae.org/about/news/2020/ashrae-offers-covid-19-building-readiness-reopening-guidance</a>   |
|                               | When and How to Wash Your Hands  | <a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>   |
| Critical Area of Operation #3 | Bullock announces phased approach to reopen Montana  | <a href="https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana">https://nbcmontana.com/news/coronavirus/bullock-announces-phased-approach-to-reopen-montana</a>   |
|                               | What Bus Transit Operators Need to Know About COVID-19   | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html">https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html</a>   |
| Critical Area of Operation #4 | Stop the Spread of Germs (Printable Poster)  | <a href="https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf">https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf</a>   |

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|  |  |   |
|--|--|---|
|  | Handwashing (Printable Posters)  | <a href="https://www.cdc.gov/handwashing/posters.html">https://www.cdc.gov/handwashing/posters.html</a>   |
| Critical Area of Operation #5                            | Communicable Disease Service   | <a href="https://www.nj.gov/health/cd/">https://www.nj.gov/health/cd/</a>   |
| <b>Section</b>   | <b>Title</b>   | <b>Link</b>   |
|  | COVID-19: Information for Schools  | <a href="https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml">https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml</a>   |
|  | Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19                  | <a href="https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf">https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf</a>                           |
|  | Guidance for Child Care Programs that Remain Open  | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html</a>                       |
|  | General Business Frequently Asked Questions  | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html">https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html</a>   |
| Critical Area of Operation #7                            | Guidance for Cleaning and Disinfecting   | <a href="https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf">https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf</a> |
|  | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)   | <a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>                           |
| Critical Area of Operation #8                            | EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)   | <a href="https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19">https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19</a>                           |
| Social-Emotional Learning and School Climate and Culture | A Trauma-Informed Approach to Teaching Through Coronavirus   | <a href="https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus">https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus</a>                               |
|  | CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community | <a href="https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf">https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf</a>         |
| Multi-Tiered Systems of Support (MTSS)                   | New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines   | <a href="https://www.nj.gov/education/njtss/guidelines.pdf">https://www.nj.gov/education/njtss/guidelines.pdf</a>   |
|  | RTI Action Network   | <a href="http://www.rtinetwork.org/">http://www.rtinetwork.org/</a>   |
|  | The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS   | <a href="https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf">https://challengingbehavior.cbcs.usf.edu/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf</a>   |

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| Wraparound Supports            | SHAPE  | <a href="http://www.schoolmentalhealth.org/SHAPE/">http://www.schoolmentalhealth.org/SHAPE/</a>   |
|                                | Child Care Resource and Referral Agencies                                  | <a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>   |
|                                | Coronavirus Resources for Mentoring  | <a href="https://nationalmentoringresourcecenter.org/">https://nationalmentoringresourcecenter.org/</a>   |
| <b>Section</b>                 | <b>Title</b>   | <b>Link</b>   |
| Food Service and Distribution  | Benefits of School Lunch   | <a href="https://frac.org/programs/national-school-lunch-program/benefits-school-lunch">https://frac.org/programs/national-school-lunch-program/benefits-school-lunch</a>   |
| Quality Child Care             | Child Care Resource and Referral Agencies                                  | <a href="https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx">https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx</a>   |
|                                | Division of Early Childhood Education                                      | <a href="https://www.nj.gov/education/ece/hs/agencies.htm">https://www.nj.gov/education/ece/hs/agencies.htm</a>   |
| <b>Leadership and Planning</b> |  |   |
| <b>Section</b>                 | <b>Title</b>   | <b>Link</b>   |
| Scheduling                     | New Jersey Specific Guidance for Schools and Districts                     | <a href="https://www.nj.gov/education/covid19/sped/guidance.shtml">https://www.nj.gov/education/covid19/sped/guidance.shtml</a>   |
| Staffing                       | Mentoring Guidance for COVID-19 Closures                                   | <a href="https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml</a>   |
|                                | Educator Evaluation During Extended School Closure as a Result of COVID-19 | <a href="https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml">https://www.nj.gov/education/covid19/teacherresources/eevaluation.shtml</a>   |
|                                | Performance Assessment Requirement for Certification COVID-19 Guidance     | <a href="https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml">https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml</a>   |
|                                | Educator Preparation Programs and Certification                            | <a href="https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml">https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml</a>   |
| Athletics                      | Executive Order No. 149  | <a href="http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf">http://d31hzhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf</a>   |
|                                | NJSIAA COVID-19 Updates  | <a href="https://www.njsiaa.org/njsiaa-covid-19-updates">https://www.njsiaa.org/njsiaa-covid-19-updates</a>   |
|                                | NJSIAA provides return-to-play guidelines – Phase 1                        | <a href="https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1">https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1</a>   |
|                                | Guidance for Opening up High School Athletics and Activities               | <a href="https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf">https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf</a> |
| <b>Policy and Funding</b>      |  |   |

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| <b>Section</b>  | <b>Title</b>  | <b>Link</b>   |
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| Elementary and Secondary School Emergency Relief Fund   | CARES Act Education Stabilization Fund  | <a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a>   |
|   | NJDOE EWEG  | <a href="https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx">https://njdoe.mtwtgms.org/NJDOEGMSWeb/logon.aspx</a>   |
| FEMA – Public Assistance  | Request for Public Assistance (RPA) Process   | <a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a>   |
| <b>Section</b>  | <b>Title</b>  | <b>Link</b>   |
| Purchasing  | New Jersey School Directory   | <a href="https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission">https://homerom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission</a> |
|   | NJSTART   | <a href="https://www.njstart.gov/bsol/">https://www.njstart.gov/bsol/</a>   |
|   | Division of Local Government Services   | <a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a>   |
|   | Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves     | <a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf</a>   |
|   | Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance                             | <a href="https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf">https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf</a>   |
| Costs and Contracting   | E-rate  | <a href="https://www.usac.org/e-rate/">https://www.usac.org/e-rate/</a>   |
|   | Technology for Education and Career (NJSBA TEC)   | <a href="https://www.njsba.org/services/school-technology/">https://www.njsba.org/services/school-technology/</a>   |
| <b>Continuity of Learning</b>   |   |   |
| <b>Section</b>  | <b>Title</b>  | <b>Link</b>   |
| Ensuring the Delivery of Special Education and Related Services to Students with Disabilities | IDEA  | <a href="https://sites.ed.gov/idea/">https://sites.ed.gov/idea/</a>   |
|   | Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020 | <a href="https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml">https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml</a>   |
| Technology and Connectivity   | Joint Statement of Education and Civil Rights Organizations   | <a href="https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-">https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-</a>   |

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|   | Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond | <a href="#">Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf</a>   |
| Curriculum, Instruction, and Assessment | Learning Acceleration Guide  | <a href="https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf">https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf</a>     |
|   | Mathematics: Focus by Grade Level  | <a href="https://achievethecore.org/category/774/mathematics-focus-by-grade-level">https://achievethecore.org/category/774/mathematics-focus-by-grade-level</a>                     |
|   | Teacher Resources for Remote Instruction   | <a href="https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml">https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml</a>             |
|   | NJDOE Virtual Professional Learning  | <a href="https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml">https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml</a>       |
| <b>Section</b>                          | <b>Title</b>   | <b>Link</b>   |
| Professional Learning                   | Distance Learning Resource Center  | <a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a>                               |
| Career and Technical Education (CTE)    | Communicable Disease Service   | <a href="https://www.nj.gov/health/cd/topics/covid2019_schools.shtml">https://www.nj.gov/health/cd/topics/covid2019_schools.shtml</a>   |
|   | Considerations for Schools   | <a href="https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html">https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html</a> |