

PINELANDS REGIONAL SCHOOL DISTRICT



Pandemic Management Plan **March 10, 2020 Updated May 20, 2020**

PINELANDS REGIONAL SCHOOL DISTRICT

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Thomas Williams

Bass River

PINELANDS REGIONAL SCHOOL DISTRICT

Administrative Team

Dr. Melissa McCooley
Superintendent

Gina Frasca
Assistant Superintendent

Nicholas Brown
Business Administrator

Karen Kenny
Director of Student Services

Erin Lichtenwalner
Director of Special Services

Troy Henderson
High School Principal

Eric Pschorr
Junior High Principal

Darren Hickman
High School Assistant Principal

Matthew Maleski
High School Assistant Principal

Amy Nass
High School Assistant Principal/Supervisor

Dr. Kimberly Clark
Junior High School Assistant Principal

William Sundermann
Supervisor of Athletics

Charles Morgan
District Supervisor

Karen Kenney
Director of School Based Youth Services

Mission/Vision Statement

Create a positive culture and space to encourage life-long, personalized learning opportunities for students, staff, families, and community members.

Belief Statements

 We believe that children learn best when they are engaged in authentic learning activities that have clear and challenging expectations.

 We believe children learn best when families, the community, and the school staff work together and are dedicated to providing a student-centered education.

 We believe that children learn best when their physical and emotional needs are met in a safe and challenging learning environment.

 We believe that a student-centered learning environment prepares a child to live a successful, productive, and meaningful life.

 We believe that a student-centered learning environment promotes continuous learning, global awareness, and character development.

 We believe the role of the community is to facilitate and provide opportunities and supports for students' pursuit of curricular and co-curricular endeavors.

 We believe the role of the students' families and community is to support the school and students in learning.

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INTRODUCTION -

Organizations across the Nation perform essential functions and services that may be adversely affected in the event of a natural or man-made disaster. In such events, organizations should have continuity plans to assist in the continuance of their essential functions. Continuing to perform essential functions and provide essential services is vital to an organization's ability to remain a viable entity during times of increased threats from all hazards, manmade or natural.

Since the threat to an organization's continuity of operations is great during a pandemic outbreak; it is important for organizations, in particular the Pinelands Regional School District, to have a Pandemic Management Plan in place to ensure it can carry out its essential functions and services.

While organizations may be forced to suspend some operations due to the severity of a pandemic outbreak, an effective Pandemic Management Plan can assist an organization in its efforts to remain operational, as well as strengthen the ability to resume operations.

This plan provides guidance to the Pinelands Regional School District and may serve as the plan for maintaining essential functions and services during an COVID-19 pandemic. This guidance neither replaces nor supersedes any current, approved Pinelands Regional School District continuity plan; rather it supplements it, bridging the gap between the traditional, all-hazards continuity planning and the specialized continuity planning required for a pandemic by addressing additional considerations, challenges, and elements specific to the dynamic nature of a pandemic.

This plan has been shared with all of the four sending districts, Bass River, Eagleswood, Little Egg Harbor, and Tuckerton, as well as the community at large on the Pinelands Regional School District [homepage](#).

[NJ Assembly No 3904](#)

BACKGROUND

The Center for Disease Control (CDC) is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in almost 70 locations internationally, including in the United States. The virus has been named “SARS-CoV-2” and the disease it causes has been named “coronavirus disease 2019” (abbreviated “COVID-19”).

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak a “public health emergency of international concern external icon” (PHEIC). On January 31, 2020, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation’s healthcare community in responding to COVID-19.

Source and Spread of the Virus

Coronaviruses are a large family of viruses that are common in people and many different species of animals, including camels, cattle, cats, and bats. Rarely, animal coronaviruses can infect people and then spread between people such as with MERS-CoV, SARS-CoV, and now with this new virus (named SARS-CoV-2).

The SARS-CoV-2 virus is a betacoronavirus, like MERS-CoV and SARS-CoV. All three of these viruses have their origins in bats. The sequences from U.S. patients are similar to the one that China initially posted, suggesting a likely single, recent emergence of this virus from an animal reservoir.

Early on, many of the patients at the epicenter of the outbreak in Wuhan, Hubei Province, China had some link to a large seafood and live animal market, suggesting animal-to-person spread. Later, a growing number of patients reportedly did not have exposure to animal markets, indicating person-to-person spread. Person-to-person spread was subsequently reported outside Hubei and in countries outside China, including in the United States.

Some international destinations now have apparent community spread with the virus that causes COVID-19, including in some parts of the United States. Community spread means some people have been infected and it is not known how or where they became exposed.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- People are thought to be most contagious when they are most symptomatic (the sickest).
- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

The response to and mitigation of the health and social consequences of a COVID-19 pandemic will take place at both state and local levels with the New Jersey Department of Health and Senior Services assuming the lead for the public health response.

Based on studies of past pandemics, the most effective approach seems to be when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: planning, coordination and evaluation; continuity of student learning and core operations; infection control policies and procedures; communications planning.

Timeline of Major COVID Related Events in New Jersey Education

March 5, 2020- [NJDOE Guidance Regarding Requirements for Public Health-Related School Closure](#)

March 13, 2020- [NJDOE Supplemental Guidance Regarding Requirements for Public Health-Related School Closure](#)

March 16, 2020- All New Jersey School Building Close due to COVID Pandemic

March 24, 2020- [New Jersey Cancels Statewide Student Assessments](#)

April 3, 2020- [Providing Special Education and Related Services to Students with Disabilities During Extended School Closures as a Result of COVID-19](#)

April 8, 2020- [Executive Orders Regarding State Assessment Requirements, Educator Evaluation, and April District Deadlines](#)

April 30, 2020- [U.S. Department of Education Waivers Granted Related to the COVID-19 Emergency](#)

April 30, 2020- [The CARES Act: Education Stabilization Fund](#)

May 5, 2020- All New Jersey School Buildings Close for the remainder of the school year. [Required Updates to District Public Health-Related School Closure Plans](#)

CONTINUITY OF OPERATIONS

Members of Pandemic Management Plan Leadership Team **PINELANDS REGIONAL SCHOOL DISTRICT WEBSITE**

<i>Name</i>	<i>Position</i>	<i>Contact Information</i>
Dr. Melissa McCooley, Ed. D.	Superintendent	(609) 296-3106 Ext. 3281 (office) (609) 703-8563 (cell)
Gina Frasca	Assistant Superintendent	(609) 296-3106 Ext. 2221 (office) (609) 339-6178 (cell)
Amanda Miller	Business Administrator	(609) 296-3106 Ext. 3451 (office) (609) 315-1646 (cell)
Betti Anne McVey	Board of Education President	(609) 713-2407 (cell)
Kelli Potopchuk Caitlyn Welsh Emily Baker	Lead School Nurse School Nurse School Nurse	(856) 357-7091 (cell) (609) 661-5963 (cell) (609) 276-2284 (cell)
Jen Crawford	Ocean County Board of Health, Supervisor of Communicable Disease Unit	(732) 341-9700 Ext. 7515 (office)
Michael Simoncini	Food Service Director Nutri-Serve Food Management, Inc	(609) 296-3106 Ext. 4496 (office) (609) 500-0279 (Cell)
Erin Lichtenwalner	Director of Special Education	(609) 296-1719 Ext. 1029 (office) (609) 515-3212 (cell)
Karen Kenny	Director of Guidance	(609) 296-3106 Ext. 2216 (office) (732) 267-2611 (cell)
Troy Henderson	High School Principal	(609) 296-3106 Ext. 2300 (office) (609) 207-8183 (cell)
Eric Pschorr	Junior High Principal	(609) 296-3106 Ext. 4401 (office) (732) 773-3744
John Bellone	Educational Facilities Manager	(609) 296-3106 Ext. 4429 (office) (609) 457-2616 (cell)
Bruce Stranahan	Custodial/Maintenance Supervisor	(609) 296-3106 Ext. 2238 (office) (609) 963-8224 (cell)
James Bond	Manager of Technology	(609) 296-3106 Ext. 4102 (office) (609) 226-4009 (cell)
Nicolas Talarico	Business Manager/Transportation	(609) 296-3106 Ext. 3285 (office) 609-857-4117 (office) (609) 432-7892 (cell)
Rita Law	LDTC- Out of District Placement Coordinator	(609) 296-3106 Ext. 2230
Sarah O'Toole	Clerk/Technical Assistant Free & Reduced Lunch Coordinator	(609) 296-1719 Ext. 1052 (609) 675-1808
Karen Maier	Nutri Serve Management Co.	(609) 386-8686 Ext.142

Patti Manzoni	General Manager Durham School Services	(609) 296-0400 (office) (609) 241-5824 (cell)
Tara Beams Ed. D	Acting Superintendent/CEO Monmouth Ocean Educational Services Commission	(732)-695-7800

Emergency Responders and Contact Information; [Emergency Dial 911](#)

<i>Responder</i>	<i>Position</i>	<i>Contact Information</i>
James Hawkins	Little Egg Harbor Chief of Police	
Daniel Ivancich	HS School Resource Officer/ LEH Patrolman	
Vincent J. Jones	OEM Director	(609) 407-6742
Stephanie Valenziano	Coordinator, Ocean County Traumatic Loss Coalition for Youth	(732) 544-4544 Ext. 514 (office)
Daniel E. Regenye	Ocean County Health Department Ocean County Public Health Coordinator	(732) 341-9700 Ext. 7201

[LETTER FROM OCEAN COUNTY HEALTH DEPARTMENT-](#)

[COVID-19 SCHOOL CONSULTATION CONCURRENCE](#)

**[DEPARTMENT OF EDUCATION CHECKLIST FOR EMERGENCY
PREPAREDNESS March 13, 2020](#)**

**[DEPARTMENT OF EDUCATION CHECKLIST FOR EMERGENCY
PREPAREDNESS May 20, 2020](#)**

Size, Location, and Use of Building

The Pinelands School District contains three (3) school buildings, and one Administration Building.

<i>Size of Facility</i>	<i>Location</i>	<i>Building Use</i>
3,600 SF	Administration Building	• Administration Building • Offices for Business, Facilities, Central Administration, Human Resources, Community Services
219,000 SF	Pinelands Regional High School Nugentown Road Little Egg Harbor, NJ 08087	• High School Grades 9-12
243,000 SF	Pinelands Regional Junior High School Nugentown Road Little Egg Harbor, NJ 08087	• Junior High School Grades 7 and 8
4,200 SF	Pinelands Regional Alternative School Nugentown Road Little Egg Harbor, NJ 08087	• Not occupied at this time.

Number of Staff and Students

This is the current number of students and staff normally present including after hours and visitors.

Pinelands Regional School District		
Daily Averages	School Hours	After Hours
Total Students	1,523	400 (Approx.)
Junior High Students	536	100 (Approx.)
High School Students	987	300 (Approx.)
Faculty/Staff	305	50 (Approx..)
Visitors	200 (Approx.)	500 (Varies according to event-can be much more than 500)
Total Population	2,023	950

***School populations based on best available estimates. Variations may occur daily as a result of absences, trips, activities and after-hours athletic events and activities.**

During a school closure, the Pinelands Regional High School will be used to house essential staff. Custodial/Maintenance Staff will maintain all buildings and grounds during any type of school closure.

Demographic Profile

Pinelands Regional School District			
	Junior High	High School	Total
Low Socio Economic (LSE) Students	222	351	573
Students with Disabilities	115	259	374
English Language Learners (ELL)	4	9	13
Homeless	4	4	8

Chain-of-Command to Carry Out Pandemic Management Plan

Chain of Command for District/Building Based Team

Primary: Dr. Melissa McCooley, Ed. D., Superintendent
(609) 296-3106 Ext. 3280 (office)
(609) 703-8563 (cell)

1st Back-Up: Gina Frasca, Assistant Superintendent
(609) 296- 3106 Ext. 2221 (office)
(609) 339-6178 (cell)

2nd Back-Up: Nicholas Brown, Business Administrator
(609) 296-3106 Ext. (office)
(609) 315-1646 (cell)

Jonathan Yates, Assistant School Business Administrator
(609) 296-3106 Ext. (office)
(609) 774-9492 (cell)

Information Technology

The Pinelands Regional School District Information Technology Department maintains a Disaster Recovery plan for all Educational Records and documents stored on district servers. Backup data storage will enable recovery of these documents and records in the event of a disaster.

Faculty have remote access to Google lesson plans, Gmail, Google Drive and Google Classroom, Zoom, as well as their Oncourse class webpages located on the District website.

ROLES AND RESPONSIBILITIES

Superintendent:

- Maintains authority over ALL pandemic or crisis management plans.
- Maintains protocol for personnel policies appropriate for both possible long and short term duration of pandemic absences.
- Plans for cross-training for "core" and "essential" jobs.
- Will promote faculty/staff physical and mental well-being.
- Communicates with the media and parents. Guides administration in the communication process.

School Business Administrator and Assistant Superintendent:

- Monitors and maintains the following departments prior to and during any emergency: Business Office/Payroll, Facilities (Buildings and Grounds), Food Service, and Transportation.
- Plans for cross-training for "core" and "essential" jobs.
- Assures clean and sanitized buses and drivers that are free of illness. Secures plans to transport ill students if necessary.
- Assures clean and sanitized buildings that are free of illness.
- Develops a continuing nutrition plan.

Assistant Superintendent and Director of Student Services:

- Maintains academics and student learning.
- Ensures that instructional materials aligned with the New Jersey Student Learning Standards will be made available and designed to support student learning for up to two weeks.
- Ensures hard copies of material are made available to those in need 7-12.
- Ensures on-line learning materials are made available 7-12.
- Provisions will be made for students who do not have access to a technology device or Internet at home.

Director of Special Education and Director of Student Services

- Identifies students' special needs
- Maintains a confidential roster
- Builds on current accommodations, modifications, and services

- Works with supervisors and teachers to ensure assignments are accessible by all students.
- Informs and trains adults as needed

Director of Buildings and Grounds:

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
 - Filling of soap and hand sanitizers
 - Ensuring all paper towel holders are filled and functioning at all times
 - Sweeping and wet mopping of all floors
 - Vacuuming of rugs
 - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
 - Cleaning and sanitizing of bathrooms - toilets, sinks, walls, floors
 - Cleaning and sanitizing of cafeterias - kitchen, tables, chairs, food lines
 - Cleaning of vents
- The Director of Buildings and Grounds with the assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.

Lead School Nurse and Assistant Nurses:

- [Nurse School Closure Work Plan](#)
- Coordinates with the Superintendent and School Business Administrator to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent, the school physician, and the County and State health officials.
- Monitors both student and staff absences, provides proactive health education, and assists the District in altering the pandemic management plan as necessary.
- Maintains a list of staff members with specialized training or skills (CPR, AED, First Aid, EPIPen, EMT, etc.) in the nurse's office. The list will be updated annually.
- Coordinates with parents regarding medication pick up.
- Complete monthly checks on AED Units.

Food Service Director:

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas. Ensures servers are free from illness.
- Provides a contingency for the continued provision of food for free and reduced breakfast and lunch students.
- Coordinates with Transportation Department for delivery of free and reduced student breakfast and lunch

General Education, Special Area and Special Education Teachers:

- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning, teachers will be expected to monitor their email and respond accordingly.
- Teachers will be responsible for replying to emails, grading work turned in electronically and providing feedback on work submitted.
- Keep a daily log of the tasks they worked on and approximate times each task took. Staff will be required to email a copy of their log to their direct administrator.

Building Administration:

- Reinforce student infection control procedures.
- Support and endorse nursing decisions.
- Monitor and report absences to the central office.
- Bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs.
- In the event of remote learning days, be available via Google Hangout for conferencing with the central office and the administrative team.

Administrative Support Staff:

- Reinforce infection control procedures.
- Respond to parent phone calls using [PRSD SCRIPT FOR COVID-19](#)
- Maintain a log or journal of all calls received
- Keep building administration informed

Student Equitable Access to Technology

Policy- 2631 Pinelands Regional School District Acceptable Use Policy

- It is our commitment to provide equitable access to learning for all of our students.
- Students in families with socio-economic hardships will continue to be monitored by their teachers, guidance staff, support staff, and administration, to ensure they have the proper supports and resources to learn remotely during the school building closure.
- Teachers will speak with all of their students to assess their access to at home devices and internet services. Teachers will differentiate and have hard copies available to students that do not have access.
- The district will be provided a personal electronic device (e.g. Chromebooks. Chromeboxes) to any student who needs a device to complete online work at home. The parent of any student who needs a device would contact their child's school to request a device or will be contacted by the child's school based on the technology access survey. The parent and child would complete the acceptable use agreement below in exchange for receiving the device. This information is on our district website and has been sent out to all parents.
- A record of all loaned devices shall be maintained by the Principal in conjunction with the IT department.
- Pinelands Regional School District technology staff will offer limited support for hardware, software and account-related issues on Remote Learning Days. Students/staff should email their questions or problems to helpdesk@prsdnj.org or use the Portal link <https://pinelands.on.spiceworks.com/portal>
- [Remote Learning Resource Website](#) for students and parents is available on the Pinelands Regional School District Website
- Additional devices needed to be purchased in early April 2020 in order to further support our student technology needs.
- Students will keep the device until they have reported back to school.
- In mid April, we found a need to purchase more chromebook devices for our students.
- We are committed to helping families gain access to adequate technology to participate in our Remote Learning and continue to deploy more and more devices to students.
- Because of this, we have purchased additional Chromebooks that are ready for deployment to any family that expresses a need.
- Staff was reminded to reach out to their building principal and the technology department as they become aware of a family that needs a device, a replacement device, or an additional device.
- The principals will coordinate the technology deployment and a device will be shipped directly to the students' home for minimal social contact. Also, we still have a few hotspots available for anyone without the Internet.

PINELANDS STUDENT HOME TECHNOLOGY NEEDS

PINELANDS COMPUTER STUDENT PARENT AGREEMENT

REMOTE LEARNING RESOURCES

FREE INTERNET

TECHNOLOGY DEVICES DEPLOYED 7-12 AS OF MAY 10, 2020

TRAINING

The following training shall be completed according to assignments and responsibilities:

Administration and All Staff

- Superintendent or designee will review the Pandemic Management Plan with the administrative staff.
- Administration will review the Pandemic Management Plan roles and responsibilities and send out to all staff.
- Administrators and supervisors will review the plans for Remote Learning, IEP/504 accommodations and modifications expectations as well as teacher, other staff, and student expectations for Remote Learning.
- Administrators and supervisors will communicate these expectations listed to all staff.
- Pinelands Administrative Team will continue to share the Pandemic Plan with the sending districts, Bass River, Eagleswood, Little Egg Harbor, and Tuckerton.
- Staff will have access to the Pandemic Plan on the Pinelands Website and through updates.
- Community members will have access to the Pandemic Plan on the Pinelands website.
- The Pinelands Regional Board of Education will continually be updated on any revisions to this plan. This plan will be reapproved at the Board of Education meeting on May20, 2020.

The Pinelands Regional Board of Education maintains the following policies related to Staff Emergency Training

Policy- 8420- Emergency and Crisis Situations

Business Operations

At all times, the Business Administrator shall be prepared to have a remote work plan available to run all key operations. The Business Administrator shall run a test of remote operations twice annually. In the event of the potential for a pandemic situation, all Business office staff will be directed to bring home their computers, chargers, passwords and a flash drive of any pertinent network files. The Business office operations will continue as follows:

Key Operation:	Remote Work Plan:
Payroll	The Business Administrator and Assistant Business Administrator will ensure that payroll operations can be run remotely from remote locations. CASA Payroll Services has been set up to allow VPN access from District

	issued computers . Both staff and payroll will have access to the District bank accounts via their District laptops only. The Business Administrator will set up mobile access for both staff to complete secondary verification to access the bank accounts. All payroll supporting reports are hosted and available via CASA's reporting site for printing upon the District re-opening. All staff will have access to copies of their pay stubs via the CASA employee portal. Paper statements for staff not enrolled in the portal will be mailed upon the District re-opening. If an employee requires a manual paycheck it will be mailed to the employee.
Accounts Payable/ Receivable	The Business Administrator and the Assistant Business Administrator will ensure that invoices can be entered remotely. The Assistant Business Administrator will continue to enter all invoices received via email and process any purchase orders as needed. The Business Administrator will hold off site a small amount of checks in the case that an emergency check needs to be written. The Business Administrator will also be able to process wire transfers remotely if the need arises. Any emergency payments will be discussed with the Superintendent of Schools prior to payment being made. All checks will be retroactively approved at the next Board of Education meeting. The Business Administrator will also continue to monitor cash flow as cash and physical check payments will not be received. The Business Administrator will request the Township make all tax payments in the case of a pandemic event.
Transportation	The Business Manager will maintain the Transportation Department with the Business

	Administrator in keeping the staff apprised of closings, openings, and needs for transporting students and meals.
Human Resources	The Assistant Superintendent and Human Resources Manager will have remote access to the HR portal to continue to conduct any HR needs.
Food Service	The Business Administrator and Food Service Director keep the Food Service Department abreast of potential closing and re-opening dates. The Food Services Director and Data Specialist will continue to process all required State reports and submissions through the SNEARs web based portal.

Facilities Operations

In an effort to augment our commitment to providing a safe and healthy environment for our students, staff and greater school community, ***the following enhanced cleaning procedures are currently in place to keep our students and staff healthy:***

- Increase the frequency of routine interior and exterior touch-point cleaning, including, but not limited to, cafeteria tables, door handles, panic bars, door pulls, doorknobs and counter tops.
- Increase the frequency of routine restroom cleaning of all touch points including, but not limited to, faucets, flushometers, door handles, door pulls, hand dryers and soap & sanitizer dispensers.
- Increase the frequency of extensive classroom cleaning of all touch points including, but not limited to, door handles, doorknobs, pull handles, desktops, tabletops, ledges, windowsills and chairs.
- All touch point cleaning is to be completed utilizing our Virucidal Disinfectant Cleaning Solution.
- Ensure all District buses are cleaned regularly with use of the antibacterial wipes.

General Cleaning Procedures:

Area: Classroom, Classroom Bathrooms, LGR, Teacher's Lounge

- Begin with fully supplied cleaning cart
- Look at the room top to bottom
- Check lights/ceiling tile/blinds
- Make a mental note to yourself to repair/replace light bulbs, ceiling tile the next day
- Any replacement/repairs you can't perform, put in writing to supervisor
- Start cleaning from ceiling to floor
- Empty trash cans, recycle as required / clean interior-exterior of cans, reline as needed
- Perform high dusting with correct feather dusters, work down from ceiling
- Clean whiteboard per teacher's instructions, wipe down trays with correct product

- Clean, disinfect sinks/toilets with correct products (daily)
- Clean, disinfect desks, tables, chairs, door handles with correct products (daily)
- Clean, dust, wipe down all vertical and horizontal surfaces with correct products, clean pencil sharpeners
- Clean glass
- Clean, vacuum all carpets
- Vacuum, dust mop floors (do not sweep into hallways)
- Damp mop floors with correct product
- Check, clean, refill all soap, paper, disinfectant dispensers
- Spray down everything in the room using the Virox Peroxide Based Disinfectant.
- Turn off lights, close door - go to next classroom
- End of shift, restock your cleaning cart for start of next day

Area: Kitchen, Kitchen Office

- Pick up mats as needed to clean floor
- Check, clean all soap and paper dispensers
- Dust with feather duster, wipe down all walls, hood vents, mobile carts
- Wipe down front of serving counter, door handles, all window glass
- Empty trash cans, recycle as required, clean interior-exterior of cans, reline as needed
- Clean, disinfect sinks with correct products
- Clean, dust, wipe down drink cases (glass) bottom rails and exterior of case
- Dry mop, wet mop floors with correct product
- Put mats back down

Area: Bathroom

- Check, clean all soap, paper bathroom dispensers
- Clean bathrooms as required with all correct products - towards the end of your shift
- Check all fixtures for water flow, loose parts. Report as needed to supervisor

Area: Hallways, Gym, Auditorium

- Check, clean all dispensers
- Check, replace ceiling tile, lights
- Dust mop, run machine over hallways with correct products (Gym, Auditorium - $\frac{2}{3}$ times a week)
- Check, clean all glass, door handles, radiator covers, ceiling, ceiling vents, walls, mats, corners of floor and water fountains

Area: Building/Grounds

- Pick up debris, empty trash cans, recycle as required, reline cans, sports fields, tennis court, playgrounds, check outside lights in your area
- Keep boiler room, custodian closets stocked with supplies, clean and free of debris at all times
- Inspect boilers every seven hours, fill in log books as required (seasonal)
- Put up, take down American and State flag daily

Daily/Monthly

- Become familiar with where the extinguishers are in your sections - inspect and sign the inspection card once a month (this is State required of schools)
- Checklists provided for your area to track different things that are needed/asked for

Good of the Entire School

- All doors must be locked/windows to secure the school day/night
- All lights MUST be turned off in any section of the school not in use
- All door handles must be wiped down, disinfected daily
- Use all products properly as specified by manufacturer's directions
- Save microfiber products for re-use

Office Cleaning Procedures

Daily Office Cleaning	Periodic Office Cleaning
Empty trash can/clean exterior/reline	Dust ceiling vents
Dust with synthetic/feather duster	Clean interior windows
Disinfect countertops	Clean vertical surfaces
Spot clean vertical & horizontal surfaces	Spray clean windows/glass surfaces
Spot clean glass	Vacuum upholstered furniture
Spot clean carpet	Clean whiteboards
Vacuum carpeting	Clean chairs
Dust & damp mop floor	Dust blinds
Check & refill all dispensers	Damp mop/wax tile floor

Infection Control Procedures:

"Recognize," "Respond," and Report"

Recognize Early

- Immediately report suspected COVID-19 cases to public health authorities.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

Surveillance and Epidemiology

- Schools will track the number absentees and specifically monitor for student and staff reporting signs and symptoms of COVID-19. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.

Transmission Containment

Measures should be undertaken to limit the spread of germs amongst students and staff. These include "social distancing" or "non-pharmaceutical interventions" and include the following:

- Increasing separation amongst students

- Hand, cough and sneeze hygiene
- Disinfection of contaminated surfaces

Quarantine

People who have been exposed to Coronavirus Disease (COVID-19) are at risk for contracting this illness and becoming sick themselves. Since people can be contagious up to 24 hours before showing signs and symptoms, it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.

Typically, it is health department officials who draft and enforce orders of quarantine. Because a COVID-19 outbreak is expected to be fairly widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the spread of infection to contacts is likely to be encouraged.

Work Quarantine

Some people, by virtue of their home or work situation, are unable to stay home for an extended quarantine. They may provide essential services. It is also possible that so many people will be exposed that home quarantine will be entirely impractical. These individuals can continue to work provided certain precautions are taken.

- Social distancing (see below)
- Respiratory protection (mask)
- Gloves
- Strict hand washing enforced
- Facility disinfection procedures

Mitigation Measures, Including Social Distancing

Implement prevention strategies to make the school environment conducive to good hygiene by:

- Reminding students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol-based hand rubs, paper towels, and sinks accessible.
- Reminding students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and lunchrooms and remind students and staff to dispose of used tissues in waste receptacles.
- Conducting frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.

Reduce the spread of the virus by identifying the Schools' responsibilities to the students and community:

- Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of COVID-19.
- Educate employees, students, and visitors on how to stop the spread of the virus. Notices containing information regarding hand hygiene, covering coughs and sneezes, and student

spacing should be placed around the schools. Fact sheets with this information should be distributed also.

- Established procedures for implementing containment measures (canceling sports events and other mass gatherings).
- Ensure adequate supplies of tissues, hand sanitizing gels, soap and water and cleaning supplies are available to students and staff.
- In collaboration with the Health Department, develop and implement support plans for “Student Health Centers” that will be designated to triage/evaluate and/or treat COVID-19 patients not requiring hospital care.

Student Spacing

Student spacing (social distancing) are non-medical measures intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Education on student spacing should be distributed to all staff, students and parents.

Student spacing strategies *may* include:

- Spacing students’ desks three (3) feet apart, in small pods or clusters.
- Discouraging prolonged congregation in hallways, lunch rooms etc.
- Limiting group activities and interaction between classes
- Canceling gym classes, choir or other school activities that place individuals in close proximity.

Managing Illness in Staff, Students or Visitors

- In collaborations with the local Health department, educate staff and students regarding symptoms of illness.
- If a person becomes ill, or if someone observes that another person is exhibiting symptoms of COVID-19 at work/school, make sure the ill person leaves the school as soon as possible.
- Encourage sick students and staff to stay home until they have been without fever for 24 hours to help prevent spreading illness to others.
- Invoke your school policy about staying home and returning to work/school.

In the Event of School Building Closure

Staff will be required to stay home in the affected schools

***Essential staff that will report include:**

Superintendent and administrative assistant

Assistant Superintendents and administrative assistant

Business Administrator and administrative assistant (working from home)

Building Administrators (in buildings not affected) and administrative assistant

Directors and Supervisors and administrative assistant(s)

Supervisor of Technology and administrative assistant

Technicians

Food Services Supervisor

Director of Buildings and Grounds

Director of Transportation and all assistants

Custodial Supervisor

Building and grounds and custodial staff (One or two at a time on a rotating basis)

All other staff that are from affected schools or have been in contact with others that are affected are required to self-quarantine at home for 14 days. Staff that are not exposed may work remotely from home or from their non-affected school.

*Any essential staff that report to affected schools will be asked to work remotely from home.

Transportation

In the extended school closure, as per the Department of Health and the Department of Education, no resident student of the Pinelands Regional School District will be transported to any school, including out of district schools, vocational schools, etc. Buses will be disinfected daily to prepare for students to return to school. The transportation jointure with Durham School Bus Services will assist with deployment of chromebooks when needed by helping deliver one to one devices for students, and replacing devices if they are malfunctioning. The busses will also help when delivering meals to students that do not have families that have the ability to pick up at the designated locations. Busses used to bring students to out of district placements will be used on an as needed basis.

REMOTE-LEARNING - **Continuance of Education Plan**

INSTRUCTION

***** As per Governor Murphy's April 16 1:00 address, all New Jersey Schools will continue to be closed until May 15, 2020. On Monday, May 5, 2020, as per Governor Murphy's Address, all New Jersey Schools will be closed for the remainder of the 2019-2020 school year.**

Our original date of school buildings closures was Monday, March 16, 2020.

Remote Learning Days

We believe that learning can take place anytime and anywhere. In the event of a pandemic, Remote Learning Days will allow our academic schedule to continue uninterrupted, which is vital to both short-term and long-term learning and success. These days will also enable us to take advantage of our investment in technology and will help students develop skills in independence and time management.

Goal: To implement an alternative instructional process that is flexible yet meets the standard for structured learning time so that school days missed for a pandemic crisis can be counted towards the required days of instruction for the calendar year. This requires several objectives and an understanding that this may look different at middle school and high school. Graduation requirements have been well established at this point of the school year, and twelfth grade student progress specific to graduation requirements will be monitored by guidance counselors throughout any closure.

Expectations:

- [Teacher Expectations](#)
- [Special Education Teacher Expectations](#)
- [ELL Teacher Expectations](#)
- [Guidance Counselor/S.A.C. Expectations](#)
- [Child Study Team Expectations](#)
- [SBYS Expectations](#)
- [Coaching Expectations](#)
- [Support Staff Expectations](#)
- [Technology Team Expectations](#)
- [Custodial Maintenance Expectations](#)
- [Parent Guidance for Remote Learning Days](#)
- [Tips to Create a Productive Home Learning Environment](#)
- [Student Expectations](#)

General Plan for Remote Learning Days

- Remote Learning Days are designed to reduce the impact and disruption to the school calendar and programs in the event of a pandemic emergency.
- On Remote Learning Days, students will be expected to logon to the school district website to access their teachers' Google Classrooms to retrieve grade level lessons that have been developed to support the appropriate coursework. New Jersey Student Learning Standards will drive these remote lessons. For those with no internet or computer access, hard copy work that is equivalent to

the online work will be available for pick up in the vestibules of the Pinelands Regional High School.

- Chromebooks will be provided to any student that needs a device at home for the duration of the closure.
- Technology support is in place for students that need it.
- The work assigned will outline daily expectations that serve as an extension to previous learning or bridge to new learning.
- All lessons will be differentiated to meet the individual needs of each learner of all grade levels, all ages, and for all content areas.
- A Remote Learning Day is a day that students and teachers stay home but it is a school day.
- Staff members will bring home their district issued device, with charging cable, each day going forward in case the need for a remote learning day occurs. Staff members will ensure they have access to any passwords they may need to get on Oncourse, Google Applications, etc.
- Any Remote Learning Day will be stated clearly via the district's automated notification by the Chief School Administrator.
- Students are required to engage in at least two hours of learning each Remote Learning Day, for a total of at least 10 hours per week.

General Procedures for Remote Learning Days

- Staff will be available according to their normal schedules via technology. This includes general education teachers, special education teachers, special area teachers, school counselors, school nurses, and Child Study Teams will be available for students and families to contact virtually, as needed.
- Staff will use Google Classroom to implement day by day lessons for their students.
- Staff will provide all of their students with Google Classroom codes so they can access lessons.
- Staff will provide the Google Classroom codes on their Oncourse Websites.
- Staff will be sure to update their Google Classroom on a daily basis, by 8 am, to reflect each new day's lesson.
- Staff will continue to submit lesson plans through Oncourse to reflect these remote lessons.
- Staff will continue to communicate with their students through Gmail and Google Classroom.
- Staff will continue to assess students' progress on the NJ Student Learning Standards that are relevant to the subject that they teach and record both formative and summative assessments in Oncourse.
- Staff will also be responsible to contact parents when students are not showing expected progress on the standards.
- Student needs related to established additional school supports (ELL, 504, IEP, I& RS) will have their work modified based upon their needs. This may include additional time and resources for these students during these remote learning days as well as upon their return to school.
- All students are expected to complete the assignments independently putting forth their personal best effort.

- On Remote Learning Days, the required coursework will be posted on each individual teacher's Google Classroom by 8 a.m.
- Students that do not have access to a device or internet at home may request paper copies of the lessons or a chromebook from the district.
- Students may be asked to complete a variety of learning tasks that include, but are not limited to:
 - Reading assignments (either digital or paper-based)
 - Writing Assignments
 - Research
 - Video assignments with accompanying assessments
 - Youtube/ or video based
- Teachers will provide detailed instructions about the assignments that will include the following information:
 - Learning goal
 - Activity
 - Assessment
 - Due dates of the assignments
- **Google Meets & Google Hangouts:** These online resources will be opened for everyone in the school district. Rather than using an outside platform, these video conferencing tools are now available for everyone. Please report any student that uses this platform in a manner considered inappropriate and the student will be blocked.
 - Google Meets [Tutorial](#)
 - Google Hangout [Tutorial](#)
- Students will be expected to work at a minimum of 10 hours a week based on the home instruction guidelines

Instructional Plans for Remote Learning Days

The teacher websites will link students to the Google Classroom of each teacher.

Planning Phase:

All of our teachers have already been trained to use Oncourse SIS and Google Applications including Google Classroom. Expert staff members will be helping out their colleagues as needed.

Teachers began preparing their remote learning plans on Monday March 9, 2020.

[Continuance of Education Planning Checklist to Provide Remote Learning for Health Related School Closures](#)

Grades 7-12 All Subject Areas:

Pinelands Regional Junior High School Staff Websites

Pinelands Regional High School Staff Websites

Students can find their teacher's Google Classroom Codes on their Oncourse Websites. Teachers can be communicated with via email if the students have questions.

Pinelands emails: flast@prsdnj.org

Taking Student Attendance: The Attendance Office will take attendance each day through Oncourse SIS. All students that interact with the Google Classroom each day will be counted as present. Students that can not participate in Remote Learning due to an illness should contact the [Attendance Office](#) and will be marked absent. If a teacher notices that students are not interacting with Google classroom in the first few days of Remote Learning, teachers will contact [Karen Kenny](#), Director of Student Services.

Students and parents are directed to contact the attendance office if they are too sick to participate in remote learning. The student will be marked absent in our Student Information System, Oncourse. The students would still be responsible for the assigned work, but would have additional day(s) to complete it.

During an extended school closure, if a student does not interact with a teacher's Google Classroom, the teacher will contact the parent/guardian and also the student's guidance counselor. If the guidance counselor is unable to reach the family, an Administrator will then make a home visit and/or the local police department for a well check.

In areas of promotion, retention, and graduation, the District will make every effort to work collaboratively with all stakeholders to eliminate any negative impacts on their academic plans. In fact, summer enrichment will be available online for all students as well as mental health support. An online google classroom will be established to enable any student the ability to make up any classroom assignments that may cause a failure in a course or for credit recovery. Any Senior that may be in jeopardy for graduation shall have meetings with Guidance Counselors, Teachers and the HS Principal to create a timeline of success. We are committed to having all of our Seniors graduate.

Credit Recovery: Credit recovery gives at-risk students who have failed a class, the opportunity to complete missing coursework, revise coursework, or retake a course in order to earn academic credit. Credit-recovery courses may be scheduled during normal school hours, after school, on vacation breaks, on-line, over the summer, or in alternate settings in order to meet the students' needs. Programs such as Edmentum's Ed Options will be utilized for credit recovery opportunities.

Staff Attendance: Teaching staff members that can not implement remote learning on a particular day

email the supervisor, and cc [Sue Schilling](#) in the district office.

Support Staff Attendance: Support staff members email the supervisor, and cc [Sue Schilling](#) in the district office if they can not perform their duties as directed by their supervisor.

More Specific Plans for Extension of Remote Learning through June 2020

Mission Statement: Create a positive culture and space to encourage life-long, personalized learning opportunities for students, staff, families, and community members.

Because this is our mission, each and every student is given personalized learning experiences in all classes. Our schedule from grades 7-12 in all subjects has given the teachers autonomy for flexibility when implementing remote learning for their students. All students learning paths are differentiated and tailored to their learning style. Some students need more teacher direction, others can work more independently.

Teachers continue to meet with their PLC for each subject and grade level to continue to address the NJSLS.

INSTRUCTION

Instruction- Students should be working for at least two- hours per day. Weekly assignments that have suggested timelines give students more flexibility when balancing five or six other courses. Allowing Fridays as a reflection/make-up/conference day has been effective for many teachers that have adopted this practice. Teacher Led Instruction can be recorded without students. If teachers record live lessons with students involved, they must make a statement at the beginning of the recording: “This lesson/ session/ class meeting is being recorded.” This will alert your students to the fact that this can be replayed by other students.

- [Motivating and Inspiring Students Webinar](#)
- [When a School Year Starts Twice](#)

Office Hours- Teachers and support staff are required to set a time each day they are available to meet with students or parents. This is posted on their Oncourse Website and on Google Classroom. The purpose of posting this time is to the teacher’s benefit, as it will assist with managing feedback and help needed by your students and/or parents.

Virtual Learning- All teachers will allocate periods of time each week to bring students together for virtual interactions or class meetings. Be sure your meetings are recorded (**And let the students that are present in these meetings know that this is being recorded by making a statement at the beginning of the recording and reminding the students that they will be included in the link- The first time you do this, you should remind the students who are not permitted to be photographed or taped not to use the video feature while participating**) and posted on Google Classrooms so that students can have flexibility accessing information if there are conflicts with scheduling. (We are trying to avoid making a schedule that everyone has to adhere to each day- because of this, conflicts **will occur** for students). Many of you have already set up daily or weekly Google Meets or Zoom sessions with your students. With whatever you decide to use, please make sure you are mindful of the steps you can take to properly secure

your meetings. Both programs have made updates promoting stronger security measures over the last week. Here is a [link](#) to a PDF created by Zoom that outlines best practices for securing your meetings.

Virtual Platforms- Google introduced the integration of Google Meet and Google Classroom. Teachers are now able to create a unique Google Meet link that can be added to the classroom. Students are unable to start a meeting and unless a teacher is currently in the meeting, they will be unable to join. [A screencast video can be found here walking through the process.](#)

Virtual Learning Sessions- All teachers have begun incorporating these virtual learning sessions into your plans. We recommend teachers begin recording their lessons and virtual sessions to provide continued flexibility to our students. We have asked teachers to **RECORD THEMSELVES SAYING THIS IN THE BEGINNING OF EACH SESSION**: “This session is being recorded. If you are not permitted to be photographed, do not use the video feature when participating.” Posting these links in your Google Classroom provides an additional layer of support for students and families supporting their children’s remote learning. Online instruction may be delivered asynchronously. Asynchronous instruction will provide students and their families the flexibility to design schedules to meet their needs, as instruction may be accessed at any time. Asynchronous instruction also allows the student to pause and review at their own pace. Again, the goal is to work smarter not harder--the key here is to collaborate with your department to design and record lessons that can be shared and accessed by any student who is ready for that standard or lesson

GRADE LEVEL SUBJECT ONLINE RESOURCES AND OTHER SUPPORTS TO PROVIDE DIFFERENTIATION AND TO MAXIMIZE STUDENT GROWTH

***All grade level ELA and Math use Link It Common Benchmark Assessments**

JUNIOR HIGH INTERVENTIONS

Grade Level	Subject Online Supports
7	ELA- Pearson My Perspectives, Study Island, Exact Path, Just Words, Independent Reading Math- Pearson, Edulastic, Study Island, Exact Path Khan Academy Social Studies-Study.com, DBQ Project Science- Legends of Learning Khan Academy, Nearpod
8	ELA- Pearson My Perspectives, Study Island, Exact Path, Just Words, Independent Reading Math- Pearson, Edulastic, Study Island, Exact Path Khan Academy Social Studies-Study.com, DBQ Project Science- Legends of Learning Khan Academy, Nearpod
9	ELA- Pearson, Exact Path, Albert io, Freckle, Independent Reading Math-Edulastic, Exact Path, Khan Academy, Albert io Social Studies- Albert io, DBQ Project Science- Albert io

10	ELA- Pearson, Exact Path, Albert io, Freckle, Independent Reading Math-Edulastic, Exact Path, Khan Academy, Albert io Social Studies- Albert io, DBQ Project, AP Classroom Science- Albert io, AP Classroom
11	ELA- Pearson, Exact Path, Albert io, Freckle Independent Reading Math-Edulastic, Exact Path, Khan Academy, Albert io Social Studies- Albert io, DBQ Project Science- Albert io, AP Classroom
12	ELA- Pearson, Exact Path, Albert io, Freckle, Independent Reading, AP Classroom Math-Edulastic, Exact Path, Khan Academy, Albert io, AP Classroom Social Studies- Albert io, DBQ Project, AP Classroom Science- Albert io, Khan Academy, Nearpod, AP Classroom

OTHER REMOTE LEARNING RESOURCES

ENGLISH LANGUAGE LEARNERS

English Language Learners- Assignments will be modified and individualized for ELL students. The ELL teacher will provide support in her Google classroom to meet these individual student needs. She will also support her colleagues in providing guidance for ELL students in the content areas. The ELL teacher will be available through Gmail during a school closure.

ESL and bilingual education to meet the needs of English Language Learners (ELLs)- Because we have fewer than 20 ELLs of the same language group, Pinelands is not required to provide bilingual education. However, we provide ESL instruction daily and Spanish support in content classes when possible.

Communication with ELL families including translated materials and directions- The English Language Learner Teacher provides communication to her ELL students. Communication with Spanish-speaking parents regarding academic expectations for their children is done in Spanish through the ESL teacher. Communication with parents from language groups other than Spanish regarding academic expectations for their children is done in English through the ESL teacher. The ESL teacher is the designated contact person for families' questions regarding aspects of remote learning such as access to technology. The ESL teacher is also a contact person for content teachers and guidance counselors of ELLs, providing Spanish-translations of academic materials and assignment directions when necessary.

All district correspondence is translated on a case-by-case basis to each individual family.

Alternate methods of instruction, differentiation, access to technology and strategies to troubleshoot ELL access challenges- The district initially provides hard copy materials for students without immediate access to technology. Once students receive their district-issued chrome books, the ESL teacher contacts home with website links and phone numbers to English or Spanish-speaking customer service regarding

free internet access. While working online in Google Classroom, students receive various forms of support from the ESL teacher in their content classes in addition to their daily period of ESL. Examples include: "Aprendizaje Remoto" lessons in the content areas for Spanish-speaking newcomers (Entering level) with L1 support; modified lessons in the content areas for Beginning and Developing level students; one-on-one academic support for all proficiency levels through email, phone calls, and Google Meets; assistance with scheduling and time management; frequent communication between ESL teacher, content area teachers, guidance counselors, students, and families.

SPECIAL EDUCATION GUIDANCE AND PROCEDURES FOR CHILD STUDY TEAM AND RELATED SERVICES

UPDATED LEHSD Special Education Information for Students and Staff

Child Study Team & Related Service Provider Expectations

Special Education - Properly leveled assignments can be found on the website, teacher created virtual sites, as well as independent packets & work based on IEP goals and objectives. Specialized Online Programs will be utilized, as well, at the teacher's discretion. Instruction should be tailored to the student's individual needs in a most appropriate method for remote learning. Appropriate Accommodations and Modifications will be made for students based on their IEP and individual needs in all classes. Make time for 1:1 or small group instruction or instructional "check in's" 2-3x/week per student - also making sure assignments and expectations are modified.

Based on current guidance related to the education of students with disabilities during COVID-19 school closures, special education and related services will be provided "to the most appropriate extent possible while students are away from their schools/programs" (NJDOE, March 2020). Furthermore, "the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically" (USDOE, March 2020) to the extent that it is safe, practicable and ethical in light of the circumstances with the anticipation that parents/guardians will cooperate and participate as needed.

Students with disabilities will be delivered remote/virtual instruction as well as related services, as outlined in their Individualized Education Plan, to the greatest extent possible. Special Education Teachers will level and differentiate assignments and distribute those assignments via teacher websites, virtual sites and any other platform deemed appropriate by the teacher that is accessible by the student. Teachers have created and will continue to deliver individual and small group instruction to students with disabilities 2-3 days a week, in addition to the whole group instruction being provided. Appropriate accommodations and modifications will be made for students based on their Individual Education Plans and needs in all classes.

Teachers will document student participation in instructional times, as well as completion of assignments measuring student progress towards their grade-level standards as well as Individual Education Plan Goals. Special Education Administrators, Lead Teachers, Child Study Team Members, Related Service Providers and/or Teachers will consult with General Education Teachers to ensure students are able to access and

complete their work and that assignments and expectations are differentiated based on the individual needs. Child Study Team members will communicate with parents, I&RS Team members, and teachers to continue to support at-risk students during the school closure.

Child Study Teams and Related Service Providers will continue to utilize their district-issued device, communicating with the administration and/or technology department any needs that may arise. They will continue to be responsible for accessing Oncourse and any other online or virtual platform from home. If any student files are taken out of the building, staff members must sign out the file with the CST secretary.

CST & Related Service Providers will be available each instructional day from 8:15am-3:15pm. They will communicate with staff and parents virtually using the school/district online platform or communication methods. CST and Related Service Providers will check in with the teachers on their caseload, at minimum, once a week. They will also check in with families and students on their caseload frequently to ensure services are implemented in accordance with the IEPs to the greatest extent possible. CST and Related Service Providers will continue to document communication with teachers, students and families in a remote log.

CST & Related Service Providers will use email and any available school/district online platform and resources to provide distance supports, as needed. They will read and respond to emails each hour during the instructional time window. They will complete all required reports, IEPs and paperwork during the school days.

Communication - You may expect and continue to communicate with your child's teacher and/or the supervisor of special services via the normal channels of email. Note: Sick children will be reported to school via email.

Written notification and invitations to meetings will be sent to parents electronically. Secretaries and Child Study Team Members will follow up with phone calls to ensure parents and guardians received the written notification. All required meetings, including Annual Reviews, Initial Identification, Re-Evaluation Planning, IEP Revision, and Eligibility Meetings will be conducted virtually through an online platform such as Google Meet. All paperwork will be shared with parents electronically, via email, at the conclusion of the meeting. Parents who require a hard copy will get one mailed to them, at their request. Child Study Team Members will verbally communicate evaluation plans during the meetings, as well as provide written documentation that clearly outlines the evaluation plans. This will include the portions of the evaluations to be completed remotely as well as those that will need to be completed when school commences. Child Study Teams will stay within the guidelines of IDEA for timelines, to the greatest extent possible. If there is a delay with eligibility, Teams will err on the side of supports for the children, documenting and communicating a plan to evaluate the most appropriate services for students once school commences. This plan includes children exiting Early Intervention during the school closure.

Related Services-

Related Services will continue to be provided through electronic communications, virtual, remote or other online platforms, as appropriate and as required by the student's IEP, to the greatest extent possible. Related Services will be delivered through a digital platform and may provide services individually or in a small group for designated services. Additionally, the Districts recognize that teleservices may not be effective for all students and/or services. In these cases, the Related Service Provider(s) may opt to disseminate effective resources in lieu of teleservices. Related Service Providers will document services offered, services provided, and student progress towards their Individual Education Plan Goals and Objectives.

Out of District Placements-

Mrs. Susan Smith, LDTC will be the liaison for Out of District Placements. She will communicate with all providers and be sure that students continue to receive the proper services in the event of school closures. If Pinelands Regional School District is closed and the Out- of District Placement is still open, Mrs. Smith will coordinate with the Out of District provider and the transportation coordinator to be sure the student receives services. Mrs. Smith will also inform the vendor of school closing and the parents and students that are placed out of the district about the reopening of our district. Mrs. Smith will keep a log of updates from Out of District Placements.

Compensatory Services-

Some instruction/services shall be consistent with the student's Individualized Education Plan Program (IEP) to the most appropriate extent possible. Districts should talk to parents, who are key members of the IEP team, and help them consider how they may best ensure that students with disabilities have the necessary supports, including medical supports, in place during a public health-related school closure. Consultation with the parents should explore how students with disabilities will gain equitable access to home instruction. This is a temporary situation, and districts must offer special education services to the most appropriate extent possible while students are away from their schools/programs. IEP teams may need to consider compensatory services when students return to school and IEPs may need to be adjusted accordingly. The IEP team should determine the amount of compensatory related services students with IEPs may require, on a case-by-case basis, when school resumes.

Paraprofessional Responsibilities-

Paraprofessionals are required to:

- Check in with teachers on a daily basis.
- Participate in activities provided by the teacher, with their students on a 3:1, 2:1 or 1:1 basis 1-2 times a day virtually.
- Follow schedule and outlined responsibilities given to them by their cooperating teacher
 - Participating in group activities and/or participating in activities between teacher and their student(s), and/or working 1:1 or in a small group with students to support them in completing activities and/or assignments

- Assist the teacher and students in any way needed, within their capabilities
- Participate in any meetings scheduled with administrators.

Assisting the Special Needs Population

Special needs populations present particular challenges to emergency and crisis planners. Planning considerations should address the needs of students and staff with hearing, mobility, sight or other physical or health impairments. Other groups that may need special considerations include non-English speaking students and students within specific age ranges that have specific requirements.

1. Emergency Tool Boxes shall contain lists of students along with any alerts that may need to be addressed during an emergency.
2. Pinelands Regional School District maintains a **Nursing Services Plan** which shall also include a description of how nursing services will be provided in emergency situations, detailed nursing assignments sufficient to provide the services to pupils.

Students that are medically fragile- Both teachers and nurses will check in on medically fragile students each day.

The Pinelands Regional School District Board of Education maintains the following policies related to assisting the special needs population:

[Policy- 5307- Nursing Services Plan](#)

Title 1/ Basic Skills

The Junior High and High School Intervention Team will continue to support and check in with our Tier 2 and Tier 3 students in both the Junior high and High School. NJ MTSSS will continue to be implemented to further support our targeted students. Since the Junior High is a Targeted Assistance School, we will continue to provide two types of instructional support: FEV Tutoring and Teacher Tutoring. Targeted students will be notified that they will be able to continue with FEV Tutoring in both Math and ELA. Several teachers will monitor these students on their progress. We will also continue with Teacher tutoring. Students will be assigned to a tutor that is a Pinelands Staff member that can work with them to support their Remote Learning.

ASSESSMENT

End of MP 3 Grading and MP 4 Grading and Assessment- As mentioned in our previous memo dated [April 8, 2020](#), multiple considerations including and especially the hardships placed on many of our at-risk students during these unprecedented times led to the decision to be sure there are **no grades in the grade book lower than a 50% for MP 3**. At Risk students are defined as all of the Special Education, Title 1, Basic Skills, I & RS, ELL, and 504 students in Oncourse. These students are already tagged in the Oncourse Gradebooks.

Teachers were encouraged to extend this intervention to ALL of their students for the Third Marking Period, you have full administrative support to do so.

******This intervention will extend to ALL students in the Fourth Marking Period.***

All teachers will be given additional professional development and guidance to promote growth and assessment for the fourth Marking Period. We ask our teachers to keep in mind “What Really Matters.” Come up with a list of learning targets aligned to the NJSLs for the entire Fourth Quarter and provide this to the students through the Google Classroom in the first week of the fourth Marking Period. This will provide clarity for students and also a way to track students’ progress throughout the marking period.

- [Best assessment Practices](#)

Required Graduation Assessments- All NJSLA were cancelled for the 2019-2020 school year. This included all English Language Arts assessments for grades 7 through 10 and Math assessments, including Grade 7 Math, Grade 8 Math, Algebra 1, Geometry, and Algebra 2. **The 8th grade NJSLA- S (Science) in Grade 8 and 11 were also cancelled for the 2019-2020 school year.** During this school building closure, other high school graduation assessments such as the SAT, Accuplacer, and ASVAB assessments have also been cancelled. All students that were previously working on the High School Portfolio Assessment were given an automatic waiver for this graduation pathway for the 2019- 2020 school year. This included four students in English Language Arts, and ten students for mathematics.

Fall Diagnostic Assessments- Diagnostic assessments for grades 7-12 in mathematics and ELA will be administered at the beginning of the 2020-2021 school year. These assessments will be administered through the Link It platform and will be common for each grade level and course. These assessments will be implemented in early fall, however, should schools or systems need an extended assessment window due to a delayed entry of students into the schools, this can be accommodated. Results from these assessments will be electronically available to educators immediately after the administration. This fall assessment data will also serve as a baseline for the teaching staff and the departments to set ambitious and achievable student growth objectives for the 2020-2021 school year. This data will also inform teachers of starting points, as well as any deficiencies in the NJSLs from the remote learning period. This data will also provide one measure of achievement to both the Junior High and High School Intervention Team, as well as the both Child Study Teams.

Other Assessments- Teachers in content areas such as English Language Arts, mathematics, Science, and Social Studies continue to give standards based assessments that are modified for remote learning. Physical Education and Health classes are still assessed based on NJSLs standards with a greater focus on physical and mental wellness. Elective courses are using portfolio assessments, as well as choice board activities to meet the learning targets for their course.

Rubrics- Teachers will be using a holistic rubric for the entire Fourth Marking Period-They will ask, What will your students need to be able to know/do to get an A in your class? What will your students be able to know/do to get a B in your class? (And so on.) Rubrics should also be used to provide additional clarity for all learning targets.

- [Creating Rubrics in Google Classroom\(Video\)](#)

MEETING AGE APPROPRIATE NEEDS AND DIFFERENTIATION

Junior High School- Grades 7 and 8

Students in grades 7 and 8 need additional support with remote learning than the high school students. Some students can work at their own pace and check in with their teacher to review feedback and progress.

The majority of the students in grades 7 and 8 will need more virtual support from school personnel.

At-risk populations such as Special Education, English Language Learners, Title 1/ Basic Skills Students, 504, and I&RS students have teams of staff that provide additional support. Most at risk students have multiple teachers in each class which allows for more daily virtual check-ins and one on one mentoring. Guidance staff, Child Study Teams, School Based Youth Services, and the Junior High Intervention Team work together to support the individual student.

Research, including an NWEA simulation, indicates that, at least in grades 3-8, students in earlier grades will experience more of a negative impact when learning stops or slows down than students in later grades, with the caveat that this fact is for the average student. Since the Pinelands Regional School District is made up of students grades 7-12, we are cognizant that students in the Junior High (Grades 7 and 8) are given additional support with remote learning.

Students with disabilities will continue to adhere to the Individual Education Plan with the support of their teachers and Case Managers,

At-risk students have individualized Action Plans that continue to be in effect throughout remote learning.

Each week, the Junior High Intervention Team, which is made up of basic skills teachers, the principal, the assistant principal, guidance staff and Child Study Team members assemble through a zoom conference each week. These conferences focus on the discussion of best practices of remote learning, as well as discussing the individualized needs of specific students that struggle with remote learning. As we move from this temporary school closure, to the extended school closure, the 7th and 8th grade teachers are transitioning from pushing out weekly assignments for all 6 subjects, to “A Subject a Day” model. This is something being implemented on a case by case basis with flexibility embedded into the practice.

Other differentiation interventions include the following: Daily parent calls/ check-ins, Student calls or texts with to-do lists daily, Weekly to-do lists with due dates weekly based on due date or importance, Teacher examples/models, Choice boards, Google Hangouts, Google Meets, Zoom meetings, Facetime check-ins, positive emails or phone calls of encouragement, checking in for the whole week, recorded lessons to post to review on their time or w/ me in small group, alternative/modified assignment based on students needs, RTI Action Plans, 504 or IEPs, enrichment opportunities for those who request it, individual and small group Google Meets, reference sheets, simplified notes, video recorded examples, chunking assignments, check-ins via phone, email, and meets, some students have set check-ins for the week, reduced and modified work one subject a day, emailed daily checklists, frequent feedback, positive

parent contacts, teacher mentors for certain students - this rotates weekly, sharing a calendar of assignments.

More synchronistic instruction is available for grades 7 and 8, and a lower teacher student ratio allows for more one on one instruction in basic skills, Title 1, Special Education, English Language Learner, 504, and I&RS students: Assign work "One Subject per Day," No grade lower than 50%, Mentors assigned for check-ins, Modify lessons/amount of work, Choice /assignments, Include games and competitions, provide Google Meets for individual needs and/or small group, provide notes and videos for remediation, frequent, specific feedback, support from guidance staff, school based youth services, counselors, administration, and weekly parental contact.

The lowest performing students, Tier 2 and Tier 3 are provided with as much virtual instruction as possible. Response to Intervention strategies continue to be implemented through remote learning platforms. Further, research on distance learning suggests that at-risk, low-performing students are the population most likely to be negatively impacted by online schooling, meaning these students should have in-person instruction prioritized for them.

High School- Grade 9-12

At the high school, grade 9 through 12, students are given more flexibility to work at their own pace and check in with their teachers when needed. They are encouraged to engage in each teacher's google classroom each day, to attend virtual class sessions, and to review videos and other resources provided independently.

At- risk high school students are also supported with teams of teachers and support staff to aid in the continuation of meeting graduation requirements.

The HighSchool Intervention Team continues to meet once a week via zoom to discuss our Tier 2 and Tier 3 students. We discuss each individual student and check in with them to increase support. Response to Intervention strategies continue to be employed through the remote learning platforms.

Other differentiation interventions include the following: Daily parent calls/ check-ins, Student calls or texts with to-do lists daily, Weekly to-do lists with due dates weekly based on due date or importance, Teacher examples/models, Choice boards, Google Hangouts, Google Meets, Zoom meetings, Facetime check-ins, positive emails or phone calls of encouragement, checking in for the whole week, recorded lessons to post to review on their time or w/ me in small group, alternative/modified assignment based on students needs, RTI Action Plans, 504 or IEPs, enrichment opportunities for those who request it, individual and small group Google Meets, reference sheets, simplified notes, video recorded examples, chunking assignments, check-ins via phone, email, and meets, some students have set check-ins for the week, reduced and modified work one subject a day, emailed daily checklists, frequent feedback, positive parent contacts, teacher mentors for certain students - this rotates weekly, sharing a calendar of assignments.

Special Education, English Language Learners, 504, Basic Skills, and I& RS students have IEPs and individual Action Plans.

For our high achieving students, we continue to provide support and guidance to our high school advanced placement students. Many of our high school students are enrolled in Advanced Placement courses. We have 195 Advanced Placement Students that will be taking 465 Examinations between May 11, 2020 through May 22, 2020. Pinelands has always taken great pride in our AP Program. This year, because of the school building closure, all Advanced Placement Examinations will be taken at home.

Advanced Placement Exams at Home

ABOUT THE AT HOME AP EXAMS

AP EXAM WALKTHROUGH

[Updates for AP Students and Schools Affected by Coronavirus](#) website including: [2020 Exam Schedule](#) | [Course Specific Information](#)

[2020 AP Testing Guide](#) | [2020 AP Exam Day Checklist](#)

[Exam day experience](#) including a [testing demo](#) to confirm technical readiness and simulate taking the exam, the [AP 2020 Exam Walkthrough](#) video, and [submission guidelines](#)

Unique aspects of the [2020 AP World Languages and Culture](#) exams

[Exam security/test day protocols](#)

[Course specific references and guides](#) and best practices for [using resources and class notes during open book/open note exams](#) and a video on [The Rules](#)

SOCIAL EMOTIONAL SUPPORTS

Now more than ever, it is evident that schools play a critical role in the overall whole-child development process and quality of life for families. Research makes it clear that, compared to adults, children are more vulnerable to the emotional impact of traumatic events that disrupt their daily lives. Considerations for students with special needs, those who have a history of trauma, are broad and overarching.

Social Emotional Learning- Students cannot learn if their basic needs are not met. Unfortunately, we have many students in our community that are living in unstable environments, and during this crisis, they do not have an escape from daily trauma that occurs in the home. We would be remiss if we did not continue to support our students' social emotional learning needs as we move to the extended school closure for the remainder of the school year.

Here are two professional development opportunities that can help teachers and support staff support students with SEL-

- [Four Core Priorities for Trauma-Informed Distance Learning](#)
- [Virtual Instruction with a Social Emotional Learning Lens](#)

Guidance/Student Services -The Pinelands Regional Student Services Department offers a variety of counseling services to students and their families. Personal, career and educational counseling as well as substance abuse awareness, intervention and educational programs are an integral part of the

district wide student services curriculum. Guidance Staff will be available via Gmail during a school closure.

Wildcat Wellness- As we continue to support our students during this health crisis, staff wellness is also our priority. Staff is participating in ***Wildcat Wellness*** activities and we encourage them to continue to take care of themselves. To further support our Wildcat Staff, if you are interested in telecounseling for your own well-being and mental health support while enduring this health crisis, Mr. Thomas Hand, Mental Health Specialist, is available to provide this service. Tom is a Licensed Professional Counselor and also a Licensed Clinical Alcohol and Drug Counselor. Staff can call Mr. Hand directly. Administration WILL NOT be informed of who calls and what is discussed. This will be strictly confidential!

PROFESSIONAL DEVELOPMENT

On-going Professional Development~ We want to continue to provide Professional Development to teachers that can help support them during this time. Please take advantage of any of the aforementioned links in this memo for additional support. In order to identify potential future PD topics and programs, we ask that you fill out [this survey](#) at your earliest convenience. Our goal is to provide optional webinars to teachers, by teachers, each week to help during this time.

Professional Team Virtual Sessions~

Again, many of the professional teams, Guidance, CST, Intervention, Special Education, SBYS, Departments, PLCs, amongst other groups, have been setting up virtual sessions to connect with each other during the first four weeks of Remote Learning. If you have not already done so, please consider using virtual meetings to stay connected with your colleagues and professional teams. Supporting each other during this next phase of remote learning is vital to our collective success.

Weekly Professional Development Opportunities-

May 1, 2020-Edmentum- Exact Path Support

May 7, 2020- Edmentum- Exact Path Support

May 14, 2020- Just Words Support (Each Thursday for two hours for 6 Weeks)

May 14, 2020- Albert io

May 21, 2020 Anxiety 101

May 29, 2020 Resiliency Training

June 4, 2020 Grading and Assessment

June 11, 2020 Grading and Assessment

Access to Resources & Support- Teachers are directed to utilize the [Pinelands Remote Learning Resources](#). Valuable resources are being added on a daily basis as staff members reach out with suggestions. We also have a link Remote Learning Resources on our [PRSD](#) website page to provide additional distance learning support for parents and guardians. We share this website link with parents if questions arise.

EQUITABLE ACCESS

Technology Support-

Pinelands Regional School District technology staff will offer limited support for hardware, software and account-related issues on Remote Learning Days. Students/staff should email their questions or problems to helpdesk@prsdnj.org or use the Portal link <https://pinelands.on.spiceworks.com/portal>

Student Technology- We are committed to helping families gain access to adequate technology to participate in our Remote Learning and continue to deploy more and more devices to students. Because of this, we have purchased additional Chromebooks that are ready for deployment to any family that expresses a need. If you are aware of a family that needs a device, a replacement device, or an additional device please contact your principal. The principals will coordinate the technology deployment and a device will be shipped directly to the students' home for minimal social contact. Also, we still have a few hotspots available for anyone without the Internet.

Students who have technical issues that prevent them from completing their work-

- If there is an unforeseen circumstance that prevents students from accessing their assigned work, students and parents should contact the teachers immediately, as well as the Technology Department. Parents/guardians can make arrangements to sign out a chromebook or pick up available hard copy packets of work that are available at the Pinelands High School's vestibule. Contact the main office for details.

As a proactive measure, in the event Pinelands Regional School was proactive in preparing for a possible school building closure to prevent communicable disease transmission. In early March, a [Technology Accessibility Survey](#) was disseminated to families to determine the technological needs of our students in order to provide options in the event of a long term school closure. The information provided in this survey was shared with Pinelands Regional School District Administration. If parents indicate through the survey that their child does not have access to a dedicated device or WiFi at home, Pinelands School District Administration will contact them to clarify their student's technology needs and better plan access for all students. We will leverage the learning platforms and tools that we have available to deliver the most appropriate content under the potential circumstances and extended school closure. Options may include borrowing a Chromebook ([agreement will be signed](#)) or picking up a hard copy packet of work that is mirroring the on-line assignments.

Accommodations will be provided for assignments by the special education teacher based on students' Individualized Educational Plan. Related services will share general strategies to implement at home and will be available via email or to assist parents.

REMOTE LEARNING RESOURCES SHARED DOCUMENT

SUMMER PROGRAMMING

Extended School Year for Students with Disabilities

The Individual Education Plan Team shall make an individual determination regarding the need for an extended school year program. An extended school year program will be provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lowered level functioning and recoupment cannot be expected in a reasonable length of time. The Individual Education Plan Team shall consider all relevant factors in determining the need for an extended school year. The district Board of Education shall not limit extended school year services to a particular categories of disability or limit the type, amount, or duration of those services.

The Pinelands Regional School District will provide Extended School Year to those students eligible for this program through a virtual platform, unless otherwise directed by the New Jersey Department of Education. Instruction and Related Services will be delivered in accordance with the student's Individual Education Plan, to the greatest extent possible.

The Extended School Year Program will run from July 6, 2020 to August 6, 2020, Monday through Thursday from 8am - 12pm. Classes will be formed in accordance with N.J.A.C. 6A:14-4.6 & 4.7. Appropriately certified teachers will be assigned a class and will develop assignments to be delivered virtually. The Special Education Teacher will tailor instruction to the student's individual needs in a most appropriate method for remote learning. Appropriate Accommodations and Modifications will be made for students based on their IEP and individual needs.

Related Services will be provided virtually during the Extended School Year Program, to the greatest extent possible. Paraprofessional support will be provided to students who are identified as needing such supports, as outlined in their Individual Education Plan.

Special Education Teachers will work with Related Service Providers, Paraprofessionals, and families to create a schedule for whole group activities, small group and/or individual activities. Teachers and Service Providers will document student participation in activities as well as completion of assignments. Data will also be collected on student progress towards their IEP goals and objectives.

Title 1 Extended Learning for Summer

For the Summer of 2020, students identified as Title 1 as rising 7th and 8th graders using the entrance criteria developed by the Junior High Intervention Team, will be afforded the opportunity to participate in FEV online tutoring for both Math and ELA. FEV Tutor has designed and developed programs to scale and get up and running quickly, and is a [Level 2 ESSA Evidence-Based Intervention](#). This will be a two week intensive program to continue to build proficiencies to prepare for the upcoming grade level. Basic skills teachers will be monitoring the students and their academic data throughout the program.

Parents will also be communicated with before, during and after the program. Progress monitoring will be a focus.

Attendance Recovery Program

For the summer of 2020, an attendance recovery program will be offered to students via a google classroom and/ or other programs such as Ed Options. Students will have an opportunity to make up work to regain credit from previous attendance issues.

CONTINUING NUTRITION PLAN

Storage Areas (food, medication)

Storage areas containing food and medication are as follows:

- Food Storage – Cafeteria
- Water Storage – Cafeteria
- Medication – Nurse’s Office

The Pinelands Regional School District Board of Education maintains the following policies/regulations related to storage areas:

[Policy- 8506- School Lunch Program Biosecurity Plan](#)

Continued Meal Service Plan

In the event of a school closure due to a pandemic, the Nutriserve will make daily meals for all students. Meals are made every Sunday morning at 6 A.M. by the Administrative Team and the Food Service Manager. Both breakfast and lunch is provided to each student for the week. Food distribution takes place every Monday between the hours of 10:30 A.M. and 12:00 P.M. The primary food pick-up area will be Pinelands Regional High School. In the event that the High School closed for cleaning or containment, Frog Pond Elementary will be used as a secondary food pick-up location.

Families unable to pick-up at the high school are afforded delivery service by a school administrator. Prior to the delivery occurring, a phone call will be made to each family to let them know the approximate time frame of the delivery. The family will be told that the delivery will be placed in front of the family’s door. As a precaution, the family will be asked to not take the delivery into their home until the staff member dropping off the delivery has left. This will ensure as minimal contact as possible between the staff member and the family. The food services department should ensure that once the first week of shelf stable meals is ordered, that an additional order is placed.

The Little Egg Harbor School District Business Office would be responsible for inputting the daily meals into the point of sale system and maintaining proper edit check reports for each of the days that the meals were appropriated for. This will allow for the meals to be reimbursed through the monthly report submitted to the State via the SNEARS portal.

SFA Name: Little Egg Harbor School District (Pinelands Regional School District

Agreement #: 02902690

Date Meal Distribution will begin: March 16, 2020

Date Meal Distribution will end: TBD

Schools/Site where distribution of meals will take place: Pinelands Regional High School

Meals to be claimed for reimbursement per day: (up to two meals, or one meal and one snack, per child per day) This record keeping will be done by the Clerical Technical Assistant that coordinates F/R Lunches.

SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure: Staff members will keep track of what meals are picked up and what meals are delivered each day of school closure.

Send out to families: [FOODFINDER](#)

COMMUNICATIONS

1. The Superintendent will provide updates and the latest research information to staff, students, and parents via phone/text message and the district website.
2. The Superintendent will cancel and announce cancellation of all large group activities including sporting events if directed to do so by the NJ Health Department and/or County Superintendent's office.
3. Communication to families that need correspondence translated will be modified on an as needed basis.
4. The school nurse will disseminate messages about preventive hygiene and conduct respiratory etiquette programs (cough in your sleeve). Dissemination techniques will include, but not be limited to, classroom presentations, press releases, school-wide posters, videos and training to staff via in-services or faculty meetings, hand washing signs in all bathrooms. Teachers will be trained in pandemic related symptom identification.

Coronavirus Secretarial Response to Parent Inquiries

Directions:

1. Parent phone calls that are received by clerical staff will respond by using the Phone Script below:
If the parent requires more support, please ask the caller the child's name. Look up the child's name

in Oncourse to ensure the caller is the guardian of the child. Once information is verified, please transfer the call to the appropriate person (nurse, administrator, etc).

2. Calls that are received from community members that do not have children in our school, please only provide the information that is provided in our script. Any further inquiry should be communicated to the Building Principal and/or Dr. Melissa McCooley/ Gina Frasca.
3. If the media contacts the office, take a message and inform Dr. McCooley/ Gina Frasca.

Phone Script

Thank you for your phone call. We have information for parents about the Coronavirus that can be found on our district Website. This information can be found under Coronavirus Updates from the homepage.

[Script for the Secretaries](#)

Working with the Media:

1. **The Superintendent will be the media spokesperson for the district.** In the event that the Superintendent is unable to serve in this capacity, the **Assistant Superintendent** shall perform this role.
2. Provide the media with a written statement (same as statement made to parents and students).
3. Provide staff with instructions for phone contact from the media – **refer all media questions to the Superintendent or designee.**
4. Reinforce school and community response regarding the pandemic

[Policy- 9400- News Media Relations](#)

POLICIES/REGULATIONS

Home Instruction due to Health Condition

The Pinelands Regional School District Board of Education maintains the following policy and regulation related to Home Instruction due to Health Condition

[Policy and Regulation 2412 - Home Instruction due to Health Condition](#)

Control of Communicable Disease

The Pinelands Regional School District Board of Education maintains the following policy and regulation related to Control of Communicable Disease

[Policy and Regulation 8451 - Control of Communicable Disease](#)

Harassment, Intimidation, and Bullying

The Pinelands Regional School District Board of Education maintains the following policy related to Harassment, Intimidation, and Bullying.

Policy 5512 – Harassment, Intimidation, and Bullying

Cooperation Between Parents and School

The Pinelands Regional School District Board of Education maintains the following policy related to Cooperation between parents and school:

Policy- 9200- Cooperation Between Parents and School

Emergency and Crisis Situations

The Pinelands Regional Board of Education maintains the following policies related to Staff Emergency Training

Policy- 8420- Emergency and Crisis Situations

School Lunch Program Biosecurity Plan

The Pinelands Regional School District Board of Education maintains the following policies/regulations related to storage areas:

Policy- 8506- School Lunch Program Biosecurity Plan

ALL-HAZARDS ANALYSIS

School Climate & Culture

An assessment of the school climate and culture shall be conducted periodically by the school safety/climate team.

Staff

Pinelands Regional School District utilizes **Oncourse, Blackboard, Google Classroom,** and the **District Website** to communicate with staff members, students, parents, and emergency contacts in the event of an emergency. Notifications are authorized by the Principal or designee.

Students

Pinelands Regional School District utilizes **Oncourse, Blackboard, Google Classroom,** and the **District Website** to communicate with staff members, including teachers, guidance staff, CST, counselors, and any other staff personnel. Notifications are authorized by the Principal or designee.

Parents/Guardians

Pinelands Regional School District utilizes **Oncourse, Blackboard, Google Classroom,** and the **District Website** to communicate with staff members including teachers, guidance staff, CST, counselors, administrators, and other staff personnel. [TIPS TO CREATE A REMOTE LEARNING EXPERIENCE AT HOME](#)

RESOURCES

COVID-19 Resources and Information from NJ Department of Health

COVID-19 Resources from the CDC

Centers for Disease Control and Prevention Centers for Disease Control and Prevention: o

Coronavirus Disease 2019 (COVID-19) o Implementation of Mitigation Strategies for

Protecting Student Privacy: FERPA and the Coronavirus (March 12, 2020)

CDC guidance on Considerations for School Closures (March 13, 2020)

Questions and Answers on Providing Services to Children with Disabilities During the COVID-19 Outbreak (March 12, 2020)

Fact Sheet: Impact of COVID-19 on Assessments and Accountability under the Elementary and Secondary Education Act (March 12, 2020)

CDC Interim Guidance for Administrators of US K-12 Schools and Childcare Programs: Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19) (*updated March 12, 2020*)
Other Languages: Español

The Readiness Emergency Management for Schools (REMS) Technical Assistance (TA) Center website, https://rem.ed.gov/Resources_Hazards_Threats_Biological_Hazards.aspx, has useful information, resources, trainings, and tools for addressing infectious diseases, related topics, and protecting the school community.

The USDA released new information on flexibilities that will allow students to access meal service during school closures.

The Office for Civil Rights issued a Letter to Education Leaders on Preventing and Addressing potential discrimination associated with COVID-19.

Environmental Cleaning and Disinfection Recommendations: Interim Recommendations for US Community Facilities with Suspected/Confirmed Coronavirus Disease.