



Pineland Learning Center

RESTART AND RECOVERY PLAN

FALL 2020

PLC Leadership Team

8/3/20

Ms. Mary Ellen Graham
Executive Director

***The Restart and Recovery Plan to Reopen
Pineland Learning Center
Fall 2020-2021***

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INTRODUCTION

On March 16, 2020, per [Executive Order 104](#), the state of New Jersey closed 584 operating school districts, 254 private schools, 88 charter schools, 159 approved public schools for students with disabilities (APSSD)s, and three renaissance schools to all students, staff, and communities. This unprecedented *safety measure*, taken by the Governor of New Jersey, was to *flatten the curve* of the widespread COVID-19 Pandemic. The closing of New Jersey's schools was predicted to last for two weeks. All schools were prepared to resume *normal* operations after Spring Break. Instead, all New Jersey districts and schools did their best to implement data-driven, standards-based, equitable instruction to every student in New Jersey, remotely. At Pineland Learning Center, one of the 159 APSSDs, we presented our students with Apple iPads to receive their education at home. Our students without internet service received Apple 4G iPads to ensure equitable access to instruction. What initially promised to be two weeks became six months of school closure.

On March 21, 2020, Governor Phil Murphy of New Jersey instituted a stay-at-home Executive Order: *The Road Back: Restoring Economic Health Through Public Health*, which will remain in effect in its entirety until further notice. This Executive Order follows *Six Principles and Key Metrics* to guide the process of potentially someday lifting restrictions in New Jersey. These Principles and Metrics are:

The Six Key Principles

Principle 1: Demonstrate sustained reductions in new COVID-19 Cases & Hospitalizations

- 14-day trend lines showing an appreciable and sustained drop in cases, hospitalizations, and other metrics
- Hospitals stepping down from functioning under crisis standards of care

Principle 2: Expand testing capacity

- At least double current diagnostic testing capacity
- Prioritize testing for health care workers, essential personnel, and vulnerable populations
- Create a flexible testing plan accessible to all residents
- Expand partnerships with institutions of higher education, private-sector labs, and the federal government
- Ensure that those who test positive are linked to a health care provider

Principle 3: Implement robust contact tracing

- Recruit and deploy an army of personnel who will identify and follow-up with contacts
- Leverage technological data and innovative solutions to increase efficiency

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- Coordinate the approach of local and state health officials, which will have a coordinated county/regional component.

Principle 4: Secure safe places & resources for isolation and quarantine

- To the greatest extent possible, provide individuals who do test positive in the future with a safe and free place to isolate and protect others from COVID-19
- Ensure that quarantined contacts are provided supportive services if needed

Principle 5: Execute a responsible economic restart

- Create the Governor's Restart and Recovery Commission to advise on the process and recommend responsible and equitable decisions
- Plan for a methodical and strategic return to work based on the level of disease transmission risk and essential classification
- Continuation of social distancing measures where feasible and appropriate
- Leverage any available federal funds and programs to support health care, individual, and small business recoveries

Principle 6: Ensure New Jersey's resiliency

- Learn from the lessons of COVID-19 and prepare for the possibility of a resurgence
- Ensure hospitals, health care systems, and other health delivery facilities have inventories of personal protective equipment and ventilators
- Build our own state personal protective equipment and ventilator stockpile
- Create a playbook for future administrations for the next pandemic.

On June 26, 2020, The New Jersey State Governor's Office and the New Jersey Department of Education released *The Road Back: Restart and Recovery Plan for Education*. The set of *Anticipated Minimum Standards and Considerations* was provided as guidance for the planning efforts necessary to reopen all New Jersey districts and schools in September 2020 for a combination of on-site, virtual, and hybrid student instruction.

In addition to a commitment of ensuring the implementation of [N.J.S.A.18A:40-6](#) and [N.J.A.C. 6A:16-2.1](#), the guidance provided by *The Road Back: Restart and Recovery Plan for Education* is consistent with Pineland Learning Center's dedication to safeguarding the health and safety of its students, staff and sending districts. Pineland Learning Center developed the present plan for submission, to demonstrate our preparedness to educate our students in an on-site, virtual, or hybrid environment. *The Restart and Recovery Plan to Reopen Pineland Learning Center* was completed on August 3, 2020.

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Pineland Learning Center Demographics

Pineland Learning Center is located at 520 N. 4th Street in Vineland, NJ. The current population of Vineland City is approximately 60,724 people. The current median income in the city of Vineland is \$55,054, with a 14.4% poverty level. The median income is notably lower than the current state median income, which is \$79,363. The current poverty level in New Jersey is 9.5%.

In April 2020, the unemployment rate in Vineland City was 17.3%. That is higher than the equivalent New Jersey state unemployment rate of 14.7%. The current unemployment rate in Cumberland County is 16.2%, which is slightly lower than in Vineland City.

Sadly, Cumberland County ranks last or near last in all four areas of *child well-being*. According to the most recent report, Cumberland County has one of the largest populations of children living below the poverty level (21%), the most babies born with low birth weight (10.4%), and the highest rate of teens not working and not attending school (17%). Cumberland County children have the highest rate of *students not graduating high school on time, missing too much school, and not passing third-grade English Language Arts PARCC exams*. It is with these statistics in mind, and within this context, that Pineland Learning Center, a New Jersey state-approved school for students with disabilities (APSSD), continues as a necessary, efficacious, and benevolent school family.

Pineland Learning Center demographics table

<i>Grade</i>	<i>Students</i>	<i>Virtual</i>	<i>On-Site</i>	<i>White</i>	<i>Black</i>	<i>Spanish</i>	<i>Asian</i>	<i>Economically Disadvantaged</i>	<i>Classified</i>
<i>K</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>1</i>	<i>2</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>2</i>
<i>2</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>1</i>
<i>3</i>	<i>3</i>	<i>1</i>	<i>2</i>	<i>0</i>	<i>2</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>3</i>
<i>4</i>	<i>8</i>	<i>1</i>	<i>7</i>	<i>3</i>	<i>4</i>	<i>0</i>	<i>1</i>	<i>6</i>	<i>8</i>
<i>5</i>	<i>6</i>	<i>1</i>	<i>5</i>	<i>2</i>	<i>3</i>	<i>1</i>	<i>0</i>	<i>3</i>	<i>6</i>
<i>6</i>	<i>10</i>	<i>1</i>	<i>9</i>	<i>3</i>	<i>5</i>	<i>2</i>	<i>0</i>	<i>8</i>	<i>10</i>
<i>7</i>	<i>9</i>	<i>1</i>	<i>8</i>	<i>2</i>	<i>4</i>	<i>3</i>	<i>0</i>	<i>8</i>	<i>9</i>
<i>8</i>	<i>17</i>	<i>0</i>	<i>17</i>	<i>5</i>	<i>9</i>	<i>3</i>	<i>0</i>	<i>14</i>	<i>17</i>
<i>9</i>	<i>13</i>	<i>2</i>	<i>11</i>	<i>2</i>	<i>9</i>	<i>2</i>	<i>0</i>	<i>12</i>	<i>13</i>
<i>10</i>	<i>21</i>	<i>0</i>	<i>21</i>	<i>6</i>	<i>10</i>	<i>5</i>	<i>0</i>	<i>13</i>	<i>21</i>
<i>11</i>	<i>13</i>	<i>0</i>	<i>13</i>	<i>3</i>	<i>9</i>	<i>1</i>	<i>0</i>	<i>11</i>	<i>13</i>
<i>12</i>	<i>10</i>	<i>1</i>	<i>9</i>	<i>3</i>	<i>5</i>	<i>2</i>	<i>0</i>	<i>9</i>	<i>10</i>
<i>13</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>
<i>14</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
<i>15</i>	<i>4</i>	<i>0</i>	<i>4</i>	<i>3</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>3</i>	<i>4</i>
<i>Totals:</i>	<i>118</i>	<i>9</i>	<i>109</i>	<i>33</i>	<i>64</i>	<i>20</i>	<i>1</i>	<i>91</i>	<i>118</i>

Currently, Pineland Learning Center serves 118 students. 100% of these students are classified, have an IEP, and have a behavioral disability as part of their classification. 77% of the students who attend Pineland Learning Center are economically disadvantaged. There are currently no

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ELL students. Ethnically, Pineland Learning Center is 54% Black, 27% White, 18% Spanish, and 1% Asian. Ninety-two percent of Pineland learning Center’s parents have expressed the desire to have their child learn on-site at school, and 8% have expressed their desire to have their child attend school remotely.

Projected enrollment

The student population at Pineland Learning Center is highly transient. Attempting to calculate projected enrollment for a *typical* school year is an almost meaningless endeavor. However, when asked to do so, we usually find that utilizing a 10-15% decrease in our current June enrollment lends itself best to predict the number of students that begin the school year with us in September. With that in mind, our calculated projected enrollment for the 2020-2021 school year is between 102-108 students. However, since this is not a typical school year due to the COVID-19 pandemic, we suspect that this number will fall closer to the lower end of the spectrum and possibly below.

The 2020-2021 Planning Design

Meaningful collaboration between a newly formed *Restart Committee* and *Pandemic Response Team* along with staff; families; students; sending districts; local, state, and federal health organizations; transportation companies; and the broader community associated with Pineland Learning Center was necessary to construct *The Restart and Recovery Plan to Reopen Pineland Learning Center*. We owe everyone a debt of gratitude for their quick work, thoughtful response, and dedication to reinstating the Pineland Learning Center culture and climate which did not require re-envisioning, but *restoration*. The first input sought to begin planning was that of the Pineland Learning Center parents and guardians.

Parent survey #1—student engagement

The first two questions of the survey indicated each student’s name and grade.

Of the parents who responded:

- Elementary School: 17
- Middle School: 9
- High School: 22
- Ready Program: 2
- Other: T. R responded to all three students in her treatment home on one survey. When adding those three:
 - Elementary School: 19
 - Middle School: 9
 - High School: 23
 - Ready Program: 2

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Utilizing 2020-2021 projected enrollment, the number of responses indicates a 49% parent/guardian participation rate on survey #1.

Question 3: Are you planning on sending your child to the PLC school building for instruction this fall?

Of the participants who responded, the data indicates a clear preference for sending children to the PLC school building for instruction this fall. Ninety-one percent of respondents reported a choice for on-site education. Nine percent stated a preference for remote learning.

Of the participants who responded “no” to question number 3:

- Elementary School: 6
- Middle School: 1
- High School: 3
- Ready Program: 0

Of the participants who responded “no” to question number 3:

- Five participants indicated “no preference” on the subsequent question regarding the daily schedule.

**Of the participants who responded “yes” to question number 3, nine of them also expressed some level of concern or the need for more information in the comment section.*

Question 4: How many days per week would you prefer for your child to receive instruction at school instead of at home?

Inconclusive, and no correlations or patterns were identified when compared with other questions. However, one participant reported that due to the length of the bus route and morning pick up time; they would prefer a delayed start.

Parent/Guardian Survey #1, in its entirety, can be found in Appendix N.

The Restart and Recovery Plan to Reopen Pineland Learning Center, as it stands, best fits the unique needs of the Pineland Learning Center community. The implementation of this plan ensures consistency and equity concerning the health and safety of our school family and the flexibility necessary to adjust and reconfigure instruction should an unanticipated emergency arise, and fully remote learning ensues. The Pineland Learning Center family remains unyieldingly committed to meeting the needs of our students and families equitably, regardless of instructional platform or format.

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Staff survey #1—staff engagement

In addition to understanding the educational preferences of our parents and guardians, before planning could begin, Pineland Learning Center needed to understand the requisites of the Pineland Learning Center staff. A very brief survey was sent to gather this information.

Question 1 of the survey asked for each staff member's name.

Question 2: Will you be able to work in the school building up to 5 days/week starting in September?

- a. Yes
- b. No (I will contact Human Resources to discuss)

Of the responses, 57% answered *Yes*. Five percent answered *No*, and they will contact Human Resources to discuss. Thirty-eight percent of the Pineland Learning Center staff did not respond.

Staff Survey #1, in its entirety, can be found in Appendix N.

The New Jersey state guidance, *The Road Back: Restart and Recovery Plan for Education*, includes ten critical areas of operation that were eagerly adopted by Pineland Learning Center to procure a healthy and safe school reopening. Each of these areas is explicitly identified and thoroughly discussed in *The Restart and Recovery Plan to Reopen Pineland Learning Center*. These ten crucial areas are as follows:

- General Health and Safety
- Classrooms, Testing and Therapy Rooms
- Transportation
- Student Flow, Entry-Exit and Common Areas
- Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms
- Contact Tracing
- Facilities Cleaning Practices
- Meals
- Recess/Physical Education
- Field Trips, Extra-Curricular Activities, and Facilities Use Outside of School Hours

In addition to these ten critical areas, the New Jersey Department of Education's recommended *Academic, Social, and Behavioral Supports* were thoughtfully considered and addressed within *The Restart and Recovery Plan to Reopen Pineland Learning Center*. Pineland Learning Center's determination to address these concerns is due to the extremely negative impact that social isolation has had on educators and students as well as members of the greater global society during the COVID-19 quarantine. Although not *Anticipated Minimum Standards*,

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specific practices, and curriculum that speak to our local community and seek to address explicit provincial concerns were painstakingly cogitated. These stanchions include:

- Social-Emotional Learning (SEL)
- Multi-Tiered Systems of Supports (MTSS)
- Wraparound Supports
- Food Service and Distribution
- Quality Child Care

Per New Jersey State guidance, *The Restart and Recovery Plan to Reopen Pineland Learning Center* addresses four key subject areas:

- Conditions for Learning
- Leadership and Planning
- Policy and Funding
- Continuity of Learning

A. CONDITIONS FOR LEARNING

The conditions under which students learn and teachers instruct profoundly impact student and staff performance. The modes in which learning conditions affect students and staff were acutely illustrated during the COVID-19 Pandemic state-wide shutdown. The ability to maintain healthy and safe school conditions is of immense concern for everyone, especially parents, guardians, and the Pineland Learning Center staff, who all work closely with children but who are also witness to the adverse effects of remote learning and social isolation.

The *Anticipated Minimum Standards* for essential learning conditions require that Pineland Learning Center sustain safe and contagion-free facilities, perform effective and efficient health screenings, provide for hand and respiratory hygiene maintenance, and safely serve meals, while also supporting social distancing and face-coverings. The scrupulous self-examination exercised to address every facet of planning necessary to develop a realistic strategy that enables the safe opening of Pineland Learning Center's doors to the community within four weeks is daunting, however crucial.

Personal anxiety, fear, and general social mistrust have permeated the current national culture due to ongoing social isolation and media frenzy. Recently, after purchasing and preparing items for staff and student health screenings, CDC guidance was released, reversing their recommendation and requirements for daily health screenings (Centers for Disease Control and Prevention, 2020). Guidance now suggests that screening staff and students might give the school community a *false sense of security* (Inspira Health, 2020). Regardless, Pineland Learning Center has chosen to maintain morning screenings of students and staff, not because of a belief in the process, but because the existing fear is so pervasive and palpable that a *false sense of security* seems to be preferable to *no sense of security* under present circumstances.

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The consensus and appraisal of virtual instruction, as it was hastily implemented in the Spring of 2020, has emerged in the forms of disappointment and frustration for staff, students, parents, and guardians. The implementation of all credible academic, social, and behavioral supports this Fall is vital for the effective instruction and positive social well-being of all involved. *Social-Emotional Learning* (SEL) and *Multi-Tiered System of Supports* (MTSS) modified for students who are classified under IDEA promise to be a beginning to the emotional and academic healing of Pineland Learning Center students and staff. In addition to *Wraparound Supports* for Pineland Learning Center families, these itineraries may be the difference between a successful school year and the severe decline in Pineland Learning Center’s extraordinary school climate.

1. Health & Safety—Standards for Establishing Safe & Healthy Conditions for Learning

The health and safety of all students and staff is always the top priority at Pineland Learning Center. Every decision made to execute and realize *The Restart and Recovery Plan to Reopen Pineland Learning Center* reflects guidance from the Vineland City Health Department, Cumberland County Health Department, the New Jersey Department of Health (NJDOH), and from The Centers for Disease Control and Prevention (CDC). All health-related guidance continues to be reviewed daily by the Pineland Learning Center school leadership and school nurse to confirm the prudence of implementing the *Anticipated Minimum Standards and Considerations* as currently specified by the New Jersey Department of Education in *The Road Back: Restart and Recovery Plan for Education*.

All of the New Jersey Department of Education’s *Anticipated Minimum Standards*, as stated in *The Road Back: Restart and Recovery Plan for Education*, were used to design *The Restart and Recovery Plan to Reopen Pineland Learning Center*. However, as stated in *The Road Back: Restart and Recovery Plan for Education*, the *Anticipated Minimum Standards* are subject to change based on the most contemporary resident data accumulated by the New Jersey Department of Health (NJDOH). This knowledge profoundly influenced Pineland Learning Center’s decision between implementing an entirely on-site instruction model and a hybrid model of student instruction. Although student learning is far more significant via on-site instruction, knowing that at any moment, *at the drop of a hat*, remote learning may be enjoined, it would be irresponsible for Pineland Learning Center to implement anything other than a hybrid model of instruction this Fall.

Considerations provided by the New Jersey Department of Education were very informative as Pineland Learning Center deliberated over various methods and techniques of conforming to the *Anticipated Minimum Standards* provided in *The Road Back: Restart and Recovery Plan for Education*. Subsequently, Pineland Learning Center attempted to realize all of the applicable suggested *Considerations* in addition to N.J.S.A.18A: 40-6 and N.J.A.C.6A: 16-2.1, which describes Pineland Learning Center’s general obligation to safeguard the health and safety of all students and staff. Whereas the *Anticipated Minimum Standards* primarily address the physical and instructional well-being of the students, the *Considerations* confronted more of the social

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and emotional health and well-being of Pineland Learning Center’s students and families. All the guidance significantly influenced the nature and scope of the pending instruction and operations at Pineland Learning Center scheduled to take place in the Fall of 2020.

a. Critical area of operation #1—general health and safety guidelines

As the national authority on widespread, out-of-control pandemics, one would generally conclude that [The Centers for Disease Control and Prevention \(CDC\)](#) would typically be the organization to look to for guidance regarding COVID-19. However, since COVID-19 has become unexceptional, local health organizations are more than capable of handling all data, information, treatment, and advice for their local public. Pineland Learning Center is committed to providing a healthy and safe school facility for all staff and students. Coordinating with local health organizations is imperative to this endeavor. The immediate point of contact for Pineland Learning Center is the [Vineland City Health Department](#). All recommendations and guidelines are and will continue to be followed at Pineland Learning Center, according to the [Vineland City Health Department](#). If a discrepancy between [The Centers for Disease Control and Prevention \(CDC\)](#) and the [Vineland City Health Department](#) occurs, Pineland Learning Center will adhere to the [Vineland City Health Department’s](#) health and safety guidelines, as was done with the guidance regarding morning health screenings.

(1) COVID-19 actions

In all stages and phases of the COVID-19 pandemic, Pineland Learning Center will apply the following actions:

- Social Distancing
- Hand and Respiratory Hygiene
- Face-Coverings
- Relentless Cleaning and Sanitizing

(a) Communication to determine current mitigation levels

Pineland Learning Center’s Leadership Team and School Nurse have established communication with local and state authorities. They will maintain this communication to determine current mitigation levels in the local community and surrounding areas. Pineland Learning Center serves many New Jersey school districts representing a vast region. It is necessary to determine mitigation levels for more than the local community to keep all students and staff safe at Pineland Learning Center.

COVID-19 daily mitigation updates for more than just the local surrounding entities can be found at the [New Jersey COVID-19 Information Hub](#). This resource currently assists Pineland Learning Center to obtain the breadth of information necessary to serve our many sending school districts.

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Local & State Coordinating Authorities

<u>Cumberland County Office of the Executive Superintendent of Schools</u> Ms. Leslie White-Coursey	(866) 451-0211	http://www.co.cumberland.nj.us/content/22602/23180/default.aspx
<u>New Jersey Department of Health (NJDOH)</u>	(609) 825-4984	https://www.state.nj.us/health/healthfacilities/
<u>Cumberland County Department of Health (CCDOH)</u>	(856) 453-2125	http://www.co.cumberland.nj.us/ccdoh
<u>The City of Vineland Health Department</u>	(856) 794-4131	http://health.vinelandcity.org/
<u>Inspira Medical Center</u>	(856) 641-8000	https://www.inspirahealthnetwork.org/
<u>Crisis Prevention Institute</u>	(414) 410-1631	https://www.crisisprevention.com/
<u>Porzio, Bromberg & Newman</u>	(609) 439-4222	https://pbnlaw.com/

(b) Supporting *high-risk* students and staff

Pineland Learning Center recognizes the threat of COVID-19 to all staff and students and that certain underlying physical conditions render COVID-19 particularly treacherous. Pineland Learning Center is committed to making sure that all staff and students, especially those who are at a *high-risk* for severe illness, are protected and supported every day we are in the school building.

Each student at Pineland Learning Center has a classified disability. Classified disabilities are not always relegated to educational and emotional domains but may also include physical infirmities. These multiple complications can put a student in great jeopardy, especially when a dangerous, contagious, respiratory pandemic becomes life-threatening. Accommodations for Pineland Learning Center students who are considered *high-risk* and continue to participate in on-site instruction will be made on a case-by-case basis because, in order to ensure the absolute safety of each child, who may be at risk, individual needs have to be taken into consideration and met appropriately.

No single list of accommodations is enough when considering the complicated social, emotional, and medical situations of a child. Pineland Learning Center will make every practicable effort to provide for the health, safety, and well-being of every student every day, especially those who are at a higher risk for contracting and suffering from COVID-19.

Pineland Learning Center is a small, private state-approved school for students with disabilities (APSSD). We are every bit as much a family as if we were genealogical relatives. We laugh and cry together, we argue and challenge each other, and every staff member is essential. Therefore, when even one staff member is missing for any reason or any length of time, it is noticeable and difficult for the others. At Pineland Learning Center, we depend on each other.

Like our students who may be at a higher risk for contracting COVID-19, so are some of our staff. Some of us are older, some of us have already survived horrific maladies that have left us physically and emotionally scarred, and for some of us, immunocompromised. We are not willing to risk each other's health and safety. For that reason, much like for our students, Pineland Learning Center will make every individual accommodation practicable for our staff that will allow them to safely continue the noble and essential roles they fulfill educating our

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students. Also, like our students, each of our staff members is special, important, and unique and may require specific adaptations. These necessities will be discussed privately and respectfully within our human resource department.

Possible necessary accommodations for either staff or students may include, but are not limited to:

- Plexiglass barriers
- On-site, individual instruction in a separate room
- Screencasting within the building
- Always wearing face-coverings including a face-covering, shield, windowed face-covering, or combination
- Frequent face-covering breaks in a separate location
- Disposable gloves
- Disposable gowns
- Portable germicidal UV light

(c) *The CDC's Guidance for Schools and Childcare Programs*

The *CDC's Guidance for Schools and Childcare Programs* describes the increasing levels of threat determined by the amount of COVID-19 spread within a community and the recommended actions to take for each increased level. Pineland Learning Center specifically utilized the *CDC's Guidance for Schools and Childcare Programs* to tailor our *Restart and Recovery Plan to Reopen Pineland Learning Center* to the level of threat currently presented from COVID-19 within our local community. With this specific guidance, we were able to implement the correct mitigation necessary for our current situation. Further, we decided to prepare as if our current level of threat was higher than it currently stands. The *CDC's Guidance for Schools and Childcare Programs* shows:

- How to prepare if there is no community spread of COVID-19
- How to prepare if there is minimal to moderate community spread
- How to prepare if there is substantial community spread

Pineland Learning Center is situated within Vineland City. Our community is currently designated as *having minimal to moderate spread*. In response to this level of threat, and according to the *CDC's Guidance for Schools and Childcare Programs*, Pineland Learning Center would modify its current programs and procedures. However, because Pineland Learning Center decided to prepare as if our community was experiencing a COVID-19 spread higher than it currently stands, Pineland Learning Center will:

- Cancel (not modify) field trips and other large gatherings
- Cancel (not modify) classes where students are likely to be in very close contact
- Provide for 6 feet social distancing (not increase the space) between student desks

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- Create additional health office spaces (not reduce congestion in the health office)
- Prohibit (not limit) nonessential visitors
- Require 6-feet of social distance (not just teach to maintain a safe distance) between staff and students in the school

It should be noted that many of our staff and students at Pineland Learning Center do not come from the Vineland City area (our local community). Individual respective communities may be designated as higher or lower risk areas than Vineland City. The diversity of local communities meeting at Pineland Learning Center speaks to the importance of seriously considering different categories of mitigation measures and the level of mitigation measures appropriate to implement in a school with so many represented communities.

Currently, all areas of New Jersey are quarantined to a certain extent. No person can attend non-essential social gatherings outside of permitted numerical limits in any area of New Jersey. Also, Governor-imposed executive orders which mandated social distancing and face-covering have not been lifted at any location in New Jersey. Therefore, Pineland Learning Center is implementing the health and safety measures, including limiting gatherings, social distancing, and face-coverings that would be recommended if there was *substantial community spread* in our local community.

(d) Promoting behaviors that reduce the spread of COVID-19

Pineland Learning Center staunchly promotes positive behaviors that reduce the spread of COVID-19—encouraging staff and students to stay home when appropriate, encouraging the practice of hand hygiene and respiratory etiquette, requiring the use of face-coverings, and posting signs and messages in and around school buildings. At Pineland Learning Center, should staff or students become ill or are suspected of having contracted COVID-19, the expectation is that they will stay home, contact their physician, and if their physician recommends it, get tested for COVID-19.

Hand-washing hygiene for staff and students is scheduled throughout the school day and is strongly encouraged. Students and staff should wash their hands as soon as they enter the building, if not before. There is time for hand washing before and after every meal and after Recess and Physical Education. Also, respiratory hygiene is enthusiastically promoted. Tissues are provided for every classroom and office by Pineland Learning Center. Students and staff are not to remove face-coverings to sneeze unless they are prepared with a tissue.

Colorful handwashing and respiratory hygiene signage are posted throughout the school building. One-way directional signs and signs indicating correct 6-foot social distancing between spaces are affixed to hallways and classrooms. A one-way directional map of Pineland Learning Center can be found in [Appendix D](#).

The Pineland School Community must understand that face-covering is our last line of defense, not our first (Inspira Health, 2020). Students must wear face-coverings while in the hallways, in

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their pride at related arts classes, and when moving about the classroom when maintaining 6 feet of physical distance from other students is not possible. Students are strongly encouraged to wear their face-covering at their desks; however, students wearing face-coverings at their desks is not a mandate.

If a student consistently refuses to wear a face-covering, purposefully, and defiantly when not at their desk, their parent/guardian may be contacted, and the student may be asked to continue their instruction remotely. Pineland Learning Center will not allow students to put others at risk by not wearing a face-covering when asked if there is no medical reason to do otherwise.

Understanding Different Types of Face-coverings
(Inspira Health, 2020)

N95 Respirator -designed to achieve a very close facial fit and very efficient filtration of airborne particles. Note that the edges of the respirator are intended to form a seal around the nose and mouth –OSHA Respiratory Questionnaire and Fit Test Required Annually

Surgical Face-coverings -do not seal against the face but do include non-woven polypropylene layers that are moisture resistant. In a surgical face-covering, about 70% of the outside air moves through the face-covering and about 30% travel around the sides (70+30 = 100%)

Cloth Face-coverings -are currently recommended for general use by the CDC. Fabric face-coverings also allow air in around the sides but lack non-woven, moisture-repelling layers. They impede only about 2% of airflow

(e) Accommodations for individuals having a higher risk for severe illness from COVID-19

Pineland Learning Center will provide reasonable accommodations for individuals that the CDC identifies as having a higher risk for severe illness due to COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or who have severe underlying medical conditions.

Pineland Learning Center's number one priority is its students and staff. Currently, there are no staff older than 65 employed at Pineland Learning Center. Also, less than 10% of the Pineland Learning Center staff and about 20% of Pineland Learning Center students would be determined as *high-risk* for severe illness due to COVID-19.

However, a staff member or student may have or may develop personal circumstances unrelated to a previously existing health condition that requires additional consideration. For example, some students and some staff members may have living arrangements or caregiving responsibilities that put them in regular or close contact with individuals who have a chronic health condition. These circumstances may require further consideration, accommodations, and flexibility.

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Constant communication will help us implement necessary, reasonable, and feasible individual accommodations that enable all instruction and learning to continue in the school building for our students. All Pineland Learning Center staff who find themselves in a problematic or health-compromising situation because of COVID-19 are encouraged to speak with Human Resources as early as possible.

Students and staff with the following conditions are considered *high-risk* and may require unique accommodations.

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with IEPs
- Students with complex disabilities with IEPs

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

b. Critical area of operation #2—classrooms, testing, and therapy rooms

Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of our students and staff. To that end, student desks and seating in classrooms, the dining room, the multi-purpose room, and other shared spaces will be separated by at least six feet to the maximum extent practicable. Where such physical distancing is not feasible or difficult to maintain, protective measures such as physical barriers between students and arranging to sit such that all individuals face the same direction will help reduce transmission (New Jersey Department of Education, 2020).

(1) Social distancing in the classroom

Pineland Learning Center will provide social distancing within all instructional classrooms to the maximum extent practicable. With a very low student to staff ratio, Pineland Learning Center has more adults per student in each classroom than most public schools. In many classes, there are two or more adults—teachers, paraprofessionals, one-to-one aides, and sometimes related services staff. Because Pineland Learning Center operates smaller classrooms, 6-foot distancing requires smaller class sizes (ASAH, 2020).

Pineland Learning Center possesses a unique, universal classroom setup in which stationary barriers are permanently attached between each student's desk in most classroom spaces. In addition to this built-in safety precaution, students will be seated at least six feet apart. They will

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be assigned to every other desk, reducing classrooms from twelve possible students to seven or eight potential students.

Social distancing practices will be implemented in all instructional and non-instructional spaces. Group sizes in each room will take into consideration and allow for social distancing and include extra staff support in the event students require behavioral interventions. If students are unable to maintain their physical distance, additional modifications will be considered, including physical barriers, and having students sit on one side of a table, facing the same direction, and spaced apart.

(2) Face-coverings are required for students, visitors, & staff

When social distancing is difficult or impossible, face-coverings are required for students for their protection. Enforcing the use of face-coverings may be impractical for young children or students with disabilities. In such cases, accommodations will need to be made so as not to put any individual at risk. Students will be strongly encouraged to wear facial coverings except when seated at their desks when eating, when in extreme heat, or when a physical or health condition prohibits them from doing so. Students may also remove their face-coverings when socially distanced outside in good weather (e.g., physical education class).

Face-coverings are always necessary for staff and visitors unless it will inhibit the individual's health. All staff is required to wear face-coverings while in the school building unless a health issue warrants otherwise. Face-coverings will be necessary for visitors unless an individual's health prevents compliance. If a visitor refuses to wear a face-covering when entering the school building for any reason other than a health issue, entrance will not be permitted. Pineland Learning Center will supply face-coverings for its staff, students, and visitors when needed.

(a) Face-coverings may be impractical for young children or individuals with disabilities

Pineland Learning Center appreciates that face-coverings may be impractical for young children or individuals with disabilities. Pineland Learning Center is a State Approved School for Students with Disabilities (APSSD) and is very practiced at individualizing and accommodating student needs. Many of our students have health and sensitivity issues such as moderate-severe asthma, anxiety, claustrophobia, etc. and, therefore, will have difficulty wearing face-coverings. Students who have health issues and sensitivities and cannot endure wearing a face-covering will maintain social distancing or have a plexiglass barrier placed between themselves and others to ensure their safety. Currently, Pineland Learning Center does not have a preschool and does not serve students who are two years of age or younger.

Younger students in Kindergarten to sixth grade may be given face-shields or face-coverings with a clear window to facilitate better interaction between themselves, teachers, and other students. Students may also be required to wear a face-covering or face-shield on school-provided transportation.

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Face-shields may be safer for students with asthma or other respiratory issues, and more effective for students who rely on visual cues for communication. Pineland Learning Center will consider the use of face-shields for younger students and for students who have physical limitations that prevent them from safely or comfortably wearing a cloth face-covering all day. The individual need for the use of a face-shield vs. a cloth covering because of a physical disability may be considered a reasonable accommodation. It may be included in a student's IEP. Using a face-shield rather than a face-covering may also be a necessary behavioral or instructional accommodation. Instructionally it makes sense to see a student's mouth as they are forming letters and sounds. In such a situation, a face-covering with a clear window or a face-shield would be preferable to a face-covering.

(3) Face-coverings cannot be removed while students are seated at their desks

In the classroom setting where social distancing can take place (e.g., students are 6 feet apart) and physical barriers are in place, face-coverings cannot be removed while students are seated at their desks and must be worn if the student moves about the classroom. To protect themselves, staff who care for students requiring hands-on assistance such as physical prompting, helping students sit at a desk, and manipulating academic materials, etc., will wear appropriate protective equipment based on the activity and risk level (ASAH, 2020). Pineland Learning Center will provide face-coverings and PPE for all staff and students to use throughout the day. Also, staff and students will have the option to bring their own face-coverings and PPE. Staff at Pineland Learning Center must wear face-coverings throughout the entire day. Students may not remove their face-coverings in the classroom while seated at their desks. Also, if a student moves around the room, they must wear a face-covering.

Younger students in grades Kindergarten to sixth may be given face-shields to facilitate interactions between teachers and younger students better. Students will also be required to wear a face-covering or face-shield on school-provided transportation. The use of face-shields, especially for younger students and disabled students, may alleviate some of the issues associated with requiring students to use face-coverings.

Face-shields may be safer for students with asthma or other respiratory issues, and more effective for students who rely on visual cues. Pineland Learning Center will consider the use of face-shields for younger students and for students who have physical limitations that prevent them from safely wearing a cloth face-covering. The individual need for a face-shield vs. a cloth face-covering because of a physical disability may be considered a reasonable accommodation for Pineland Learning Center students.

(4) Pineland Learning Center will comply with social distancing standards

All instructional and non-instructional rooms at Pineland Learning Center will comply with social distancing standards to the maximum extent practicable. After reconfiguring instructional spaces, The Pineland Learning Center facilities yielded twenty instructional classrooms where social distancing is possible. Previously, twelve students were able to fit in each classroom. This

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year, the instructional classrooms will accommodate 7-8 students safely because of the way they are constructed with individual barriers between every desk.

Non-instructional rooms such as the dining room and multi-purpose room are large enough to accommodate 3-4 classes at one time while safely maintaining social distancing.

(5) Pineland Learning Center will limit the use of shared objects when possible

Pineland Learning Center will limit the use of shared objects when possible. If an object must be shared, it will be cleaned between each use. All supplies, equipment, and materials must be cleaned and disinfected between each use and limited to one pride of students at a time. The cleaning and disinfecting of shared supplies, materials, and equipment will be completed by the last person using that supply or piece of equipment, and by the subsequent person using that supply or piece of equipment to ensure its thorough cleaning and disinfecting between uses. Individual Students cannot bring personal items into school. All student belongings must be separated from the other students' belongings in a way that they cannot come together. All students' personal belongings must be kept in individually marked areas of the classroom to avoid confusion.

(6) All indoor facilities will have adequate ventilation

All indoor facilities will have adequate ventilation, including operational heating and ventilation systems, where appropriate. Recirculated will have a fresh air component, and windows will be opened, if practical and possible. Air conditioning filter(s) for A/C units will be maintained and changed according to manufacturer recommendations. Pineland Learning Center recently added fresh air dampers on the school's rooftop units. Fresh air dampers bring in fresh air to circulate through air supply exchanges. All applicable filters are cleaned and changed every six months, according to manufacturer recommendations.

Germicidal Blue Non-Ozone UV Light Tubes are being installed in all HVAC units to ensure that indoor facilities have adequate ventilation. These light tubes must be changed every year. They extend the life of the air system by keeping coils and drain pans free of mold and improve indoor air quality by killing airborne bacteria and viruses. Though not every classroom or office space at Pineland Learning Center has operable windows, those that do have operable windows will be kept open if the weather permits.

(7) Alcohol-based hand sanitizers (at least 60% alcohol)

Pineland Learning Center prepared and will maintain all hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol).

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(a) Hand sanitizing stations: entrances/exits, classrooms, dining room, & lavatories

For staff and older students who can safely use hand sanitizer, foam-based hand sanitizer (at least 60% alcohol) was purchased. It will be maintained in each classroom at Pineland Learning Center. Hand sanitizing stations (at least 60% alcohol) were placed at every exit and every entrance of the Pineland Learning Center Facility. Two hand sanitizing stations (at least 60% alcohol) were placed in the main dining room. Every bathroom at Pineland Learning Center is outfitted with hand sanitizer (at least 60% alcohol).

(b) At entrances and exits of all buildings

Pineland Learning Center placed hand sanitizing stations (at least 60% alcohol) at all school entrances and exits. Five additional hand sanitizing stations were purchased to ensure all entrances and exits were protected.

(c) Near lunchrooms and bathrooms

Two hand sanitizing stations (at least 60% alcohol) were placed in the main dining room. Every bathroom at Pineland Learning Center is outfitted with hand sanitizer (at least 60% alcohol).

(d) Supervised for students ages five and younger

Currently, Pineland Learning Center does not serve a preschool population nor students who are age five or younger. However, when students five years old or younger enter the building as visitors, they will be supervised while using hand sanitizer.

(e) Prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol)

All handwashing stations were prepared with alcohol-based sanitizers (at least 60% alcohol), and with soap and water, when located at a sink. Pineland Learning Center is adding two additional handwashing stations in common areas of the building by replacing or converting water fountains into sinks.

(8) A school-wide plan where students are required to wash hands

In the Pineland Learning Center 2020-2021 Student Master Schedule, all students are scheduled to wash their hands for at least 20 seconds at the start of the day, before eating, after eating, after using the bathroom, after recess (if applicable), and after physical education classes. Students will also be directed to wash their hands after blowing their nose, coughing, or sneezing by their classroom teacher and all other Pineland Learning Center adults. Hand over hand assistance will take place when necessary. (See [Appendix N](#)).

Extra time is allotted in the student schedule to provide for screening and handwashing. Handwashing is built into the schedule throughout the day and during transition times. Half-

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classes are scheduled and kept together as a *pride* to assist with contact tracing efforts and to help reduce the chance of spreading the virus.

draft 2020-2021 school schedule

Elementary	Middle/High
8:00-8:15screening 15 min	8:00-8:15 screening
8:15-8:30handwashing 15 min	8:15-8:30 handwashing
8:30-9:00breakfast/handwashing 30 min= 15 min (15 min to eat)	8:30-9:00 Social-Emotional Learning
9:00-9:30 Social-Emotional Learning	9:00-9:30 Breakfast/Handwashing
9:30-10:30 tech training	9:30-10:00 tech training
10:30-11:00per. 1	10:00-10:30 per. 1
11:00-11:30per. 2	10:30-11:00 per. 2
11:30-12:00per. 3	11:00-11:30 per. 3
12:00-12:40per. 4A LUNCH/RECESS/handwashing (40 min)	11:30-12:10 per. 4A LUNCH/handwashing (40 min)
12:40-1:20per. 4B LUNCH/RECESS/handwashing	12:10-12:50 per. 4B LUNCH/handwashing
1:20-1:50per. 5 (S.S. or Science/group/RA/tech practice/individual support)	12:50-1:20per. 5 (pride/RA/tech practice/individual
1:50-2:20per. 6 (S.S. or Science/pride/RA/tech practice/individual support)	1:20-1:50per. 6 (pride/RA/tech practice/individual
2:20-2:40 handwashing/assignment prep./materials clean-up	1:50-2:20 per. 7
	2:20-2:40 handwashing/assignments prep./materials clean-up

(a) If washing with soap and water is not possible

If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) will be used. Students will wash their hands for at least 20 seconds at regular intervals, including before eating and after using the bathroom. After blowing their nose/coughing/sneezing, if washing with soap and water is not possible, Pineland Learning Center will have prepared and maintained hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Pineland Learning Center developed a school-wide plan and schedule where students are required to wash their hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom.

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

c. Critical area of operation #3—transportation

It is essential at Pineland Learning Center to protect the health and safety of all students and staff whether they are in the building or being transported. Pineland Learning Center is a 100% receiving district. We do not provide transportation for students to and from school daily. Each student's sending district provides transportation to Pineland Learning Center according to their contract and procedures negotiated with their district's transportation provider. Upon arrival at Pineland Learning Center, students are kept with their school bus pride until a thorough health screening is completed. *Realtime* has added a pride designation to identify each student's pride quickly.

Unless otherwise directed by an individual sending district's school bus driver, and to limit possible physical interaction among students, Pineland Learning Center requires students to board their school bus by filling the back rows first and then progressing forward. When leaving the bus, students will exit in the opposite order. If an individual school district's bus driver

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assigns specific seats to Pineland Learning Center students, students will be expected to adhere to that seating.

On occasion, when Pineland Learning Center coordinates transportation for students, Pineland Learning Center will require bus companies and drivers to stagger transportation times, and the vehicles used. Hence, fewer students are in each vehicle and can adhere to social distancing to the greatest extent possible. Vehicular social distancing is accomplished by modifying the manner students are seated such that there is one student seated per row, by skipping a row between each child if possible, or by seating one student per row. Signage is placed in each vehicle to reinforce and remind staff and students about social distancing and hygiene rules.

(1) If Pineland Learning Center is providing transportation services

If Pineland Learning Center is providing transportation services and is unable to maintain social distancing, a face-covering will be worn by all students who can do so upon entering the vehicle. If a sending school district or Pineland Learning Center's coordinated transportation is unable to maintain social distancing in a school bus or vehicle, students will be required to wear face-coverings. Pineland Learning Center drivers and staff are always required to wear face-coverings while transporting students. When carrying a student, vehicle windows will be opened if weather permits.

Younger students in grades Kindergarten to fifth may be given face-shields to better facilitate interactions between teachers and younger students. Students may also be allowed to wear a face-shield on school-provided transportation as an accommodation. The use of face-shields, especially for younger students and disabled students, may alleviate some of the issues associated with requiring students to use face-coverings.

Face-shields may be safer for students with asthma or other respiratory issues, and more effective for students who rely on visual cues. Pineland Learning Center will consider the use of face-shields for younger students and for students who have physical limitations that prevent them from safely wearing a cloth face-covering. The individual need for a face-shield vs. a cloth face-covering because of a physical disability may be considered a reasonable accommodation

(2) Accommodations for students who are unable to wear a face-covering

Accommodations for students who are unable to wear a face-covering should be addressed according to that student's need and per all applicable laws and regulations. If a student is unable to wear face-covering due to a health condition or disability, accommodations will be made according to the student's IEP, state, and local health organizations' recommendations making sure to follow all applicable laws and regulations. Pineland Learning Center's vehicle drivers practice safety actions and protocols that mirror staff actions and protocols required in the school building (e.g., hand hygiene, face-coverings).

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When possible, an additional Pineland Learning Center staff member may accompany Pineland Learning Center students during transportation routes to ensure the safety and social distancing of the driver and students. Curbside or door-side drop-off and pick-up of students is strongly encouraged. All Pineland Learning Center students and vehicle drivers are screened for COVID-19 symptoms and health-related concerns at the beginning of each school day.

(3) Every vehicle will be cleaned & disinfected before & after each use

Pineland Learning Center has adopted a best practices protocol for cleaning and disinfecting all school-owned and school-contracted vehicles. All vehicles will be cleaned and disinfected between each use. Staff who utilize Pineland Learning Center vehicles are expected to clean and disinfect each vehicle immediately before and after using it before anyone enters.

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

d. Critical area of operation #4—student flow, entry, exit, & common areas

The Restart and Recovery Plan to Reopen Pineland Learning Center establishes the process and location for student and staff health screenings. This plan includes providing physical guides, such as tape on floors and sidewalks and signs on the walls, to help ensure that staff and students remain at least six feet apart when it is not possible to maintain physical distancing. The plan also assures Pineland Learning Center staff and families that Pineland Learning Center will purchase and require the use of face-coverings. Consortium purchasing of PPE and supplies where possible is available from Inspira Health (Inspira Health, 2020).

(1) Establish the process & location for student & staff health screenings

Pineland Learning Center established the process and location for student and staff health screenings. The number of reported children with SARS-CoV-2 (the virus that causes COVID-19) infection who experience symptoms, the types of symptoms they experience, and the severity of those symptoms differs from adults. Additionally, the consequences of excluding students from essential educational and developmental experiences differ from excluding individuals from other settings (Centers for Disease Control and Prevention, 2020). Recently, after preparing and purchasing items for staff and student health screenings, CDC guidance was released, reversing the requirement for daily screenings (Centers for Disease Control and Prevention, 2020). Guidance now suggests that screening staff and students might give the school community a “false sense of security” (Inspira Health, 2020).

Currently, the CDC does not recommend universal symptom screening be conducted by schools (Centers for Disease Control and Prevention, 2020). They do suggest that parents or caregivers monitor their children for signs of infectious illness every day, and Students who are sick should not attend school on-site (Centers for Disease Control and Prevention, 2020). However, to date,

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Pineland Learning Center's local department of health, the Vineland Department of Health, has not changed its recommendations for universal screenings.

COVID-19 is a newly identified disease caused by the virus, SARS-CoV-2. Scientists are still learning about how it spreads, how it impacts children, and what role children may play in its spread. Limited data about COVID-19 in children suggest that children are less likely to get COVID-19 than adults, and if they do contract COVID-19, they generally have less severe illness than adults. While uncommon, deaths and rare diseases such as multisystem inflammatory syndrome in children (MIS-C) may still occur (Centers for Disease Control and Prevention, 2020). With this in mind, and the continued recommendation for screening from the Vineland Health Department, and the anxiety that still looms over the Pineland Learning Center staff, universal health screenings will take place at Pineland Learning Center, at least, for now.

Every morning, Pineland Learning Center health screenings will occur on the veranda and under a 20 X 30 industrial tent before staff or students enter the school building. Staff and students will be asked to have their temperature taken and complete a short questionnaire. *Realtime* will allow parents, students, and staff to track selected COVID-19 related questions through the Parent Portal, Student Portal, or within *Realtime* (for staff). Reports will be available to discover students or staff that entered a specific answer or those that did not complete the screening questions for a selected day. Once a staff member or student shows that they do not have a temperature above 100.4, and they appear healthy, and complete the daily survey satisfactorily, they will be allowed to enter the building as long as they are wearing a face-covering.

People with COVID-19 have had a wide range of reported symptoms – ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to SARS-CoV-2. Symptoms can include:

- A fever of 100.4° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms, and children and youth with SARS-CoV-2 infection may experience any, all, or none of these symptoms. Given the full range of symptoms

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and the fact that some people with SARS-CoV-2 infection (the virus that causes COVID-19) are asymptomatic, there are limitations to symptom screening conducted by schools for the identification of COVID-19 (Centers for Disease Control and Prevention, 2020).

(2) If physical distancing cannot be maintained face-coverings must be worn

If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit Pineland Learning Center, face-coverings shall be worn while in the queue. Pineland Learning Center developed a process and procedure for staff and students waiting in line to enter and exit the building that maintains physical distancing of at least six feet between persons. However, should social distancing become impossible or impracticable to maintain, all staff and students will wear face-coverings that are supplied by Pineland Learning Center. Social distancing will be prioritized and maintained for those staff and students who are incapable of wearing a face-covering due to a health or a disability-related condition.

(3) Provide physical guides such as tape on floors or sidewalks & signs on walls

Pineland Learning Center will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g., guides for creating "one-way routes" in hallways). Pineland Learning Center purchased floor and wall signage from *Amazon* to help ensure that staff and students always remain at least six feet apart. Among this signage are "one-way route" signs that are placed in the hallways to remind staff and students which direction to walk in each corridor and floor tape designating where to stand while waiting in line in hallways and other common areas.

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

e. Critical area of operation #5—screening, personal protection equipment (PPE), & response to students & staff presenting symptoms

Pineland Learning Center adopted a policy for screening students and employees upon arrival for COVID-19 symptoms and history of exposure. The school policy includes the following:

- All staff and students must have their temperature checked upon arrival at school
- The school nurse or trained staff will visually check staff and students for symptoms upon arrival at school. The school nurse will be fitted with an N95 Face-covering
- All Health checks will be conducted safely and respectfully, and following any applicable privacy laws and regulations
- All health check results will be documented when signs/symptoms of COVID-19 are observed
- All necessary student accommodations will be made on an individual basis

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Recently, after preparing and purchasing items for staff and student screenings, CDC guidance was released, reversing the requirement for daily screenings (Centers for Disease Control and Prevention, 2020). Guidance now suggests that screening staff and students might give the school community a “false sense of security” (Inspira Health, 2020).

(1) Pineland Learning Center adopted Board Policy 1648

Pineland Learning Center adopted Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of COVID-19 exposure. *The Restart and Recovery Plan to Reopen Pineland Learning Center* is aligned with the requirements outlined in the NJDOE Guidance. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change. Recently, after preparing and purchasing items for staff and student screenings, CDC guidance was released, reversing the requirement for daily screenings (Centers for Disease Control and Prevention, 2020). Guidance now suggests that screening staff and students might give the school community a “false sense of security” (Inspira Health, 2020). Regardless, Pineland Learning Center will implement health screening.

Symptom Screening

To ensure the health and safety of all staff and students, Pineland Learning Center will implement universal screening measures at its discretion during the COVID-19 Pandemic. If Pineland Learning Center performs universal screening, all policies and procedures will follow the recommendations of local public health officials. They will be consistent with Federal, state, and local laws, including FERPA.

Universal screening measures may be used to identify individuals who may have COVID-19 and exclude those individuals from a setting to reduce the risk of transmission to others. Symptom screening does not assess whether it is safe for an individual to attend a school or if an individual has an increased risk for severe illness if they develop COVID-19. Symptom screening does not provide enough information to diagnose an individual with COVID-19.

Pineland Learning Center also reserves the right to request home symptom screenings be conducted on students by parents, guardians, or caregivers to initially identify when a student may have signs and symptoms of illness and to take action (such as staying home). If a student is sick, it is the policy of Pineland Learning Center for them to remain home for at least 24 hours after they no longer have a fever (temperature of 100.4 or higher); or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without using fever-reducing medicine (e.g., Tylenol).

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Home Screening Procedures

SECTION 1: Symptoms

A child that has any of the following symptoms, indicating a possible illness, is at risk for spreading the disease to others. Parents must check their child for these symptoms before coming to school:

- A temperature of 100.4 degrees Fahrenheit or higher when taken by mouth
- Sore throat
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline
- Diarrhea, vomiting, or abdominal pain; or
- New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

Parents must answer these questions before allowing their children to come to school.

- Has your child had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
- Has your child had close contact (within 6 feet of an infected person for at least 15 minutes) with a person under quarantine for possible exposure to SARS-CoV-2
- Has your child traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases
- Does your child live in an area of high community transmission

Return to School Policies/Procedures

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school until symptom-free for 24 hours without fever-reducing medications.

No Testing or Negative Testing

If the student or parent or caregiver answers YES to any question in Section 1 and YES to any item in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. The local health care provider will determine when viral testing for SARS-CoV-2 is appropriate. However, under local Health Department guidance, Pineland Learning Center does not require testing results to return to school. Students may return to school once their symptoms have otherwise improved under existing school illness management policies.

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Positive Test Result

Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any item in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any element of Section 2 without negative test results will be permitted to return to school when the student shows 24 hours with no fever, ten days after other symptoms have ended receives a negative test result, or produces a doctor's note to return to school. Telehealth exams are available through Inspira Health, which can determine the need to test and offers rapid referral to testing sites for employees/students (Inspira Health, 2020).

Students who are excluded from school will have the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty. Just because someone tests positive does not mean a class or the school will need to quarantine. Quarantining will be determined based on individual cases and circumstances. Vineland and Cumberland County Departments of Health will provide recommendations.

School Isolation Protocols

Students who develop symptoms of an infectious illness while at school will be respectfully isolated to separate students who may develop symptoms from other students.

- Students with any of the symptoms in Section 1 will follow Pineland Learning Center's current illness management policy to minimize transmission to others and to allow for symptoms to resolve (at least 24 hours without fever-reducing medications or following existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school will be placed in an isolation area separate from staff and other students:
 - School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school will use Standard and Transmission-Based Precautions when caring for sick people.
 - Students who are sick will go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick.
- Students identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 will be placed in an isolation area separate from staff, and other students (e.g., a nurse's office). The school nurse will be fitted with an N95 Face-covering for these situations. Then, the student will be sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

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- If Pineland Learning Center needs to call an ambulance or bring a student to the hospital, they will first alert the healthcare staff that the student may have been exposed to someone with COVID-19.
- After the student is placed in an isolation area, school staff who work in the isolation area will follow the CDC's considerations for cleaning and disinfecting.
- Pineland Learning Center will ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods.

(a) Staff must visually check students for signs upon arrival

Staff must visually check students for signs upon arrival (which may consist of temperature checks) and confirm with families that students are free of COVID-19 symptoms. *Realtime* will allow parents, students, and staff to track school-elected COVID-19 related questions through the Parent Portal, Student Portal, or within *Realtime* (for staff). Reports will be available to discover students or staff that entered a specific answer or those who did not complete the screening questions for a selected day. Upon arriving at Pineland Learning Center, each student exits their bus and remains with their bus pride either under the tent or on the veranda until their screening process is complete.

The screening procedure will consist of a walkthrough temperature scan, an overall health check, and filling out a short questionnaire on an iPad. The iPad will be wiped clean between each use. As the student is filling out the iPad health questionnaire, a trained staff member will observe the student for signs of COVID-19. These signs may be sweating, chills, difficulty breathing, coughing, sneezing, or just an overall presentation of illness.

Recently, after preparing and purchasing items for staff and student screenings, CDC guidance was released, reversing the requirement for daily screenings (Centers for Disease Control and Prevention, 2020). Guidance now suggests that screening staff and students might give the school community a “false sense of security” (Inspira Health, 2020).

(b) Health checks must be conducted safely and respectfully

All health checks must be conducted safely and respectfully and following any applicable privacy laws and regulations. Pineland Learning Center is careful to adhere to all practicable and applicable HIPAA, FERPA, and NJ state laws, regulations, and guidance in collaboration with local health officials. The delicate balance between *the greater good* and an individual's *right to privacy* is taken seriously at Pineland Learning Center. Because students must be socially distanced in line, the ability to overhear any conversation between staff and students is severely diminished. In all circumstances, remaining calm is a priority not to induce suspicion. Should a student or staff member appear to have COVID-19 symptoms, considerable discretion is taken to make sure as few persons as possible (if any) are aware.

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(c) Results must be documented when signs/symptoms of COVID-19 are observed

Realtime will flag a student or staff medical concern as COVID-19, which will create a unique student header icon. Entering this Medical Concern with an Entry and Expiration Date for the student and staff will make it possible to print reports of COVID-19 status. These documents are kept in perpetuity for contact tracing and health safety compliance. *Realtime* will identify students and staff that a specific student or staff member was potentially encountered during a range of dates. When signs/symptoms of COVID are observed, the school nurse will contact the Vineland Health Office, appropriate staff, and the student's family. All results are documented, and all processes will be followed according to the Vineland Department of Health's requirements and recommendations.

(d) Any screening policy/protocol must consider students with disabilities

All screening policies/protocols must consider students with disabilities and accommodations that may be needed in the screening process for those students. Pineland Learning Centers serves a population of 100% classified students. The Pineland Learning Center policy/protocol for COVID-19 health screening takes into consideration our community by utilizing a free-standing contactless thermometer. This can allow for students to enter the building by walking through as they would typically without being significantly inconvenienced, approached, or touched. For students who are not able to wear face-coverings, social distancing is possible. Tents are being constructed for students to remain outside if needed without being affected by adverse weather conditions. iPads or other types of computers may be used to complete a student questionnaire. Staff members will be available to either complete the survey for the student or read the inquiry to the student if necessary. Staff will wear a face-covering and gloves when assisting students.

(2) *Pineland Learning Center developed & adopted procedures for symptomatic persons*

- Establishment of an isolation space
- Adherence to current *Communicable Disease Service* guidance for illness reporting
- An adequate amount of personal protective equipment (PPE) available, accessible, and provided for use
- Methods to assist in contact tracing, including records of prides assigned staff, and daily attendance. *Realtime* will identify students and staff that a specific student or staff member potentially encountered during a range of dates
- Continuous monitoring of symptoms
- Readmittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of transmission-based Precautions and Home Isolation for Persons Diagnosed with COVID-19
- Written protocols to address a positive case
- *Realtime* has added a pride designation to identify the student's pride quickly

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(a) Students and staff with symptoms related to COVID-19

Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting. All staff and students who exhibit COVID-19 symptoms are treated politely and discreetly at Pineland Learning Center. If COVID-19 symptoms are observed in staff, they are immediately separated from others and asked to go home. The NJ state, Cumberland County, and Vineland health offices are contacted as well as the staff member's resident health office. All guidance given at that time is followed.

If a student exhibits COVID-19 symptoms, they will be respectfully isolated. A parent or guardian is contacted and asked to pick up the student. If a parent/guardian is not capable of picking up a student, a staff member will transport the student home. If a parent/guardian is not at home and the student is not of age to be alone for a short period, the student will remain at school until a parent/guardian can pick up the student or is at home so that a staff member can bring the student home. The NJ state, Cumberland County, and Vineland health offices are contacted as well as the student's resident health office. All guidance given at that time is followed.

(b) When an individual tests positive for COVID-19

If Pineland Learning Center becomes aware that an individual who has spent time in the school facility tests positive for COVID-19, the school nurse will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality. Just because someone tests positive does not mean a class or the school will need to quarantine. Quarantining will be determined based on individual cases and circumstances. Vineland and Cumberland County Departments of Health will provide recommendations. If a student who has spent time at Pineland Learning Center tests positive for COVID-19, the school nurse will immediately contact the student's family. When either a staff member or student exhibits symptoms or tests positive for COVID-19, the NJ state, Cumberland County, and Vineland health offices will be contacted as well as the student's or staff member's resident health office. All guidance given at that time will be followed. The Pineland Learning Center staff will be notified if they have come into close contact with the staff member or student. At that time, the name of the staff member or student will not be identified; only that potential exposure has occurred.

(c) Procedures when someone tests positive for COVID-19

The procedures Pineland Learning Center uses when someone tests positive for COVID-19 include written procedures detailing the school's COVID-19 related response for symptomatic students and staff. The methods are consistent with the school's contact tracing procedures (see "[Critical Area of Operation #6 – Contact Tracing](#)") to the maximum extent practicable. These procedures include:

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- Establishing an isolation space
- Safely and respectfully isolating the individual with symptoms related to COVID-19 from others but providing supervision for students.
- Adherence to current Communicable Disease Service guidance for illness reporting
- Having adequate PPE that is available, accessible, and ready for use
- Having the assistance methods necessary for contact tracing, including records of prides assigned staff, and daily attendance. *Realtime* will identify students and staff that a specific student or staff member was potentially encountered during a range of dates
- Ensuring our re-admittance policies are consistent with the Department of Health guidance and information for schools and *The Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-based Precautions and Home Isolation for Persons Diagnosed with COVID-19*
- Following our written protocols to address a positive case

(3) School officials will encourage parents to keep their child home if they are sick

School officials will encourage parents to be on alert for signs of illness in their children and to keep their child home when they are sick. Communication with parents regarding the signs and symptoms of illness to look for in their children, when and for how long to keep children home if they exhibit signs and symptoms, and other COVID-19 related guidance will take place continually in multiple formats. Written guidance, Text messages, Auditory communications, and e-mail are all utilized to contact parents and families and to keep them up to date when new guidance requires notification. Further, COVID-19 communication and guidance are located on the Pineland Learning Center website under a specifically purposed tab. Pineland Learning Center operates a parent and student portal from the school's student data system that makes the frequency of communication uncomplicated.

(4) School staff & visitors are required to wear face-coverings

Pineland Learning Center staff and visitors are required to wear face-coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Pineland Learning Center will only accept visitors into the building if it is necessary.

All visitors must call ahead unless it is not feasible, e.g., DCP&P. If a visitor enters the building, disposable face-coverings and hand sanitizer will be provided at the school entrance. Visitors will not be allowed to leave the main office area unless accompanied by a staff member. Visitors will be given a pen to sign in and asked to keep the pen to sign out when they leave. Visitors will be screened (temperature and questionnaire). All visitors are required to wear a face-covering when entering the building. Visitors must have a doctor's note to be excused from wearing a face-covering or be allowed alternative accommodations to enter. Visitors who refuse to comply

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and do not have a *high-risk* health condition will not be admitted into the school building. They will remain outside of the building, and a staff member will assist them there.

Parents/Guardians who are picking up or dropping off their students will be asked to call the school and wait outside of the building in their car, where a Pineland Learning Center staff member will meet them. When a parent is bringing their student to school, the student's temperature will be taken outside of the building, and a questionnaire will be completed. If the student screening is acceptable, the Pineland Learning Center staff member will escort the student into the school entrance.

Pineland Learning Center Staff are required to wear face-coverings, which will be provided by their employer unless doing so would inhibit the individual's health, in which case the staff member must submit a written request for an accommodation accompanied by a doctor's note.

(5) Students are strongly encouraged to wear face-coverings

Students are strongly encouraged to wear face-coverings and are required to do so when social distancing cannot be maintained unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face-coverings may be impractical for young children or individuals with disabilities. Pineland Learning Center strongly encourages all students to wear a face-covering outside of the classroom in addition to practicing social distancing. All students are also strongly encouraged to wear a face-covering when moving around the classroom. Nevertheless, all students are always physically and socially distanced to the maximum extent possible when not wearing a facial covering due to a disability.

Younger students in grades Kindergarten to fifth may be given face-shields to better facilitate interactions between teachers and younger students. Students may also be required to wear a face-covering or shield on school-provided transportation. The use of face-shields, especially for younger students and disabled students, may alleviate some of the issues associated with requiring students to use face-coverings.

Face-shields may be safer for students with asthma or other respiratory issues, and more effective for students who rely on visual cues. Pineland Learning Center will consider the use of face-shields for younger students and for students who have physical limitations that prevent them from safely wearing a cloth face-covering. The individual need for a face-shield vs. a cloth face-covering because of a physical disability may be considered a reasonable accommodation.

(a) Accommodations for students who are unable to wear a face-covering

Accommodation for students who are unable to wear a face-covering should be addressed according to that student's need and per all applicable laws and regulations. One hundred percent of Pineland Learning Center students have disabilities. Some students are considered *high-risk*. Some students have moderate to severe asthma, are above 40 BMI, have severe anxiety, delusions, or may have sensitivity issues. Each student is accommodated following their IEP and

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strongly encouraged to wear a face-covering. If a student cannot wear a face-covering, socially distancing is mandatory except for CDC recommended exceptions.

(6) Exceptions to requirements for face-coverings

- Doing so would inhibit an individual's health
- The individual is in extreme heat outdoors
- The individual is in water
- The student's documented medical condition, or disability as reflected in their IEP, precludes the use of face-covering
- The student is under the age of two and could risk suffocation

(7) If a visitor refuses to wear a face-covering

If a visitor refuses to wear a face-covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor's entry to the school facility will be denied. Pineland Learning Center will not allow a visitor to enter the school building without a face-covering. Visitors who refuse to wear a face-covering will be met outside by a Pineland Learning Center adult staff member, if necessary.

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

f. Critical area of operation #6—contact tracing

Pineland Learning Center recognizes the importance of contact tracing as the process used to identify those who have encountered people who have tested positive for many various contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of the Vineland City health department. Members of the Pineland Learning Center Leadership Team, school safety specialists, counselors, and other staff members deemed appropriate were provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. *Realtime* (our student data system) will identify students and staff that a specific student or staff member potentially encountered during a range of dates.

(1) The NJDOE does not include Anticipated Minimum Standards for contact tracing

The NJDOE Guidance does not include *Anticipated Minimum Standards* for contact tracing. However, all Pineland Learning Center administrators, school safety specialists, counselors, and other staff deemed appropriate by the Executive Director were provided with information regarding the role of contact tracing conducted by State, county, and local officials. Pineland Learning Center is collaborating with the Vineland and Cumberland County health departments and has engaged our school nurse and members of the School Leadership Team to develop

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contact tracing policies and procedures, as well as to educate the broader school community on the importance of contact tracing.

(2) School administrators should engage the expertise of the school nurse

School administrators engage the expertise of the school nurse on the importance of contact tracing. Pineland Learning Center employs only one full-time school nurse. The Pineland Learning Center School Leadership Team and Restart Committee believe that nursing services are needed to attend to students who require screening and health checks and students who have exhibited COVID-19 symptoms and require isolation until a responsible adult can pick them up. These duties are in addition to the normal day-duties of the school nurse. For this reason, The Pineland Learning Center School Leadership Team and Restart Committee decided that the school BCBA would be primarily accountable for any contact tracing responsibilities.

(3) The Johns Hopkins University's COVID-19 Contact Tracing course

The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of a Johns Hopkins University's COVID-19 Contact Tracing course. The Pineland Learning Center BCBA, Lead Clinician, and School Nurse have taken the Johns Hopkins University's COVID-19 Contact Tracing course. *Realtime* will identify students and staff that a specific student or staff member potentially encountered during a range of dates.

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

g. Critical area of operation #7—facilities cleaning practices

Pineland Learning Center will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Pineland Learning Center will also develop a schedule for increased routine cleaning and disinfecting, especially of frequently touched surfaces and objects, and sanitize bathrooms daily and between use as much as possible.

(1) School officials must continue to adhere to existing required facilities cleaning practices

Pineland Learning Center will continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Pineland Learning Center employs PedMar, a medical-grade experienced sanitizing cleaning and deodorizing company that has trained employees using approved and certified by EPA chemicals that eliminate viruses and bacteria and fungus, including COVID-19. Since the COVID-19 pandemic, deep cleaning and disinfecting have taken place regularly. When each room is disinfected, a sticker is placed across the door to create a seal. If the seal is broken, then the room has been entered.

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(2) A plan & policy for cleaning & disinfecting

Pineland Learning Center established a plan and policy for scheduling increased routine cleaning/disinfecting, including targeted areas and for the use of methods and materials. These procedures include:

- Current daily building cleaning occurs between 4:00 and 8:00 pm and includes cleaning/disinfecting/sanitizing of spaces that are currently being utilized during the summer (whether daily or less frequently)
- Classrooms and offices not being utilized in the summer are being cleaned/disinfected/sanitized every five days and are marked with a sticker on the door jamb/door
- Spray cleaning/disinfecting of the school spaces occurs during the 1st week of every month in addition to regular daily cleaning, above
- High/middle/low dusting/cleaning in every space is done at least once a month
- Beginning August 31, all staff will be reporting to work most days. Therefore, daily cleaning will include the cleaning/disinfecting/sanitizing of all high-touch surfaces including in all common areas (hallways/dining room/multi-purpose/gymnasium/staff room), restrooms, classrooms, and offices
- Daily high-touch surfaces include door handles/push plates, light switches, and desk/table surfaces in all spaces as well as bathroom/kitchen fixtures, hand-washing fixtures, and drinking fountains/water-filling stations.
- Staff will be asked to disinfect their classroom/office wall or desk phones, and any other shared items daily using PLC provided sanitizing wipes
- PLC will be implementing a porter service on days when the building is fully occupied with students &/or staff, based upon the school's revised calendar. We will fine-tune the porter service days and times in the coming weeks
- Porter's service will occur in the afternoon (at approximately 12:30 or 1:00) in these high-traffic areas: all bathrooms, main entrance, central office, main hallway (between the main entrance and the nurse's office), staff room, nurse's office
- Porter service entails wiping to clean/disinfect high-touch surfaces in the high-traffic areas listed above, including the bathroom fixtures, hand-washing fixtures, water fountains/water filling stations, door handles/push plates, and light switches
- Workers providing any type of service on-site are undergoing a daily health screening, which includes temperature checks and questionnaires based on CDC/health department guidelines (PLC will provide its health screening questions to PedMar LLC to ensure consistency)
- PedMar LLC will maintain data for cleaners' daily health screenings within its work order system for contact-tracing purposes

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(a) A schedule for increased routine cleaning and disinfection

Pineland Learning Center's facilities will be cleaned and disinfected every evening between the hours of 4 and 8 pm.

Monday	Tuesday	Wednesday	Thursday	Friday
Facilities Cleaning and Disinfecting 4:00-8:00 pm	Facilities Cleaning and Disinfecting 4:00-8:00 pm	Facilities Cleaning and Disinfecting 4:00-8:00 pm	Facilities Cleaning and Disinfecting 4:00-8:00 pm	Facilities Cleaning and Disinfecting 4:00-8:00 pm

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched

PedMar LLC will routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Besides, all surfaces and objects that are frequently touched may be cleaned by staff. They will be trained and strongly encouraged to use the disinfecting wipes that are provided for them to wipe down frequently-touched surfaces in their classroom/office space, and any surface they feel may have been touched by someone else before their use or their students' use.

(c) Use of all cleaning products according to the directions on the label

For disinfection, the most common EPA-registered household disinfectants should be sufficient. A list of products that are [EPA-approved for use against the virus that causes COVID-19](#) is available on the EPA's website. When using an EPA-registered disinfectant, Pineland Learning Center will follow the label directions for safe, effective use. This includes tracking the contact time, which is the amount of time the surface should be visibly wet. When using disinfectants, Pineland Learning Center will follow all [EPA Guidance](#) such as:

- Check that the product is EPA-approved
- Read the directions
- Pre-clean the surface
- Follow the contact time
- Wear gloves and wash hands after cleaning
- Keep all disinfectant lids tightly closed and out of the reach of children

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(d) Follow the manufacturer's instructions and examples of frequently touched areas

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push-plates.
- Handrails.
- Kitchens and bathrooms.
- Light switches.
- Handles on equipment (e.g., athletic equipment).
- Shared telephones.
- Shared desktops.
- Shared computer keyboards and mice
- Drinking fountains; and
- Vehicle seats and windows.

(e) Pineland Learning Center will sanitize bathrooms daily

Pineland Learning Center will sanitize bathrooms daily, and between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA). Currently, Pineland Learning Center provides touchless hand dryers and wastepaper baskets in the bathrooms. All bathrooms will be sanitized and disinfected daily. Staff is encouraged to use the disinfectant wipes provided to wipe down any surfaces that may have been touched before their use. Alternatively, the staff is also encouraged to use the provided disinfectant wipes to clean down the surfaces that were touched after their use and before the next person. Staff will ask all older students, capable of doing so safely, to wipe down the places affected in the bathrooms before and after their use.

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

h. Critical area of operation #8—meals

At the beginning of the school year, Pineland Learning Center will have all meals served to staff and students in their classroom. However, eventually, Pineland Learning Center plans to use our extensive Dining Room, Multipurpose Room, and alternative seating areas including outdoor picnic tables when weather permits to serve breakfast and lunch to Pineland Learning Center Students. All eating times will be staggered to allow for social distancing and disinfecting of the area between prides. Additionally, Pineland Learning Center will discontinue family-style, self-service, and buffet-style dining and maintain social distancing. All culinary staff will wash their hands immediately after removing gloves and after directly handling used food service items.

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(1) The dining room will be used at Pineland Learning Center

Because the dining room is being used at Pineland Learning Center, the school has incorporated the use of student classrooms at the very beginning of the year to prepare. The Pineland Learning Center school culture requires the dining room to remain open. However, procedures will be modified to ensure the health and safety of the school staff and students.

(a) Stagger times to allow for social distancing and clean and disinfect between prides

The Pineland Learning Center School master schedule allows for staggered breakfast and lunchtimes for staff and students. The breakfast and lunches are staggered to limit the number of students in the dining room to only those who can be comfortably seated while maintaining social distancing. Staff and students will remain in their prides to eliminate comingling. *Realtime* has added a pride designation to identify a student's pride quickly. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days, staggered times, and meal seating locations at the school.

(b) Discontinue family-style, self-service, and buffet

Pineland Learning Center will discontinue family-style service, and buffet during breakfast and lunch. Water and Juice will no longer be served in pitchers on the dining tables. A water filling station will be installed for individual bottles or disposable cups. Likewise, the *free buffet table* will no longer be available. Disinfectant wipes will be at each dining room table and will be used to wipe down tables between each use. All condiments will be served in individual packets.

(c) Clean and sanitize tables/surfaces between each meal service

Pineland Learning Center will clean and disinfect all dining tables according to [EPA protocol](#) between-meal service in addition to each class wiping down their table after use with the disinfectant wipes provided.

(d) Space students at least six feet apart

All Pineland Learning Center students will be spaced at least 6 feet apart in the dining Room, Multipurpose Room, and alternative seating areas including outdoor picnic tables when weather permits area. Additional tables were purchased for the multi-purpose room to accommodate elementary students while maintaining social distancing.

(e) Require individuals to wash their hands after removing their gloves

All Pineland Learning Center culinary personnel will wash their hands after removing their gloves and after handling used food service items.

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

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i. Critical area of operation #9—recess & physical education

(1) Recess & physical education protocols

Recess and physical education are essential to the students at Pineland Learning Center. It is also vital for students at Pineland Learning Center to have the opportunity to build their strength and expend their energy during the day. Being able to use up their extra energy allows students to have a *quiet mind* while learning.

Because of the change in Pineland’s scheduling, Recess will be attended by students in grades K-6 on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays will be a remote-learning day. Students will be separated into their prides and rotate spots on the playground so that everyone can play in each area. The same will be done for physical education. Prides of students will attend physical education separately and rotate fields and courts so that everyone has the opportunity for equitable playtime.

(a) Stagger recess, if necessary

The Pineland Learning Center Master Schedule allows for staggered recess for all elementary students according to their prides. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days they physically and remotely attend school. Students will not be attending school on Wednesdays. However, recess time will be available for K-6 students on all other on-site school days.

(b) If two or more prides are participating in recess at the same time

If two or more prides are participating in recess at the same time, there will be at least six feet of open space between the two prides. Also, whenever two or more students are on the Pineland Learning Center playground and playground equipment, social distancing will be maintained. Paraprofessionals on the playground will observe and ensure all students are separated at the appropriate distance. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days they physically and remotely attend school.

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

Pineland Learning Center will use orange cones to designate specific areas for play on the school soccer field for half of the elementary school.

(d) All individuals always wash hands immediately after outdoor playtime

Time is specified in the Pineland Learning Center Master schedule for students to wash their hands for at least 20 seconds after coming in from recess. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days they physically and remotely attend school.

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(e) Stagger the use of playground equipment

Pineland Learning Center will stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students. Only one pride will be allowed on the playground equipment at a time. After one student pride is finished, the playground equipment will be wiped down with a 60% alcohol solution before the next student pride can play. *Realtime* has added a pride designation to identify the student's pride quickly.

(f) Complete an inventory of outdoor spaces

Pineland Learning has only a few outdoor spaces (an athletic field and an open space). We are prepared to designate zones, use stations, mark off areas, use floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing). Pineland Learning Center has one basketball court that will be used for skill drills where each person has their own basketball, which will be wiped down with a 60% alcohol solution between uses. The court will be lined in 6-foot blocks to ensure social distancing.

Pineland Learning Center has one soccer field to use for skill drills where each person has their own soccer ball, which will be wiped down with a 60% alcohol solution between uses. The field will be lined in 6-foot blocks to ensure social distancing.

Pineland Learning Center has one small area of playground equipment (a slide, a jungle gym, monkey bars, etc.) Only one pride will be allowed on the playground equipment at a time. *Realtime* has added a pride designation to identify the student's pride quickly. Stations will be designated (6 feet apart) to ensure social distancing. An adult will always monitor students playing on the equipment in use. After one pride is finished, the playground equipment will be wiped down with a 60% alcohol solution before the next student pride can play.

(g) Locker rooms may be closed to mitigate risk

Pineland Learning Center gymnasium does not have locker rooms.

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

Pineland Learning Center gymnasium does not have locker rooms.

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

Because Pineland learning Center does not have locker rooms, students at Pineland Learning Center are always encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather to participate in physical education.

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(2) Pineland Learning Center will mitigate risk

Pineland Learning Center will mitigate risk during physical education classes by eliminating direct contact with equipment (holding lessons with no equipment) and will not allow the sharing of equipment. If equipment must be shared, it will be cleaned and disinfected between each use. Pineland Learning Center does not allow the sharing of gear in physical education classes. Also, direct contact with equipment unless it can be cleaned and disinfected between use and is used by only one person during a class is no longer allowed. Pineland Learning Center strongly encourages physical education class activities that do not use equipment such as Yoga and Aerobics, where students can maintain social distancing.

(3) Pineland Learning Center designated specific areas for each class during recess

Pineland Learning Center designated specific areas for each class during recess to avoid prides comingling. Elementary prides who have scheduled recess during the day will be separated and socially distanced on the playground. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days they physically and remotely attend school.

If a pride is going to use the playground equipment, no more than one pride will be allowed on the playground equipment at a time. Each pride that uses the playground equipment will be responsible for spraying/wiping the apparatus down before the next pride can use it. Pineland Learning Center purchased an industrial sprayer that will be filled with EPA sanctioned cleaning fluid appropriate for the task.

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

j. Critical area of operation #10—field trips, extra-curricular activities, & facilities use

(1) Social distancing requirements & hygiene protocols during activities

The Restart and Recovery Plan to Reopen Pineland Learning Center adheres to all applicable social distancing requirements and hygiene protocols during extra-curricular activities. The executive board of Pineland Learning Center, along with the Pineland Learning Center Leadership Team and Restart Committee decided that until the COVID-19 pandemic is contained, all field trips, extra-curricular activities, and the use of Pineland Learning Center's facilities outside of school hours will be suspended.

(2) External community organizations

Pineland Learning Center requires any external community organization using the school's facilities to follow school guidance on health and safety protocols. No groups or outside organizations will be allowed to use the Pineland Learning Center facilities until the COVID-19 pandemic is contained, and using such facilities is safe for all involved.

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

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following aspects while developing *The Restart and Recovery Plan to Reopen Pineland Learning Center*.

While only a small introduction to these elements is included in *The Restart and Recovery Plan to Reopen Pineland Learning Center*, a more detailed explanation and additional *Considerations* are in *The Road Back: Restart, and Recovery Plan for Education* in the *Academic, Social, and Behavioral Supports* section. Pineland Learning Center Team Leaders will use the supports listed in the New Jersey Department of Education Guidance.

The elements listed below in a.- e. explain and indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

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

a. Social-Emotional Learning (SEL) & school climate & culture

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

- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

Pineland Learning Center began the implementation of Social-Emotional Learning (SEL) during the 2019-2020 school year before March 16th and the COVID-19 Pandemic school closures. We recognize the value and importance of this program, especially during these difficult times. One of the Social-Emotional Learning practices that have been especially effective is Responsive Circles. We will incorporate this exercise for our staff and students before academics resume in

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the fall. Pineland Learning Center also purchased the Second Step Program for our students, which we will be utilizing when we return to school.

b. Multi-Tiered Systems of Supports (MTSS)

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

- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

All the students at Pineland Learning Center are classified and have current IEPs. Therefore, we assume that they have gone through RTI and MTSS. However, once students are accepted at Pineland Learning Center, they are given a universal screening, usually an Edmentum Math and ELA assessment. Before the March school closure, Pineland Learning Center was working to implement additional academic supports in Reading. We currently have a Reading Specialist on staff who works with elementary school students who fall specifically below specified F&P levels. We were working on designing Personalized Academic Interventions for middle and high school students falling more than 5-grade levels below in Reading. We were in the pilot phase before our school was ordered to close.

c. Wraparound supports

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

- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

Since the pandemic, the provision of wraparound services has become difficult. Community agencies are not going into homes. Therefore, many times when Pineland Learning Center refers a family to an agency, a needs assessment is not completed. All assistance is virtual and does not provide the level of support necessary. However, Pineland Learning Center continues to do everything possible to refer families to agencies that may be able to help them. Telehealth exams

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are available through Inspira Health, which can determine the need to test and provide a rapid referral to testing sites for employees/students (Inspira Health, 2020).

d. Food service & distribution

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

- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

Since Pineland Learning Center is a receiving district, our primary responsibility regarding food service and distribution in a remote setting is to connect each family to their district food distribution unit. When there is a difficulty, we support each family, as necessary. In the fall, when Pineland Learning Center reopens, we will provide meals on-site the days that we are in the building. On Wednesdays, when we are remote, Pineland Learning Center will send meals home for students in need.

e. Quality childcare

Childcare will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize childcare will now require it.

- Not Being Utilize
- Being Developed by School Officials
- Currently Being Utilized

Currently, Pineland Learning Center has surveyed staff to understand who may need childcare due to the circumstances of scheduling during the COVID-19 pandemic. A list of surrounding childcare facilities and their contact information will be provided to those staff and parents who require childcare.

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Childcare Needs Survey Questions (7/30/2020)

1. Do you require childcare services for your child(ren) during working hours?
 - a. No – (end of the survey)
 - b. Yes – (please respond to the following questions)

2. Do you foresee a need for *Paid Leave* when Pineland Learning Center reopens in September to care for your child(ren) whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons—under the *Families First Coronavirus Response Act*?

3. Please specify the number of children age 13 or younger.

4. How would you most likely use childcare services?
 - a. Regularly
 - b. Non-scheduled, as-needed basis

5. How many days per week do you need childcare services?

6. Time of day childcare would be used.
 - a. All-day (7:00 am – 6:00 pm)
 - b. Mornings (7:00 am – 1:00 pm)
 - c. Afternoons (1:00 pm – 6:00 pm)

7. What cost would you be willing to pay?
 - a. \$? per child/hour

8. Essential Items considered when selecting childcare:
 - a. Cost is affordable
 - b. Location is convenient
 - c. Caregiver licensed by the state
 - d. The program includes planned learning activities
 - e. Care available for all my children
 - f. Meals are provided

9. How likely would you consider utilizing childcare services if available near Pineland Learning Center's vicinity?

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

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B. LEADERSHIP AND PLANNING

The Leadership and Planning Section of *The Restart and Recovery Plan to Reopen Pineland Learning Center* references guidance, requirements, and considerations for the school regarding school-wide logistical and operational issues, all with which administrators will contend with in planning to reopen schools. To ensure the health and safety of students and staff requires a great deal of planning. When *The Road Back: Restart and Recovery Plan for Education* was released on June 26, 2020, by the New Jersey Department of Education, the guidance stated that each required submission was due four weeks before reopening. As Pineland Learning Center intended to begin school on September 8, 2020, our submission had to be made by July 31, 2020. This timeline gave us a total of 3 weeks and three days to prepare for safely opening Pineland Learning Center on-site in September. Since then, the NJDOE has given us an extension to submit the plan, now due August 3, 2020, allowing us to work over the weekend.

As was required by the New Jersey Department of Education guidance, Pineland Learning Center formed two separate committees, a Restart Committee, and a Pandemic Response Team. Since most of our staff does not work during the summer, and many of our transient students and families are inaccessible over the summer, it was necessary to find an alternative means of procuring feedback rather than on-site meetings. Therefore, most inputs beyond that of the Restart Committee were solicited via survey response.

The provisions marked *Anticipated Minimum Standards* as outlined in the Guidance have been incorporated into *The Restart and Recovery Plan to Reopen Pineland Learning Center* and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided *Considerations* that assisted school officials in configuring ways to adhere to the *Anticipated Minimum Standards*.

1. Establishing a Restart Committee

a. A restart committee was established

A Restart Committee was established because collaboration was critical to the development of *The Restart and Recovery Plan to Reopen Pineland Learning Center*. To modify and adapt the then-current school environment in a manner that ensures the health and safety of staff and students against a world-wide pandemic requires collaboration, especially under the time-constraints given by the New Jersey Department of Education. To facilitate this type of intense preparation, the *Restart Committee* was developed. This committee included PLC school directors, administrators, supervisors, and the solicited responses from teachers, staff, parents, and students, via surveys. This committee met each week in July to create and coordinate the overall opening plan.

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b. The restart committee includes the school leadership team

The Restart Committee includes The School Leadership Team, a diverse set of content experts, educators, parents, and students. Pineland Learning Center is a small, receiving district serving approximately 126 students. The school Leadership Team serves as the Restart Committee with input from staff and parents to guide us when making decisions and creating policies and protocols. The Restart Committee includes a very diverse set of experts, educators, and parents. Student opinions and input are solicited as needed from those students currently attending our ESY program.

c. The restart committee worked closely with the school pandemic response team

The Pineland Learning Center Restart Committee worked closely with the School Pandemic Response Team, Local Health Departments, and others in municipal and county government as necessary to develop the school Plan. Restart Committees and Pandemic Response Teams helped to address policies and procedures for *The Restart and Recovery Plan to Reopen Pineland Learning Center*. The Restart Committee and School Pandemic Team work very closely; in fact, members are shared between both since Pineland Learning Center is a tiny school family. We worked together to address policies, procedures, concerns, and revisions to create *The Restart and Recovery Plan to Reopen Pineland Learning Center* as many coordinating agencies and departments were contacted and solicited for input as possible within the short period given to prepare for reopening.

d. The restart committee should reflect the diversity of the school community

The Restart Committee reflected the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics. All students at Pineland Learning Center are students with disabilities. Currently, we do not serve any ELL students. The Restart Committee is racially, ethnically, and socioeconomically diverse.

e. The Restart Committee developed into subcommittees

The Restart Committee developed subcommittees to focus on school-specific needs and to address the specific needs of the students and staff. The Pineland Learning Center Restart Committee separated into subcommittees. Due to the short period given to prepare for reopening, we found it necessary to create subcommittees to focus on the details required to develop protocols and procedures for reopening Pineland Learning Center. These subcommittees are:

- Health and Safety
- Facilities
- Curriculum
- Social-Emotional Learning
- Policy & Procedures

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- Writing
- Professional Development, and
- Pandemic School Safety Management Team

[See **Appendix L – Restart Committee**]

2. Establishing a Pandemic Response Team

a. The school-based pandemic response team was established

The School-based Pandemic Response Team was established at Pineland Learning Center to centralize, expedite, and implement COVID-19 related decision-making. The difference between the Pandemic Response Team and the Restart Committee is that the Restart Committee did most of the planning (not all) at the beginning. The Pandemic Response Team will do more of the implementation of the plan.

c. Pineland Learning Center has two liaisons between committees

Pineland Learning Center has two liaisons that are members of the school leadership team to ensure coordinated actions across groups. To ensure coordination across teams, Mr. Darwyn Minor (school principal) serves as our committees' liaison. He is a member of both teams and is tasked with providing current and thorough information to both. In his absence, Ms. Stacey DeCore ensures all committees are well-informed.

c. A cross-section of administrators, teachers, staff, & parents

Members of school teams include a cross-section of administrators, teachers, staff, and parents. The Pineland Learning Center Pandemic Response Team consists of a cross-section of administrators, teachers, and staff. Parent/Guardian input was solicited via survey response.

d. The pandemic response teams represent a cross-section of the school

The Pineland Learning Center Pandemic Response Team represents a cross-section of the school, including its gender and racial diversity. Decision-making and communication are more effective if decision-makers reflect the make-up of the community. The Pandemic Response Team accurately represents the school community, including gender and racial diversity.

e. The School Response Team (SRT) becomes the Pandemic Response Team

Aligned with the recommendations of the NJDOE guidance, the Pineland Learning Center Security Response Team (SRT) currently serves as our Pandemic Response Team (PRT) for the planning and implementation of *The Restart and Recovery Plan to Reopen Pineland Learning Center*.

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f. The pandemic response team is comprised of the following members

- The School Principal
- School mental health experts
- Subject Area Supervisors
- The School Nurse
- Teachers representing each grade band
- Members of the SRT Team
- Custodian
- Parents

g. The pandemic response team is responsible for

- Overseeing the implementation of *The Restart and Recovery Plan to Reopen Pineland Learning Center*
- Practical adjusting or amending school health and safety protocols as needed
- Providing staff with required support and training
- Reviewing school level data regarding health and safety measures
- Developing and implementing procedures to foster and maintain a safe and supportive school climate as necessitated by the challenges posed by COVID-19
- Providing necessary communications to the school community
- Creating pathways for the community, family, and student voices to continuously inform the Team's decision-making

h. The pandemic response team will meet regularly

The Pandemic Response Team will meet regularly and provide the community with timely updates and any changes to protocols. The Pandemic response team will primarily be responsible for implementing and overseeing protocols and procedures throughout the school year. They will meet regularly, continue to coordinate with local health agencies, and keep the school community up to date on any revisions or changes to protocols. The Pandemic Safety Management Team, which is a subcommittee of the Pandemic Response Team, will be responsible for monitoring the building throughout the day.

[See **Appendix M** – Pandemic Response Team]

3. Scheduling

a. Resuming in-person instruction

The Restart and Recovery Plan to Reopen Pineland Learning Center accounts for resuming on-site instruction. Scheduling decisions were informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health

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(NJDOH), as well as the input of stakeholders about the needs of all students and the realities unique to this school. On June 26, 2020, Governor Phil Murphy stated that social distancing and reduced capacity (e.g., fewer students and staff in the buildings) should be our guiding safety principles and that schools should consider utilizing a hybrid model (e.g., some on-site and some remote learning) to maintain safety (ASAH, 2020). Besides the Governor’s mandates, the importance of maximizing student learning while balancing the priorities of protecting the safety and well-being of all students and staff, the realities of Pineland Learning Center’s building and facilities were a major determining factor in the conclusions made regarding student and staff schedules (ASAH, 2020).

The Pineland Learning Center School’s Executive Director, Ms. Mary Ellen Graham, and Building Principal, Mr. Darwyn Minor, surveyed the facilities and measured the possibilities for social distancing during instruction. It was determined that building capacity is at minimum 140 students to implement correct safety measures, including social distancing. It was also determined that with some rearrangement and rededication, Pineland Learning Center could provide 20 instructional classrooms. Each of these classrooms could accommodate seven to eight students comfortably while maintaining 6 feet of social distancing between students.

The PLC Restart committee carefully evaluated the CDC health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOH) before presenting options for the 2020-2021 school schedule to parents, staff, and students. The parent and staff input was solicited via surveys and “virtual town hall” parent meetings. (See [Appendix A](#)).

b. Virtual learning will continue to be guided by P.L. 2020, c.27

Virtual learning will continue to be guided by P.L. 2020, c.27, and Pineland Learning Center’s Emergency Closure School Preparedness Plan to deliver instruction through an entirely virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency. In this unprecedented time, school leadership requires the freedom to make split-second decisions to protect the safety of their school community based upon health data in their specific region, local community, and their buildings (ASAH, 2020). After much consideration, the Pineland Learning Center Restart Committee decided to delay the beginning of the instructional school year. The staff school year will begin on August 31, 2020, while the students will begin school on September 8, 2020. Delaying the start of the school year for students will allow for staff to adjust to their new learning environments and protocols. It will also allow time for technology-related professional development and social-emotional training. Holidays were adjusted to ensure 180 instructional days will be provided for student instruction.

Pineland Learning Center developed a hybrid instructional schedule for the 2020-2021 school year that accounts for a hybrid schedule of on-site and remote instruction. Pineland Learning Center uses *Realtime* to schedule prides of students to determine and assign the days they physically and remotely attend school. Within this schedule, time is allotted for morning health screening protocols; handwashing hygiene before and after meals, recess, and physical education; and specific designated times for student pride bathroom breaks and handwashing. The staff has time allocated to support school building logistics required to maintain health and

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safety requirements. *Realtime* has added a pride designation to identify the student's pride quickly.

(1) Per N.J.A.C. 6A:32-8.3, a school day will consist of not less than four hours

Per N.J.A.C. 6A:32-8.3, a school day will consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten. The NJDOE guidance emphasizes that individual schools and districts must have the flexibility to create customized plans that allow them to meet the unique needs of their students and staff. Safeguarding the latitude for responsible, local decision-making and planning is imperative for all schools but is essential for schools that meet the needs of students with disabilities (ASAH, 2020). Pineland Learning Center will be running a full-day schedule. There will be four days of on-site learning and one day of remote learning. Whether on-site or remote, four hours of academic, NJSLA-based instruction is planned and expected.

(2) Opportunities for both synchronous & asynchronous instruction

Pineland Learning Center's school calendar, policies for attendance, and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction while ensuring the requirements for a 180-day school year are met. Pineland Learning Center restructured and amended its attendance policy during the school closure procedures to account for asynchronous and synchronous learning. Pineland Learning Center uses *Realtime* to schedule small prides of students to determine and assign the days they physically and remotely attend school. All students can sign-in to school remotely. Also, Pineland Learning Center recently purchased a new student data system, *Realtime*, which offers a student and parent portal for communication with the school, and teachers can take attendance using the latest data system on-site or remotely. The current schedule and Pineland Learning School calendar allows for 180 days of student instruction both onsite and remotely. *Realtime* allows Pineland Learning Center the option to create a pride of students not planning to attend school physically. *Realtime* has added a pride designation to identify the student's pride quickly.

c. Pineland Learning Center will meet the needs of our special education population

Pineland Learning Center will meet the needs of our special education in alignment with the [New Jersey Specific Guidance for Schools and Districts](#) regarding student accommodations. Pineland Learning Center is a New Jersey State Approved School for Students with Disabilities. All students are accommodated according to their Individual Education Plan (IEP). In addition to accommodations, Pineland Learning Center will accommodate each student according to their individual needs regarding their health and safety during the COVID-19 pandemic.

(1) Professional development for staff to address the needs of special education students

For special education and ELL students, the Pineland Learning Center Leadership Team will provide educators with professional development to best utilize the accessibility features and

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accommodations tools made available through technology-based formats. Pineland Learning Center will continue to ensure students receive individualized supports that meet the requirements of IEP plans. Pineland Learning Center is a New Jersey State Approved School for Students with Disabilities (APSSD). Currently, we do not serve any ELL students. Professional Development will be provided to the Pineland Learning Center Staff to best-utilize the accessibility features and accommodations tools made available through technology-based formats. Specifically, the accessibility features and accommodations offered by *Apple Inc.* within *Classroom* and *Schoolworks* are scheduled to be presented to staff in September in addition to *Realtime* and *Blackboard Collaborate*, and *Blackboard Learn* training.

(2) For medically fragile staff

Virtual instruction is ideal for staff who are at a *higher risk* for the impacts of COVID-19. Accommodations may need to be made for staff with health issues, which are exacerbated by viewing content on screens for an extended period. Any staff member who works remotely will have frequent breaks scheduled into their day due to the frequent handwashing breaks required for students who are in the school building. These scheduled breaks will reduce the amount of consistent screen-viewing time and should alleviate screen-viewing for any extended period. If Pineland Learning Center is open for on-site learning and instruction, we will do our best to accommodate staff, within reason, so that they can work within the school building. We feel this is the best way to provide equity for our staff and the way our students learn best.

d. Accommodating educators to meet required instructional hours

Pineland Learning Center will accommodate educators teaching on-site, hybrid, and virtual instruction, in a way that allows all students to meet the required instructional hours, which will include remote students completing independent work while students in the classroom receive instruction. Pineland Learning Center will:

(1) Provide teachers common planning time

All proposed teacher schedules, whether they are teaching remotely, hybrid, or on-site, will allow for the required instructional hours and teacher common planning time.

(2) Ensure school policies are reviewed & confirmed

Pineland Learning Center will review and confirm all school policies, procedures, and protocols to support on-site and remote instruction (synchronous and asynchronous).

(a) Virtual learning may create privacy challenges

Virtual learning may create privacy challenges that Pineland Learning Center has not yet faced. Virtual learning created many unanticipated challenges during our first unplanned school closure. For example, in some cases, while students were learning synchronously, students' families could be heard or seen in the background on the screen. Sometimes parents would

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attempt to join in with the lessons. Although, if given enough time, we probably could have anticipated these circumstances, as it stood, we did not. However, each of these circumstances was successfully addressed, and we, as a team, are confident that we will be able to address all privacy challenges that we come across. Still, we will be employing digital citizenship training for students and families as soon as possible when we return.

(b) Engaging communities to understand the landscape of challenges and opportunities

The NJDOE strongly recommends engaging communities to understand the landscape of challenges and opportunities better when crafting policies. Pineland Learning Center has always gone above and beyond to engage our community, especially our parent community. We offer our parents transportation to attend school events; we offer families incentives at events such as electronic devices and gift certificates. We have a presence on Facebook, a user-friendly website, and now a parent portal, all to stay engaged with our school community. At Pineland Learning Center, our door is always open.

(3) Secure a steady supply of resources necessary to ensure the safety of students & staff

Pineland Learning Center is prepared to provide the PPE for all staff and students. Staff and students can also purchase and adorn their PPE if they feel more comfortable. Consortium purchasing of PPE and supplies where possible is available from Inspira Health (Inspira Health, 2020).

(4) Protocols for social distancing in vehicles & best practices at bus stops

Pineland Learning Center developed protocols for social distancing on vehicles and will ensure that students understand social distancing best practices while awaiting pickup at bus stops. Pineland Learning Center will guide students on social distancing at the bus stop during an in-school safety presentation. When staff and students are utilizing Pineland vehicles:

- All staff must wear face-coverings
- Students must maintain social distancing on vehicles
- If it is not feasible or prohibitively burdensome to maintain physical distancing, students must wear face-coverings
- Students must sit in every other row, at least 6 feet away from each other in every direction or else wear a face-covering

(5) Synchronous & asynchronous instruction

Pineland Learning Center will support a combination of synchronous and asynchronous instruction, which allows for contact time between educators and their students, as well as time for students to engage with their peers. All instructional activities will be based on what is developmentally appropriate for each grade band. The Pineland Learning Center school schedule developed for the 2020-2021 school year will provide for a combination of synchronous and

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asynchronous learning. Students will be on-site four days out of the week (synchronous learning) and will be learning remotely (asynchronous learning) one day out of the week. All instructional activities will be based on each student's IEP goals and objectives. *Realtime* allows Pineland Learning Center the option to create a pride of students not planning to attend school physically. *Realtime* has added a pride designation to identify the students' pride quickly.

e. Implementing strategies

The Pineland Learning Center Restart Committee considered implementing strategies provided in the Scheduling Section of the NJDOE Guidance in developing *The Restart and Recovery Plan to Reopen Pineland Learning Center*. Some of these implemented strategies are:

- Communication: Pineland Learning Center will establish a single point of contact for information that it is regularly maintained to ensure that messaging remains clear to everyone.
- Attendance: Pineland Learning Center will consider creative, flexible solutions in attendance monitoring.
- Access to Technology: Pineland Learning Center will supplement gaps in student access to devices and internet connectivity.
- Professional Development: Pineland Learning Center will provide accelerated PD to educators focusing on pedagogical aspects of online learning and tailored to Apple iPads
- Feedback Loops: Pineland Learning Center will create mechanisms for administrators, educators, students, and parents to communicate the reality of what is working well and what can be improved.
- Contingency Planning: Pineland Learning Center will consider the needs of medically vulnerable students and staff, P-2 learners, and learners with special needs when developing plans for hybrid virtual and on-site instruction
- Access to Supports: Pineland Learning Center will establish contingency plans to enable school supports such as Nurses, Counselors, Social-Emotional Learning, meals, etc.
- Class Schedules: Pineland Learning Center will establish schedules for multiple scenarios of developmentally appropriate instruction per grade band, considering alternating days and hours to create a hybrid of on-site education, which is ultimately concluded at home.
- Accommodations (students and staff): Pineland Learning Center will use technology to provide flexibility and accommodations to address a variety of learning and health needs.
- Learning Management Systems (LMS): Pineland Learning Center will consider establishing an LMS as the school's operational hub to facilitate easy access to academic content, student performance data, and necessary information for administrators, teachers, students, and parents.

[See **Appendix N – Scheduling of Students**]

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4. Staffing

Clear communication with teachers regarding expectations and support for student learning will be developed and distributed with the 2020-2021 Teacher Welcome Packets. Staff will be informed that their roles will include compliance with health and safety regulations such as monitoring movement, reducing movement, monitoring hallway traffic, and maintaining safety according to the CDC and New Jersey Department of Health guidelines.

a. Staff access & equity to ensure the continuity of student learning

Pineland Learning Center considered access and equity for all staff to ensure continuity of student learning. *The Restart and Recovery Plan to Reopen Pineland Learning Center* and decision-making throughout the school year considers the unique needs of each staff member, such as access to technology, social and emotional health, and childcare concerns. Pineland Learning Center believes that Teachers serve as the number one in-school factor impacting student learning, regardless of the environment. Pineland Learning Center developed all plans with the unique needs of our staff in mind. A survey was sent asking staff their feelings about coming into the school building if they felt capable of doing so. If they did not, they were encouraged to contact our human resource person to discuss possible alternatives and accommodations.

b. Staff scheduling & assignments

When creating staffing, scheduling, and assignments, Pineland Learning Center complied with all applicable employment laws, including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Pineland Learning Center will make as many accommodations as feasible and necessary for the staff. Likewise, confidentiality and respect for each other's privacy are essential. As a state-approved school for students with disabilities, compliance is always a priority.

c. Roles & responsibilities

The Restart and Recovery Plan to Reopen Pineland Learning Center identifies the roles and responsibilities of school administrators, teachers, paraprofessionals, and educational services professionals, to ensure continuity of learning and leverages existing resources and personnel to maximize student success.

At Pineland learning Center, school administrators, teachers, paraprofessionals, and educational service professionals are expected to fulfill their roles and responsibilities. Lack of certified staffing is a concern. Pineland Learning Center is a small, private school that does not have *extra* staff on hand, nor does Pineland Learning Center generally contract substitutes. However, Pineland Learning Center has coordinated with several non-returning staff to fill the role of *on-call substitute*. The possibility that staff will not be able to come to work due to either sickness,

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the chance of illness, quarantine procedures, and just not “feeling comfortable” is a real concern. Pineland Learning Center is doing absolutely everything possible to make sure that all staff is safe on-site. Still, ultimately, Pineland Learning Center is relying on our family culture, commitment, and loyalty.

d. Educators must maintain quality instruction for all students

As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements outlined in the New Jersey Department of Education regulations. Pineland Learning Center will maintain quality instruction for students during the 2020-2021 school year. All students will receive a minimum of 4 hours of NJSLS-based instructional content per day.

e. NJDOE flexibility for the implementation of specific regulatory requirements

In response to COVID-19, the New Jersey Department of Education has provided flexibility for the implementation of specific regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, certain flexibilities will apply. However, after reviewing the latitudes, most do not apply to Pineland Learning Center, nor to APSSDs, in general. Currently, we are not cultivating a mentor-mentee relationship, nor do we have a teacher applying for certification. As we do not have access to *NJ SMART* data and information, we are not able to use the database for staff evaluations.

(1) Mentoring guidance

Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and the school community through differentiated supports based on the teacher’s individual needs. The Pineland Learning Center School Mentoring Plan outlines requirements and flexibilities for nontenured teachers *new* to the teaching profession and the school community through differentiated supports based on the teacher’s individual needs.

(2) Educator evaluation guidance

Educator Evaluation Guidance – Describes flexibilities and requirements for educator evaluation necessitated by the state-mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020. It is differentiated for educators with provisional certification, in the process of earning tenure, and on a corrective action plan (CAP). Pineland Learning Center does not require flexibility regarding educator evaluations because our teacher evaluation tool and protocol are not aligned with *Achieve NJ*.

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(3) Certification

Pineland Learning Center does not require flexibility for certified staff evaluations.

(a) Performance Assessment (edTPA)

Performance Assessment (edTPA) guidance describes the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations. Pineland Learning Center does not currently employ any staff required to take the edTPA assessment.

(b) Additional COVID-19 Certification Guidance

Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logistical constraints posed by the COVID-19 state of emergency and related limitations. Pineland Learning Center does not currently employ staff requiring certification flexibilities.

[See **Appendix O** – Staffing]

5. In-Person & Hybrid Learning Environments: Roles & Responsibilities

The Roles and responsibilities of the staff will look different when returning to on-site instruction. Staff will have to be trained in all safety protocols and will require time to get used to the building again. They will also need time to practice the new protocols and procedures as well as help to uncover unforeseen circumstances.

a. In a hybrid learning environment

In a hybrid learning environment, Pineland Learning Center will utilize the Pandemic School Safety Management Team to monitor student movement, reduce staff movement, reduce hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules include designated time to support school building logistics required to maintain the health and safety of all staff and students.

b. Instructional staff

- Reinforce social distancing protocol with students and paraprofessionals.
- Limit pride interactions to maintain safety
- Support school building safety logistics (entering, exiting, restrooms, etc.)
- Become familiar with Pineland Learning Center's online protocols and platforms
- Plan standards-based lessons to meet the needs of students at various levels, ensuring the versatility of lessons to apply to both entirely on-site and virtual learning environments

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- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities
- Provide regular feedback to students and families on expectations and progress
- Set clear expectations for remote and on-site learning
- Assess student progress early and often and adjust instruction and methodology accordingly
- Develop opportunities for real-time interactions with remote students (office hours, virtual meetings, etc.)
- Instruct and maintain good practice in digital citizenship for all students and staff
- Assist with the school building and safety logistics
- Support colleagues in making necessary curricular adjustments and continuously improving the quality of instruction in remote and on-site environments

c. Mentor teachers

Currently, Pineland Learning Center does not have any Mentor teachers. However, should the need arise, all mentor teachers will:

- Plan for on-site contact with the mentee using agreed-upon communication methods and schedules that provide confidentiality and sufficient support
- Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction
- Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with proper support
- Integrate self-care, for mentor and mentee, into mentoring scheduling and practices
- Continue to maintain logs of mentoring contact*
- Consider all health and safety measures when doing on-site observations*

d. Administrators

In addition to administrators' non-instructional responsibilities, to ensure the quality of continued learning on-site or virtually, administrators will:

- Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment, and inform on-site instruction
- Provide time for staff collaboration and planning
- Prioritize vulnerable student prides for face-to-face instruction
- Identify teachers that may provide support to staff to improve instruction in a virtual environment continuously
- Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered
- Hone collaboration, cooperation, and relationship-building skills using alternative methods to remain connected to virtual instruction

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- Define and provide examples of high-quality instruction, given context and resources available
- Assess teacher, student, and parent needs regularly
- Ensure students and parents receive necessary supports to ensure access to instruction
- Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, following NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9)
- Plan a process to onboard students and re-establish the classroom environment through emphasizing relationships with students and parents and resetting routines
- Collaborate on curriculum planning and assessing student academic and social-emotional well-being when students return to school
- Create feedback loops with parents and families about students' academic and social-emotional health and well-being using remote learning conferences and surveys to parents about their child's experience and learning while out of school
- Share a comprehensive account of academic interventions and social-emotional and mental health support services available through the school
- Create and communicate realistic student schedules to increase student engagement and accountability for both remote and on-site learning models
- *Collaborate in determining expectations for differentiated instruction and rigor in on-site and remote learning models*
- *Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment*

e. Educational services staff

Educational services staff members will:

- Lead small pride instruction in a virtual environment when necessary
- Facilitate the virtual component of synchronous online interactions
- Assist with managing online platforms for small prides of on-site students while the teacher is remote
- Assist with the development and implementation of adjusted schedules
- Assist teachers with providing updates to students and families
- Support embedding of Social-Emotional Learning into lessons
- Lead small pride instruction to ensure social distancing
- Consider student grouping to maintain a single classroom pride of students
- Consider alternative methods for one-on-one interactions avoiding personal contact where possible

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f. Support staff & paraprofessionals

Support staff/paraprofessionals will:

- Lead small pride instruction to ensure social distancing when necessary
- Consider student grouping to maintain a single classroom pride of students
- Consider alternative methods for one-on-one interactions avoiding personal contact where possible
- Pre-record read-alouds and videos around Social-Emotional Learning activities and routines
- Provide real-time support during virtual sessions
- Consider alternative methods for one-on-one interactions avoiding personal contact where possible
- Assist with pre-recording read-alouds and videos around Social-Emotional Learning activities and routines
- Provide synchronous support during virtual sessions
- Research websites, videos, and links for accessible activities that teachers can incorporate into lessons
- Support families and students in accessing and participating in remote learning
- Participate in online classes with students and teachers, if available
- Lead small pride instruction in a virtual environment
- Facilitate the virtual component of synchronous online interactions

g. Substitutes

Pineland Learning Center does not generally use contracting agencies to provide substitute teachers, nor do we employ permanent substitutes. However, Pineland Learning Center has coordinated with several non-returning staff to serve in the role of *on-call* substitutes.

(1) Contingency staffing plans

Pineland Learning Center developed contingency staffing plans in case of sudden long-term absences or vacancies. Pineland Learning Center expects that there could be many staff absences due to suspected contact with COVID-19. We have identified possible staff that could fulfill a substitute role on a short-term basis. Pineland Learning Center will utilize certified staff, if necessary, as substitutes where possible. When staff are quarantined, but not exhibiting symptoms, remote teaching may be an option. Schedules will be created with flexibility in mind, knowing that the possibility exists that at any time, any staff member may not be available.

(2) Roles & responsibilities for substitute teachers

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Substitute teachers, if utilized, will be expected to fulfill the same roles and responsibilities as the classroom teacher as necessary on a short-term basis. The substitute teacher will be expected to communicate with the classroom teacher, if possible and if needed.

(3) Designate substitutes

Substitutes, if utilized, will be expected to stay in the room, in the wing, and within the grade level, they were hired to cover to avoid movement throughout the building.

(4) Identify additional staff

Pineland Learning Center's Restart Team discussed the possibility of needing more than one nurse. If the need should arise, we will hire an additional nurse on a part-time or substitute basis. However, Pineland Learning Center purchased two- mounted thermometer kiosks to assist with screening, which is the time-consuming area of most concern.

Recently, after preparing and purchasing items for staff and student screenings, CDC guidance was released, reversing the requirement for daily screenings (Centers for Disease Control and Prevention, 2020).

[See **Appendix O – Staffing**]

6. Educator Roles Related to School Technology Needs

The staff at Pineland Learning Center have embraced technology so completely and expertly after being thrown into a nearly impossible situation in March 2020. There was so much to teach in a short time that it was as if we were part of a surreal nightmare. The only saving grace was that we were in it together. Embracing technology was not a choice for anyone—it was a mandate for survival. Technology in education went from costar role to movie star overnight. Finally, in The Restart and Recover Plan to Reopen Pineland Learning Center, we have the time to plan and support our teachers.

a. Ensure staff are prepared to provide & support instruction on day one

To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, Pineland Learning Center is beginning personnel a week before the students. All staff will start on August 31, 2020, and all students will begin on September 8, 2020. In addition to the later start date, Pineland Learning Center will provide technology training on our new database and our new LMS system. We did not have training the first time we were thrown into remote learning.

(1) Designate staff members to provide ongoing support with technology

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Pineland Learning Center has designated a small group of staff members to provide technical support to teachers. These teachers worked during our summer ESY program. They will assist other teachers with our new student data system.

Faced with the knowledge of how important it is for our staff and students to be technologically proficient; Technology has been scheduled as a weekly class in the Pineland Learning Center Master Schedule for all grade levels beginning in September.

Pineland Learning Center employs a Technology Coordinator who primarily supports staff with their technological needs. All school administrative staff and administrative support staff assist the technology coordinator whenever necessary. Also, specific staff members who are technologically savvy support colleagues when needed.

(2) Determine technology needs & access

Pineland Learning Center provides all teachers and paraprofessionals with access to MacBook Pros or iPads to successfully implement virtual learning for students. All families were surveyed before Pineland Learning Center closed for the spring to assess technology needs, whether it was a need for a computer or internet service or both. A second technology needs survey will be sent at the beginning of the year to obtain the same information because Pineland Learning Center serves a very transient population. However, the parent technology survey is not to determine whether to supply technology but to determine which type of iPad is necessary—with or without 4G capability. Every Pineland Learning Center student has equitable access to technology because we provide the technology.

(3) Provide one-to-one instructional devices & connectivity

Pineland Learning Center provides one-to-one Apple iPads to all students. For those students with connectivity issues, Pineland Learning Center provides 4G iPads linked to our Verizon service. *Realtime* provides a feature to track 1:1 device usage. This feature offers a 1:1 device area to record Device Type, Asset Tag #, Serial #, and Status. This device can then be connected to a student with an Issue Date and Return Date, creating a history of 1:1 devices each student has utilized.

(4) Provide school email addresses & access to online platforms

Pineland Learning Center uses Microsoft 365 and Azure to ensure all students and staff have working e-mail addresses. Also, Pineland Learning Center is currently configuring *Apple School Manager* to provide individual school managed *Apple ID*'s for all students. These new programs will eliminate the need for multiple usernames and passwords. We are considering purchasing an LMS that will cut down even more on the number of usernames and passwords necessary for students to know and use. However, in the meantime, all student usernames and passwords are centralized with one administrative support person and can be obtained and reproduced easily and quickly.

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b. Student teachers (1)

Currently, Pineland Learning Center does not sponsor any student teachers.

(1) Train student teachers to use technology platforms

Currently, Pineland Learning Center does not sponsor any student teachers.

(2) Communicate school expectations & guidelines

Currently, Pineland Learning Center does not sponsor any student teachers.

(3) Survey assistant teachers to determine technology needs & access

Currently, Pineland Learning Center does not serve preschool students.

(4) Staff who are at a higher risk for the impacts of COVID-19

Virtual instruction is not ideal for Pineland Learning Center staff, who are at a higher risk for the impacts of COVID-19. All Pineland Learning Center students have behavioral components as part of their disability. It is not possible to reach or help a student with a behavioral disability without creating trust and a positive teacher-student relationship. It is not possible to create this type of connection to the necessary depth virtually. As we found out at Pineland Learning Center due to the NJ Governor's mandate, remote learning and virtual teaching is nearly a waste of time for Pineland Learning Center students. Those who flourished using remote learning were the exception. Also, accommodations may be necessary for staff with underlying health issues, which are exacerbated by viewing content on screens for an extended period.

Pineland Learning Center anticipates the need for accommodations for some *high-risk* staff. Alternative locations within the building have been identified that would be more secluded with less human contact that could be utilized. Pineland Learning Center also intends on using Screencasting to limit the amount of contact with students for everyone, including staff members who are considered *high-risk*.

c. Student teachers (2)

Pineland Learning Center does not currently coach or train student teachers.

d. Additional staff concerns

Pineland Learning Center is prepared to navigate other staffing concerns and topics. We will also use needs surveys and meetings to closely monitor the school climate and the actual needs of the staff. Additionally, the school leadership team plans on being readily available to staff to

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mitigate any concerns quickly. Restorative/Responsive Circles will be held to help staff work through issues that may be preventing them from performing at high levels and caring for student needs.

(1) Limit screen time for students in grades pre-k through two

Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate methods show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective. Pineland Learning Center does not currently serve preschool or kindergarten students; however, we do teach students in grades one and two (and sometimes, but rarely, Kindergarten).

These young students are classified with behavior-related disabilities. Many times, these disabilities comorbidly involve a diagnosis of ADHD. Students with these classifications require activity and hands-on learning. It is for this reason that Pineland Learning Center recognized the need to focus on providing as much on-site instruction as safely as possible. With the provision of on-site instruction, a diminished amount of screen-time is significantly more probable. For those students, whose parents opt for remote learning, more interactive activities are effective best practice and will be provided.

(2) Identify how teachers will monitor & assess student performance

Pineland Learning Center developed and is currently communicating a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they will grade students (Grades Pre-K through twelve). Teachers will utilize the virtual platforms and programs provided to monitor and assess student performance, both formatively and cumulatively. At the beginning of the school year, Pineland Learning Center staff will utilize Edmentum as a universal screening in ELA and Math to identify any recidivism and to establish instructional levels.

(3) Utilizing community volunteer support

Pineland Learning Center considered developing a plan to leverage community organizations, community partners, faith-based communities, and volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students requires criminal history background checks. Connecting families to community organizations for help and assistance is part of the Pineland learning Center counseling service provider's responsibilities. Students who attend Pineland Learning Center come from diverse areas, but primarily South Jersey. Pineland Learning Center serves over forty-five different school districts. Therefore, connecting families to local community partners is done on an individual basis according to each family's needs as recognized by their assigned counselor and service provider.

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(4) Roles & responsibilities of teacher leaders or instructional coaches

The roles and responsibilities of teacher leaders or instructional coaches in supporting teachers to make necessary curricular adjustments and continuously improve their quality of instruction through remote and hybrid instruction are primarily filled by supervisors if not, within healthy collegial relationships between teachers.

Pineland Learning Center does not officially recognize *teacher leaders* or *instructional coaches*. Curricular adjustments and the continuous improvement of the quality of instruction through remote and hybrid structures are completed by our Curriculum Supervisor, who works closely with all teachers.

(5) Student trauma, social-emotional learning, & digital citizenship

Pineland Learning Center began addressing student trauma, social-emotional learning, and digital citizenship in the Fall of 2019. Through the implementation of specific classes for Social-Emotional Learning and Tech Class, Pineland Learning Center has provided the opportunity and the need for staff to address student trauma, social-emotional learning, and digital citizenship.

[See **Appendix O** – Staffing]

7. Athletics

Under [Executive Order 149](#), high school sports under the jurisdiction of the NJSIAA may resume only following reopening protocols issued by NJSIAA and cannot return earlier than June 30, 2020.

Pineland Learning Center does not participate in Interscholastic Sports. If Pineland Learning Center students wish to participate in competitive school sports teams, they can do so by contacting their sending district. All NJSIAA compliance regarding the health and safety of students is the responsibility of each student's sending district's sports team.

Regarding In-School Physical education, Pineland Learning Center is following these guidelines from the [NJSIAA](#):

- Hold class outside whenever weather permits
- No equipment use unless it can be disinfected between uses
- No using hands to handle game balls
- Individual skill-building activities are encouraged
- Curricular content will be reorganized to contain less contact in the fall
- Social Distancing whenever students are inside the gymnasium due to inclement weather

[See **Appendix P** – Athletics]

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C. POLICY AND FUNDING

The impact of the COVID-19 pandemic presents many fiscal challenges to Pineland Learning Center for delivery of instruction and related services to students in addition to other basic operational needs. Readyng facilities, purchasing supplies, transporting, and feeding students may look drastically different in the 2020-2021 school year. The Policy and Funding section of *The Restart and Recovery Plan to Reopen Pineland Learning Center* focuses on existing and pending Federal and State legislation, regulations, and guidance. Instructional policies will be modified for the 2020-2021 school year to account for the time necessary for staff and students to comply with all health and safety standards and recommendations. The Pineland Learning Center Attendance policy was previously modified during the 2019-2020 school year to enable a remote student attendance sign-in protocol

1. School Funding

The NJDOE guidance document indicates that the provisions of Chapter 27 (P.L.2020, C. 27), allowing flexibility in meeting the requirement to provide instruction and related services to students with disabilities, will continue. So in the words of the NJDOE, “hours of instructional time will not be defined as a student’s time spent in front of a teacher or screen, but time engaged in standards-based learning under the guidance and direction of a teacher.” Chapter 27 authorizes explicitly remote instruction and services provided by an APSSD during the pandemic required school closure to count for tuition purposes toward the required 180 days of instruction for students (ASAH, 2020). This adherence to Chapter 27 and the ability to provide remote learning as part of Pineland Learning Center’s hybrid model of reopening is critical. Student tuition paid by individual sending districts is the primary source of funding for Pineland Learning Center.

As a small business, Pineland Learning Center is eligible to apply for CARES ACT funding, however, based on advisement from the ASAH organization, as an APSSD, Pineland Learning Center will utilize the annual student tuition in order to address budgetary needs during the COVID-19 pandemic.

a. Options to obtain the maximum available revenue to minimize expenditures

The Pineland Learning Center Executive Board explored every possible option to obtain the maximum amount of available revenue to minimize expenditures in the face of considerable uncertainty. The possibilities Pineland Learning Center explored included but was not limited to:

(1) Elementary & Secondary School Emergency Relief Fund

Pineland Learning Center is not eligible to receive funding from the *Elementary and Secondary School Emergency Relief Fund*.

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(2) Federal Emergency Management Agency (FEMA)

Pineland Learning Center receives zero funding from the Federal Emergency Management Agency (FEMA)—Public Assistance.

(3) State school aid

Pineland Learning Center is not eligible for *State School Aid* funding

b. School budget

Pineland Learning Center finalized the FY20-21 budget and submitted it to the Cumberland County Office of Education on July 26, 2020. We were able to budget for some expenses. Additionally, with discretion, some budgeted costs were reallocated to areas of need.

c. School funding

School officials will review the New Jersey Department of Education School Finance regulatory guidance for APSSD's, including information on Federal and State funding sources, purchasing practices, use of reserve accounts, transfers, cash flow, costs, and contracting, including E-Rate funding and cooperative purchasing contracting

(1) Purchasing

Pineland Learning Center purchased items not required in the past and expects to experience increased demand for previously purchased goods and services to implement the *Restart and Recovery Plan to Reopen Pineland Learning Center*. Pineland Learning Center will continue to comply with Chapter 23A: [Chapter 23A: New Jersey Fiscal Accountability, Efficiency and Budgeting Procedures](#), and [Public School Contracts Law N.J.S.A. 18A:18A-1 et seq](#) if the opportunity should arise for consortium purchasing of supplies such as PPE, which may be available from Inspira Health (Inspira Health, 2020).

(2) Use of reserve accounts, transfers, & cashflow

Pineland Learning Center will comply with Chapter 23A: [Chapter 23A: New Jersey Fiscal Accountability, Efficiency, and Budgeting Procedures](#) for specific budget actions.

D. CONTINUITY OF LEARNING

Ensuring the continuity of learning is critically important during this time of high stress for families, educators, and students. The move to an entirely virtual learning environment happened quickly and created significant challenges for staff and students, particularly students, already considered at-risk before the pandemic. Pineland Learning Center's restart committee debated almost endlessly, attempting to configure the most appropriate learning environment for

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the Pineland Learning Center students. A plan that is equitable for all families and allows for the needs of our population of students with disabilities and ensures everyone's health and safety was developed.

Monday	Tuesday	Wednesday	Thursday	Friday
All students and Staff On-Site	All students and Staff On-Site	All students Remote; Staff On-Site or Remote	All students and Staff On-Site	All students and Staff On-Site

1. Ensuring Delivery of Special Education & Related Services

Chapter 27 (P.L.2020, C. 27) provides that “Special education and related services, including speech-language services, counseling services, physical therapy, occupational therapy, and behavioral services, may be delivered to students with disabilities through the use of electronic communication or a virtual platform as required by the student’s Individualized Education Program (IEP), to the greatest extent practicable” (Porzio, Bromberg, & Newman Inc., 2020). Chapter 27 will be extended to the coming school year so that Pineland Learning Center can continue to have program flexibility in 2020-21 (ASAH, 2020). Telehealth and Behavioral Telehealth exams are available through Inspira Health, which can determine the need to test and rapid referral to testing sites for employees/students (INSPIRA Health Network, 2020). The degree to which Pineland Learning Center will be able to return students to on-site instruction remains uncertain. The NJDOE anticipates that many students likely made less than one full year of academic growth during the 2019-2020 school year. The move to an entirely virtual learning environment happened quickly and created significant challenges for staff and students, particularly students, already considered at-risk before the pandemic. Pineland Learning Center will work closely with Sending districts and student families to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are most in need of on-site instruction.

a. Federal Individuals with Disabilities Education Act (IDEA)

Consistent with guidance from the United States Department of Education, Pineland Learning Center will continue to meet its obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State Special Education Regulations For Students With Disabilities to the greatest extent possible. Under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State Special Education Regulations For Students With Disabilities, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), and counseling. Pineland Learning Center will continue to implement each student’s IEP, providing NJ standards-based instruction and all services necessary for a thorough and efficient education.

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b. Extended School Year (ESY)

Per the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic. Following the Extended School Year Guidance issued by the NJDOE, student IEPs that currently include ESY services were implemented to the greatest extent possible during the COVID-19 pandemic. Currently, Pineland Learning Center is remotely serving 46 students in the 2020-2021 ESY program.

c. NJDOE 2020-2021 school year recommendations

(1) Procedures to address the return to school of medically fragile students

Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan are currently unnecessary at Pineland Learning Center. As a New Jersey State Approved School for Students with Disabilities (APSSD), Pineland Learning Center does not currently serve any medically fragile students with a 504 plan. All Pineland Learning Center students have an Individualized Education Program (IEP).

(2) Review student data & progress to determine lost skills

Pineland Learning Center will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and will also determine the need for additional services to address learning loss. Pineland Learning Center will utilize Edmentum as a universal screening tool as an initial determination of each student's recidivism level caused by the closure of Pineland Learning Center during the spring of the 2019-2020 school year.

(3) Consider the impact of missed services on student progress

Pineland Learning Center will consider the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time. All Pineland Learning Center service providers assess their students at the beginning of the year to determine student progress toward meeting IEP goals and objectives. For those students who meet their goals and objectives without additional compensatory services, new goals, and objectives for the 2020-2021 school year will be developed. For those students who do not meet their IEP goals and objectives for the 2019-2020 school year, additional compensatory services will be considered.

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(4) Complete overdue & incomplete special education services

Pineland Learning Center will develop procedures to complete overdue and incomplete evaluations to determine eligibility for special education services. Pineland Learning Center is a receiving district of classified students. Each sending school district provides all student evaluations and eligibility determinations for Pineland Learning Center students.

(5) Identify students whose post-secondary plans might be adversely affected

The Pineland Learning Center school guidance counselors and related service personnel will identify students whose post-secondary plans may have been adversely affected by the COVID-19 pandemic. They will provide support, resources, and assistance, which may include facilitating a connection to community organizations, scholarship programs, county, state, or federal opportunities to access support.

Pineland Learning Center has made provisions so that current transition students are adversely affected by the school closure as little as possible. Pineland Learning Center will provide transition assessments and interest assessments to students who are of age for transition services. Two new virtual resources have been purchased, and Pineland Learning Center continues to use NJCANN for remote learning instruction.

Pineland Learning Center continues to cultivate previous partnerships for work-based learning opportunities. Some partners have agreed to come into the building and speak with students in place of work-based learning experiences. Some partners can provide work for Pineland Learning Center students that they can do in the school building, on-site. Some partners have agreed to meet students virtually or provide virtual tours. Pineland Learning Center will continue to work with its partners to monitor when the students can return to their work-based learning/transition experiences in the community.

(6) Procedures for student referrals & evaluations

Only sending school districts currently classify Pineland Learning Center students. The sending district Child Study Team is responsible for all student referrals and evaluations to determine a student's eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology & Connectivity

Pineland Learning Center will strive to ensure that every student has access to a device and internet connectivity. We will prioritize the provision of technology, or on-site instruction, to students that are otherwise without access.

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a. The provision of technology

Pineland Learning Center will ensure that every student has access to a device and internet connectivity. Pineland Learning Center will prioritize the provisions of technology, or on-site instruction, to students that are otherwise without access. Additionally, Pineland Learning Center will include the steps taken to address the technology deficit and how it will be resolved as soon as possible in this reopening plan.

Pineland Learning Center will provide an Apple iPad to every student who attends Pineland Learning Center. Students who do not have internet service will be provided with a 4G Apple iPad that will be connected to Pineland Learning Center's Verizon service account. *Realtime* provides a feature to track 1:1 device usage. This feature offers a 1:1 device area to record Device Type, Asset Tag #, Serial #, and Status. This device can then be connected to a student with an Issue Date & Return Date, creating a history of 1:1 devices the student has utilized.

b. Technology

(1) Conduct a needs assessment

Pineland Learning Center has conducted technology needs assessments using a survey format with all student's families. We will conduct an additional technology needs assessment using a survey format, for all new students to assess their technology requirements at the beginning of the 2020-2021 school year.

(2) The attendant needs associated with the deployment of technology

Pineland Learning Center will consider the attendant needs associated with the deployment of technology, including student and parent training and acceptable use policy implementation.

Pineland Learning revised its acceptable use policy when the school closure happened in March 2020. Additionally, the technology coordinator created an easy-to-use step-by-step guide for all parents who received an Apple iPad, which was provided along with Pineland Learning Center's Acceptable Use Policy. Students will use their iPads and become more familiar with them during on-site instruction. *Realtime* provides a feature to track 1:1 device usage. This feature offers a 1:1 device area to record Device Type, Asset Tag #, Serial #, and Status. This device can then be connected to a student with an Issue Date & Return Date, creating a history of 1:1 device student usage.

(3) The purchase & roll-out of devices & connectivity

Pineland Learning Center will prioritize the purchase and roll-out of devices and connectivity that may involve learning based on the results of the needs assessment. Pineland Learning Center has and will continue to provide one-to-one Apple iPads to all students. For those students without internet connectivity, 4G iPads will be provided. *Realtime* provides a feature to track 1:1

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device usage. This feature offers a 1:1 device area to record Device Type, Asset Tag #, Serial #, and Status. This device can then be connected to a student with an Issue Date & Return Date, creating a history of 1:1 device student usage.

(4) Addressing accommodations for students with special needs

For students with special needs, accommodations according to their instructional program (IEP) must be addressed as appropriate for each student. If students require accommodations, they will be addressed by utilizing the accessibility features available on the Apple iPad, as well as those features provided by the LMS platform.

(a) Addressing all technical challenges

If there is a device or connectivity shortage, Pineland Learning Center will address all technical challenges. This will include the steps Pineland Learning Center has already taken to address the technology divide and how plans to provide devices and connectivity to students in need.

Pineland Learning Center will purchase any additional Apple iPads that should be needed. Each student's internet connectivity needs will determine whether a 4G iPad is necessary. Pineland Learning Center staff regularly communicate with students' families and receive and respond to all students' technological needs as they arise. *Realtime* provides a feature to track 1:1 device usage. This feature offers a 1:1 device area to record Device Type, Asset Tag #, Serial #, and Status. This device can then be connected to a student with an Issue Date & Return Date, creating a history of 1:1 device student usage.

3. Curriculum, Instruction, & Assessment

All students at Pineland Learning Center are classified with IEPs. All IEPs have individual goals and objectives that must be assessed for recidivism. For those students who show signs of recidivism, teachers will focus on closing the learning gaps. For those students who do not show

signs of recidivism, new goals and objectives will be developed. All curriculum and instruction will be standards-based, and all standards will be identified in teacher lesson plans.

a. Planning curriculum, instruction, & assessment

In planning curriculum, instruction, and assessment for reopening, Pineland Learning Center will focus on building staff capacity to deliver highly effective teaching in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS). Pineland Learning Center will begin the 2020-2021 school year with instructional assessments and universal screenings to assess recidivism. The focus this year will be close to the widened learning gaps caused by an entirely remote instructional format in the Spring of 2020.

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b. Shared purpose & goals

Pineland Learning Center will develop an innovative plan that cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters a practical partnership approach with students' family members and caregivers. Pineland Learning Center has adopted these goals for the 2020-2021 school year:

- Provide equitable access to a high-quality education
- Provide new approaches to customized learning and new types of partnerships with family members, caregivers, and the community
- Create a strong feedback loop between administration, educators, students, and families
- Reduce student anxiety by developing a shared sense of purpose, providing clear expectations and comprehensive support systems, building strong relationships, and allowing for flexibility/adaptability
- Provide the support necessary for massive instructional shifts
- Approach digital technologies with the flexibility necessary to maximize student learning
- Enhance communication pathways and foster an active partnership approach with family members and caregivers
- Encourage early collaboration between educators to ensure consistency across grades and content areas
- Provide sufficient time to prepare for the necessary incorporation of new instructional techniques

c. Virtual & hybrid learning environments

When planning for re-opening, a key focus was building staff capacity to deliver multiple productive instructional environments as well as addressing any learning gaps that might prevent students from reaching their IEP goals and objectives.

Monday	Tuesday	Wednesday	Thursday	Friday
All students and Staff On-Site	All students and Staff On-Site	All students and staff Remote	All students and Staff On-Site	All students and Staff On-Site

(1) Curriculum

All Pineland Learning Center curriculum will be New Jersey Student Learning Standards (NJSLs) based, and all instructional staff lesson plans will identify which standards are being addressed in each lesson. Additionally, all individual student IEP goals and objectives will be amalgamated into the NJSLs standards to address all student needs.

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(a) Structure and deliver the curriculum to account for learning loss

Pineland Learning Center educators will be tasked not only to deliver curriculum but also to structure the curriculum to account for the loss of learning that may have resulted from the extended school building closures. All Pineland Learning Center instructional staff will screen students at the beginning of the school year to assess student learning loss due to an entirely remote instructional program during the last quarter of the 2019-2020 school year. Some of the programs that students are familiar with and that Pineland Learning Center utilizes are:

Remote Learning & Hybrid Educational Resources

IXL	www.ixl.com
Flocabulary	www.flocabulary.com/
Learning Ally	www.portal.learningally.org/
I Know It	www.iknowit.com
Edmentum	www.edmentum.com
Virtual Field Trips	www.virtualfieldtrips.org/

Pineland Learning Center is very particular regarding the programs chosen for students and staff to use that transcend virtual and on-site platforms. Applications must have a diagnostic component and the ability to document student progress.

(b) Accelerate students' progress

To accelerate students' progress during the upcoming school year, educators will be tasked with identifying what unfinished learning needs to be addressed. Once student gaps are identified, those skills will be immediately addressed, and accelerated instruction will ensue.

(c) Accelerated learning

Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments, along with the appropriate support necessary to fill the most critical gaps in knowledge. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible. All staff will have the opportunity to discuss terms and best practices related to accelerated learning to prepare for successful student instruction which includes:

- Prioritize the most critical prerequisite skills and knowledge for each subject area and grade level now. Evaluate students' unfinished learning and provide acceleration support
- Plan your approach to diagnosing students' unfinished learning in that prerequisite content knowledge and those prerequisite skills. Keep in mind that during virtual instruction, the type of appropriate learning experiences will vary based on grade band and content area

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- Adapt the curricular scope and sequence/pacing for each subject area and grade level to accommodate where teachers might need to provide acceleration support
- Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results

(2) Instruction

Pineland Learning Center recognizes that providing instruction to students in multiple formats requires creativity and flexibility to promote innovation based on individual student learning styles. Pineland Learning Center will encourage educators to examine the NJSLA standards and scope and sequence to understand what skills and content knowledge will be addressed when it will be discussed during the school year, and how students will demonstrate their learning.

(a) Instructional plans to adapt to changing learning environments

As Pineland Learning Center prepares for the upcoming school year, flexible instructional plans that promote innovation, and utilize the strengths of our school leaders, teachers, students, families, and community members will be best to adapt to our changing learning environments.

Pineland Learning Center will use tools such as instructional units and model curricula, which describe the expectations of the standards in a detailed manner to identify the essential prerequisite skills and content knowledge that students will need to understand when they engage during the school year. Also, there are mathematics resources that describe where to focus and spend most of the time in each grade. Pineland Learning Center staff will utilize additional levels of support that students might need to master grade-level standards (e.g., scaffolding).

(b) Crafting the instructional plan

(i) Developing a shared understanding

- Engage team leaders, teachers, counselors, paraprofessionals, service providers, and other staff as well as family and community members in conversations regarding instruction
- Recognize that the unique needs of early elementary, elementary, middle, and high school students will affect how and when educators and students engage in learning experiences
- Understand how trauma and other challenges related to students' social and emotional needs can impact learning
- Partner with local community organizations and agencies to facilitate access to resources, tutors, and safe spaces (with adult supervision)

(ii) Designing for student engagement and fostering ownership of learning

- Empower students' strengths
- Use student voice and choice to promote engagement and independent learning

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- Use scaffolding to meet the unique needs of all students and accelerate learning without reducing rigor or sacrificing grade-level material
- Identify effective methods to differentiate student learning (e.g., small pride instruction, different tools/products)
- Provide useful feedback that helps students anticipate and be successful in the next steps

(iii) Developing students' meta-cognition

- Incorporate time for self-reflection, pre-assessments at the start of units, and formative assessments throughout units
- Set reasonable expectations, build collaboration skills (peer-peer learning)
 - Build-in time to help students develop skills such as self-regulation, time management, goal setting, and effective teamwork
- Provide clear and flexible expectations:
 - Type and length of activities
 - Interactions:
 - Small pride instruction, regular check-ins, office hours (for students and family and caregivers)
 - How students will demonstrate learning (process over product):
 - Identify criteria to demonstrate mastery of standard(s) or grades on projects
 - Use multiple approaches (e.g., synchronous, asynchronous [teacher-created videos, Screencasting, independent, analog])
 - Resource selection (high-quality):
 - Identify and address learning gaps
 - Address different learning needs and interests
 - Evaluate which resources will be useful based on the learning environment: remote learning and hybrid and school-based spaces
 - Consider the potential need for professional learning related to the selection of high-quality resources
- Recognize the impacts that home environments may have on learning as students reacclimate to on-site learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered/student-guided learning, and Option 2 (high school courses)
- Use a *show me* what you have learned approach when possible

(iv) Determining effective pedagogical approaches

- Use technology as a tool for learning (e.g., learning management systems, teacher-created videos, and screencasts; tools for students to demonstrate knowledge and collaborate with peers, digital instructional resources (Teacher Resources for Remote Learning, NJTV Learning Live) and
- Design learning experiences that:
 - Build student understanding by linking together concepts within and across grades

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- The ELA block can be an opportunity to use non-fiction texts from science, social studies, health, visual and performing arts
- Provide direct instruction, student practice, and enrichment activities
 - Empower student interest
 - Address real-world issues
- Provide support to family members to enable them to become *learning partners*
- Provide common planning time for:
 - Coordination of assignments; cross-curricular planning; common lessons and modules
- Develop and build skills essential for virtual learning

(v) Assessing the data

Data assessment will depend on what data is available after school closure

(vi) Assessing levels of engagement

Assessing student levels of engagement will depend on the type of learning environment

(3) *Assessment*

Pineland Learning Center will use information gathered from initial assessments to inform curricular compression and instructional interventions to ensure student learning.

(a) Assessment types: pre-assessment, formative, interim, and summative

- Pre-assessment: Assesses a student's strengths, weaknesses, knowledge, and skills before instruction of new units
- Formative: A planned, ongoing process used by all students and teachers during the learning and teaching to elicit and use evidence of student learning to improve student understanding of intended learning outcomes
- Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals
- Summative: A comparison of the performance of a student or pride of students against a set of uniform standards to measure a student's achievement at the end of instruction

(b) Pre-assessments and formative assessments

Pineland Learning Center teachers will focus on locally developed pre-assessments and formative assessments upon returning to school. Pineland Learning Center will use pre-assessments and formative assessment administered to students at the start of instructional units in the fall to inform instructional plans concerning gaps in the mastery of individual student's goals and objectives while continuing to move students forward in learning. Such pre-

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assessments will be incorporated into regular classroom activities and to the greatest extent practicable, will not interfere with student learning opportunities as school reopens.

(c) Summative assessment data

In the absence of reliable Spring 2020 summative assessment data, Pineland Learning Center will identify alternate sources of prior assessment data, which may complement data-driven decision-making regarding remediation efforts. Pineland Learning Center will adjacently focus on universal screening procedures for English Language Arts and Math that are in place and available from Edmentum.

(d) Online pre-assessments and formative assessments

Online pre-assessments and formative assessments will be used in virtual and hybrid environments to support the evaluation of students' strengths and weaknesses and to inform the next steps, including determining whether remediation is required for an entire pride of students or on an individual student basis. Pineland Learning Center will use pre-assessments and formative assessments embedded in the chosen virtual instruction programs based on each curricular content and according to each grade-level and teacher. These pre-assessments and formative assessments are constructed to identify student strengths and weaknesses and to inform instruction and the possible need for remediation. Also, Pineland Learning Center will use a universal screening to identify any student recidivism needing to be addressed through accelerated learning.

(e) Pre-assessments to inform instructional plans

Pre-assessments administered at the start of instructional units should be limited to informing instructional plans concerning gaps in the mastery of standards while continuing to move students forward at the current grade-level. In planning curriculum, instruction, and assessment for reopening, Pineland Learning Center will focus on building staff capacity to deliver highly effective teaching in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting their IEP goals and objectives based on grade-level New Jersey Student Learning Standards (NJSLS).

(f) Pre-assessments incorporated into regular classroom activities

Pre-assessments should be incorporated into regular classroom activities and, to the greatest extent, practicable, should not interfere with student learning opportunities. All pre-assessments should be considered *no-stakes* and simply be used to determine what learning gaps exist, and the size of such deficiencies.

4. Professional Learning

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The NJDOE reopening document requires professional development and staff training in many areas. Staff training is critical for the success of reopening, and whenever possible, planning and delivery of training will involve a collaborative team. Pineland Learning Center will provide professional learning that will better equip Team leaders, staff, students, and parents/caregivers to adapt to altered educational environments and experiences. Among the most critical focus areas are training to address student learning loss and preparing and supporting educators in meeting the social-emotional, health, and academic needs of all students.

a. Adapting to altered educational environments & experiences

Pineland Learning Center must provide professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences. In planning for the reopening of Pineland Learning Center on-site, planning for professional learning for leaders, staff, and parents in reopening was very thoughtfully considered. Pineland Learning Center addressed the difficulties resulting from the extended school building closures in planning professional development for the new school year. Professional Development topics that will be addressed include, but are not limited to:

- Safe and effective use of protective equipment (putting on and taking off protective equipment and disposing or washing protective equipment)
- General information related to COVID-19 from the CDC
- How COVID-19 is spread
- How to prevent the spread of COVID-19
- Symptoms of COVID-19
- When to seek medical assistance for students or staff who exhibit signs or become sick
- Supporting student PPE use
- Supporting students with social distancing procedures
- How to interpret visual safety cues associated with COVID-19 (e.g., distancing, hygiene practices)
- Ways to identify anxiety/other mental health challenges and strategies to provide support

b. Address the loss of learning

Pineland Learning Center is focusing on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social-emotional health, and academic needs of all students. Among the most critical focus areas in Pineland Learning Center's plan for professional development is to address student recidivism and prepare and support all staff to meet the social-emotional, health, and academic needs of all students.

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At Pineland Learning Center, it is imperative to provide professional learning that will better equip administrators, staff, students, and parents/guardians with the resources necessary to adapt to altered educational environments and experiences.

c. Professional learning opportunities

(1) Presented before the beginning of the school year

All staff must be trained in as many COVID-19 topics as possible. Staff should be thoroughly informed to feel safe again at school. Also, Pineland Learning Center will identify the consistent technology that will be used in remote instruction and provide training in the use of all platforms and programs. Pineland Learning Center will provide accessible and user-friendly resources and training for parents/guardians and community members for the safe use of the technology.

(2) Offered throughout the school year

Pineland Learning Center will develop training schedules and staff collaboration time per the needs of the school. Pineland Learning Center will develop professional learning experiences that ensure high-quality instruction for all students. Any professional development opportunities that were not accessed or need to be revisited from before the school year began will be scheduled individually or in small prides. Social-Emotional Learning will be addressed throughout the year in various formats, including virtual and on-site.

(3) To deliver developmentally appropriate, standards-based instruction remotely

Some professional development opportunities are given to grow each educator's professional capacity to deliver developmentally appropriate, standards-based instruction remotely. Students with complex disabilities are more vulnerable than the general education population, and schools serving these students must consider their unique needs in responding to the COVID-19 pandemic (ASAH, 2020). Pineland Learning Center will plan professional learning opportunities that will be differentiated to assist teachers with the unique needs of our students with disabilities in a remote setting and on-site.

(4) Presented to collaborate

The NJDOE document also urges schools to “work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are better suited to on-site instruction (ASAH, 2020). Pineland Learning Center will distribute a needs survey to gain input prior to and during the school year regarding professional development. Communication with all teachers and paraprofessionals will happen frequently and consistently to gain insight into the perceived needs of the staff community.

(5) Professional development plans (PDPs)

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Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the school and individual educators. Pineland Learning Center supports the inclusion of a broad range of activities in a teacher's annual professional development plan (PDP), potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.

At Pineland Learning Center, PDP's are considered living documents and subject to change as circumstances require. Pineland Learning Center will prioritize and encourage teachers to consider learning new technologies, virtual instructional methods, utilizing peer supports, and other collaborative efforts as professional development that count toward the mandated 20 hours.

d. Mentoring & induction

Currently, Pineland Learning Center is updating the school Mentoring and Induction Plan to include a virtual component that addresses the needs and logistics of the online mentor-mentee relationship and procedures.

(1) Induction

Induction must be provided for all novice provisional teachers and teachers new to Pineland Learning Center. Currently, Pineland Learning Center does not employ any novice provisional teachers.

(2) Qualified mentors

Qualified mentors must provide one-to-one mentoring to novice provisional teachers. Currently, Pineland Learning Center does not employ any mentors who must provide one-to-one mentoring to novice provisional teachers.

(3) Sufficient support & guidance

All mentors must provide sufficient support and guidance to novice provisional teachers working in a remote environment. Currently, Pineland Learning Center does not employ any mentors who must provide adequate support and guidance to novice provisional teachers working in a virtual environment.

(4) Both a hybrid & completely remote learning environment

Mentoring must be provided in both a hybrid and fully remote learning environment. Currently, Pineland Learning Center does not employ any mentors who must provide mentoring in both a hybrid and virtual learning environment.

(5) Online collaborative tools

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Mentors must use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of mutual support. Currently, Pineland learning Center does not employ any novice teachers requiring mentoring.

e. Evaluation

Pineland Learning Center has recently adopted *Realtime* as its Student Data System. One of the program modules that *Realtime* offers is an evaluation module. Using this evaluation module will calibrate our evaluation system and bring us closer to the requirements of *Achieve NJ*, even though, as an APSSD, we are not required to align with *Achieve NJ*. We hope that in the future, we will be able, per the state, to use *NJ SMART* to its fullest capabilities. However, as things stand, we are not given access to most of the capabilities in *NJ SMART*.

(1) Modified evaluation procedures & processes impacted due to hybrid scheduling

Pineland Learning Center has recently adopted *Realtime* as its Student Data System. One of the program modules that *Realtime* offers is an evaluation module. Using this evaluation module will calibrate our evaluation system and bring us closer to the requirements of *Achieve NJ*, even though, as an APSSD, we are not required to align with *Achieve NJ*. We hope that in the future, we will be able, per the state, to use *NJ SMART* to its fullest capabilities. However, as things stand, we are not given access to most of the capabilities in *NJ SMART*.

(2) Observation schedules with a hybrid model in mind

Pineland Learning Center developed observation schedules with a hybrid model in mind. Pineland Learning Center has recently adopted *Realtime* as its Student Data System. One of the program modules that *Realtime* offers is an evaluation module. Using this evaluation module will calibrate our evaluation system and bring us closer to the requirements of *Achieve NJ*, even though, as an APSSD, we are not required to align with *Achieve NJ*. We hope that in the future, we will be able, per the state, to use *NJ SMART* to its fullest capabilities. However, as things stand, we are not given access to most of the capabilities in *NJ SMART*. We currently are not aware of what will need to be adapted for a hybrid learning model; however, *Realtime* is a web-based program that will allow evaluations to be completed online. Utilizing *Realtime* will better enable Team Leaders to accurately complete staff evaluations online.

(3) District Evaluation Advisory Committee (DEAC)

Pineland Learning Center considered convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures. Pineland Learning Center does not currently have a DEAC committee. All decisions involving staff evaluations are discussed by the Pineland Learning Center School Leadership team. *Realtime* as its Student Data System. One of the program modules that *Realtime* offers is an evaluation module. Using this evaluation module will calibrate our evaluation system and bring us closer to the requirements of *Achieve*

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NJ, even though, as an APSSD, we are not required to align with *Achieve NJ*. We hope that in the future, we will be able, per the state, to use *NJ SMART* to its fullest capabilities.

(4) School Improvement Panel (ScIP)

Pineland Learning Center examined the School Improvement Panel's (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities. Pineland Learning Center does not currently have a ScIP committee. All decisions involving professional learning, mentoring, and other evaluation-related activities are discussed by the Pineland Learning Center School Leadership team. The Pineland Learning Center School Leadership Team examined and discussed professional development for staff, possible assemblies for students, and Social-Emotional Learning opportunities for parents. Staff professional development for the 2020-2021 school year is going to be focused on Technology and the new platforms and programs that are going to be implemented this coming school year such as *Realtime*, Apple Classroom, Apple Schoolworks for grades K-6 and the R.E.A.D.Y. program, and Blackboard Collaborate and Learn that will be utilized for grades 7-12, Upper P.A.L.S. and P.A.L.S.+.

(5) Provisional status teachers & those on corrective action plans

Pineland Learning Center discussed the requirements and best practices involved with provisional status teachers and those on Corrective Action Plans. Currently, Pineland Learning Center does not have any provisional status or CAP teachers. The current teacher's evaluation procedures and tools were developed with Best Practices in mind. 2020-2021 is the first school year that Pineland Learning Center will be using the Evaluation tools and practices developed by *Realtime Inc.* *Realtime Inc.* is our new student data system created exclusively for New Jersey Schools and modified for Pineland Learning Center, a New Jersey State Approved School for Students with Disabilities (APSSD).

5. Career & Technical Education (CTE)

Currently, Pineland Learning Center does not maintain a CTE program.

a. Integrity & safety of approved CTE programs

Currently, Pineland Learning Center does not maintain a CTE program.

b. The office of career readiness

Currently, Pineland Learning Center does not maintain a CTE program.

c. Guiding principles

Currently, Pineland Learning Center does not maintain a CTE program.

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(1) The state plan foundational elements of equity of opportunity & access

Currently, Pineland Learning Center does not maintain a CTE program.

(2) CTE programs & adapting to new learning environments

Currently, Pineland Learning Center does not maintain a CTE program.

d. Quality CTE programs

Currently, Pineland Learning Center does not maintain a CTE program.

e. Work-based learning

Transitioning to on-site work-based learning (WBL) will require collaboration with state, regional, and local partners to ensure a safe and healthy workplace learning environment. At Pineland Learning Center, students will be provided the opportunity to participate in safe work-based learning remotely (simulations, virtual tours, etc.). Pineland Learning Center will consider work-based learning opportunities addressed in the administrative code.

Pineland Learning Center recently coordinated online, web-based programs to facilitate WBL in a hybrid learning environment. The first is [VirtualJobShadow](#). This is a career exploration platform for middle and high school students. It includes professionally produced job shadowing and career advice videos. It allows students to experience unlimited job shadowing visits across the spectrum of Career Clusters. They take the students behind the scenes with real professionals in actual jobs and provide an in-depth look at workforce realities, showcasing what people do in their occupations and the education and skills needed.

For students to track their work hours, Pineland Learning Center purchased [x2VOL](#). This is a service tracking solution that will help to eliminate paper forms and reports student progress. There is also a reflection prompt for students and has the option to order and send for an official transcript. Pineland Learning Center also uses [NJCAN](#). This program is The New Jersey Career Assistance Navigator (NJCAN). It is an Internet-based delivery system for accurate, comprehensive, current, and relevant occupational, post-secondary school, and financial aid information. NJCAN contains the latest national, New Jersey, and local labor market data and projections. NJCAN also includes information on:

- Job interview preparation
- Resume and cover letter creation
- How to keep a job
- Self-employment
- Military occupation

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NJCAN is designed to support lifelong career exploration, and career planning and decision-making through easy to use straightforward search and sorting utilities, and an online portfolio for saving information from all the system components.

To achieve a successful WBL experience, Pineland Learning Center will:

- Initially suspend on-site participation in WBL
- Allow for WBL to take place gradually and safely
- Follow all NJDOH's COVID-19: Information for Schools
- Follow the CDC's Considerations for Schools for health and safety in the workplace
- Maintain social distancing
- Maintain the use of enhanced Personal Protective Equipment (PPE)
- Integrate innovative WBL experiences by coordinating with employers, students, and parents/guardians, and WBL coordinators
- Ensure WBL coordinators, students, and parents receive the most current available guidance and information about health and safety in the workplace.
- Work closely with business representatives to discuss liability concerns and safety training for students
- Explore virtual employability skills resources from Career and Technical Student Organizations (CTSO)
- Decrease or eliminate the *required* hours for on-site work-based learning participation

f. Career advisement & development

Currently, Pineland Learning Center does not maintain a CTE program.

g. CTE recruitment & retention

Currently, Pineland Learning Center does not maintain a CTE program.

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CHART OF USEFUL LINKS

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

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	19	operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/2019-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/posters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
	COVID-19: Information for Schools	https://www.state.nj.us/health/cd/topics/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/documents/to pics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social- Emotional Learning School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a-trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen	https://casel.org/wp-content/uploads/2020/05/CASEL_Leveraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/guidelines.pdf

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

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Secondary School Emergency Relief Fund	Stabilization Fund	dops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/
	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice –	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
Costs and Contracting	E-rate	https://www.usac.org/e-rate/
	Technology for Education and Career (NJSBA TEC)	https://www.njsba.org/services/school-technology/
Continuity of Learning		
Section	Title	Link
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boar-dops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-

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		Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
CTE Education	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml
	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

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infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/

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APPENDICES

***The Restart and Recovery Plan to Reopen
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**Restart and Recovery Plan
to Reopen School**

Pineland Learning Center
Restart Committee

Ms. Mary Ellen Graham	Executive Director
Ms. Lisa Gallo	School Business Administrator
Ms. Lisa Lamb	School Director
Mr. Darwyn Minor	School Principal
Ms. Lisa Howell	Supervisor of Curriculum & Instruction
Ms. Margaret Taylor	Supervisor of Special Education
Ms. Stacey DeCore	Lead Clinician
Dr. Cynthia Pritchett	Supervisor of Special Projects

Fall 2020

Appendix A: Critical Area of Operation #1 - General Health & Safety Guidelines

- a. Protocol for *High-Risk* Staff Members and Students
- b. Pineland Learning Center Illness Policy
- c. Pineland Learning Center Map Indicating Nurse's Office and Isolation Room
- d. Physical Intervention and Restraint Protocols during COVID-19
- e. COVID-19: Employee Emergency Leave Request
- f. Face-coverings
- g. List of COVID-19 School Expenses

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Protocol for High-Risk Staff Members & Students

(Pineland Learning Center is committed to making sure that staff and students who are *high-risk* for severe illness are protected and supported, by providing such options as virtual learning and individual accommodations.

Pineland Learning Center will provide students and families with the option to continue with remote learning beginning in September 2020. On July 14, 2020, a survey was sent to current Pineland Learning Center parents inquiring if they would prefer their student remains a virtual learner in September 2020. Of the respondents, 18.9% stated that they would prefer their students learns remotely in September 2020.

Accommodations for Pineland Learning Center students who are considered *high-risk* and continue to participate in on-site instruction will be made on a case-by-case basis. Every practicable effort will be made to provide for the health, safety, and well-being of Pineland Learning Center *high-risk* students. Possible accommodations are:

- Plexiglass Barriers
- On-site instruction in a Separate Room with minimal contact
- Virtual Learning within the building
- Wearing face-coverings always including a face-covering and shield

Accommodations for Pineland Learning Center staff who are considered *high-risk* will be made on a case-by-case basis. Every practicable effort will be made to provide for the health, safety, and well-being of Pineland Learning Center *high-risk* staff. Possible accommodations include but are not limited to:

- Plexiglass Barriers
- On-site instruction in a Separate Room with minimal contact
- Virtual Learning within the building
- Wearing face-coverings including a face-covering and shield
- Telework if appropriate

Pineland Learning Center will provide reasonable accommodations for individuals that the CDC identifies as having a higher risk for severe illness due to COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or who have severe underlying medical conditions.

However, a staff member or student may have or may develop personal circumstances unrelated to a previously existing health condition that requires additional consideration. For example, some students and some staff members may have living arrangements or caregiving responsibilities that put them in regular or close contact with individuals who have a chronic health condition. These circumstances may require further consideration, accommodations, and flexibility.

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Constant communication will help us implement necessary, reasonable, and feasible individual accommodations that enable all instruction and learning to continue in the school building for our students. All Pineland Learning Center staff who find themselves in a problematic or health-compromising situation because of COVID-19 are encouraged to speak with Human Resources as early as possible.

Students and staff with the following conditions are considered *high-risk* and may require unique accommodations.

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with IEPs
- Students with complex disabilities with IEPs

Pineland Learning Center Illness Policy

When pupils are suddenly taken ill at school, they will be escorted to the nurse's office. The school nurse will be fitted with an N95 Face-covering. If the nurse is not in the office, the student will be taken to the principal's office. In general, the same procedures that apply to accidents will apply to sudden pupil illness.

Control of Contagious Diseases or Conditions

To protect the health of the students in our school, all regulations of the NJ State Department of Education, the NJ State Department of Health, and the Vineland Board Of

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Health will be carefully observed, particularly those dealing with contagious or infectious diseases or conditions. Students who have been absent because of contagious diseases or conditions must present a certificate of recovery from a licensed physician.

The school nurse will observe students who show evidence of communicable disease and recommend their exclusion to the principal. Recommendations will be consistent with reporting requirements on infectious diseases, as outlined in the New Jersey Health Code. Such students will be isolated in the nurse's office or designated isolation room until a parent/guardian picks them up, and any necessary measures have been taken to prevent the spread of the infection. The nurse, under the direction of the Vineland Board of Health, will instruct all teachers in the symptoms of the most common diseases or conditions at least once a year.

Any student with HIV infection or AIDS or who lives with or is related to someone with HIV or AIDS shall not be excluded from general education, transportation services, extracurricular activities, athletic activities, assigned to home instruction, or classified as eligible for special education because of the HIV infection. The school nurse will recommend the exclusion of any individual with weeping skin lesions that cannot be covered.

In addition to the review of health and safety measures required by law, the nurse will individually instruct teachers from whose classrooms a student has been excluded in the symptoms of the disease for which the student was excluded. Student rights and confidentiality will be protected under law. No teacher will attempt to diagnose any illness of a student but will refer suspected cases to the nurse immediately.

Contact Tracing

Contact tracing is the process used to identify those who encounter people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious diseases. In general, contact tracing involves identifying people who have a communicable disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking affected persons to isolate and contacts to quarantine at home voluntarily.

All procedures will adhere to applicable federal and state laws and regulations regarding privacy and the confidentiality of records.

Contact tracing for COVID-19 typically involves:

- Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious
- Notifying contacts of their potential exposure
- Referring contacts for testing

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- Monitoring contacts for signs and symptoms of COVID-19
- Connecting contacts with services they might need during the self-quarantine period

To prevent the further spread of disease, COVID-19 close contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The nurse will consult with the Vineland Local Health Department in the development, review, and revision of the district contact tracing policy and procedures. The nurse, the building principal, and other designees are the staff liaisons responsible for providing notifications and carrying out different components of the school's contact tracing policy.

The nurse, in consultation with the building principal, will establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and suspected exposure.

A staff member will immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in the school facility tests positive for COVID-19. The nurse will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when a health screening is positive.

When individuals exhibit symptoms, the nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test. The school nurse will require the certification of a physician that the student who tests positive is contagion free before readmitting a student to school. The nurse will report all students testing positive for COVID-19 to the Vineland Health Department. The Vineland Health Department will conduct the contact tracing.

Symptoms of COVID-19 include:

- A fever of 100° or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

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- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

All school administrators, school safety teams, counselors, and any other staff deemed appropriate by the school, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

The school nurse or her designee will make information available and conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

Handling Blood and Body Fluids

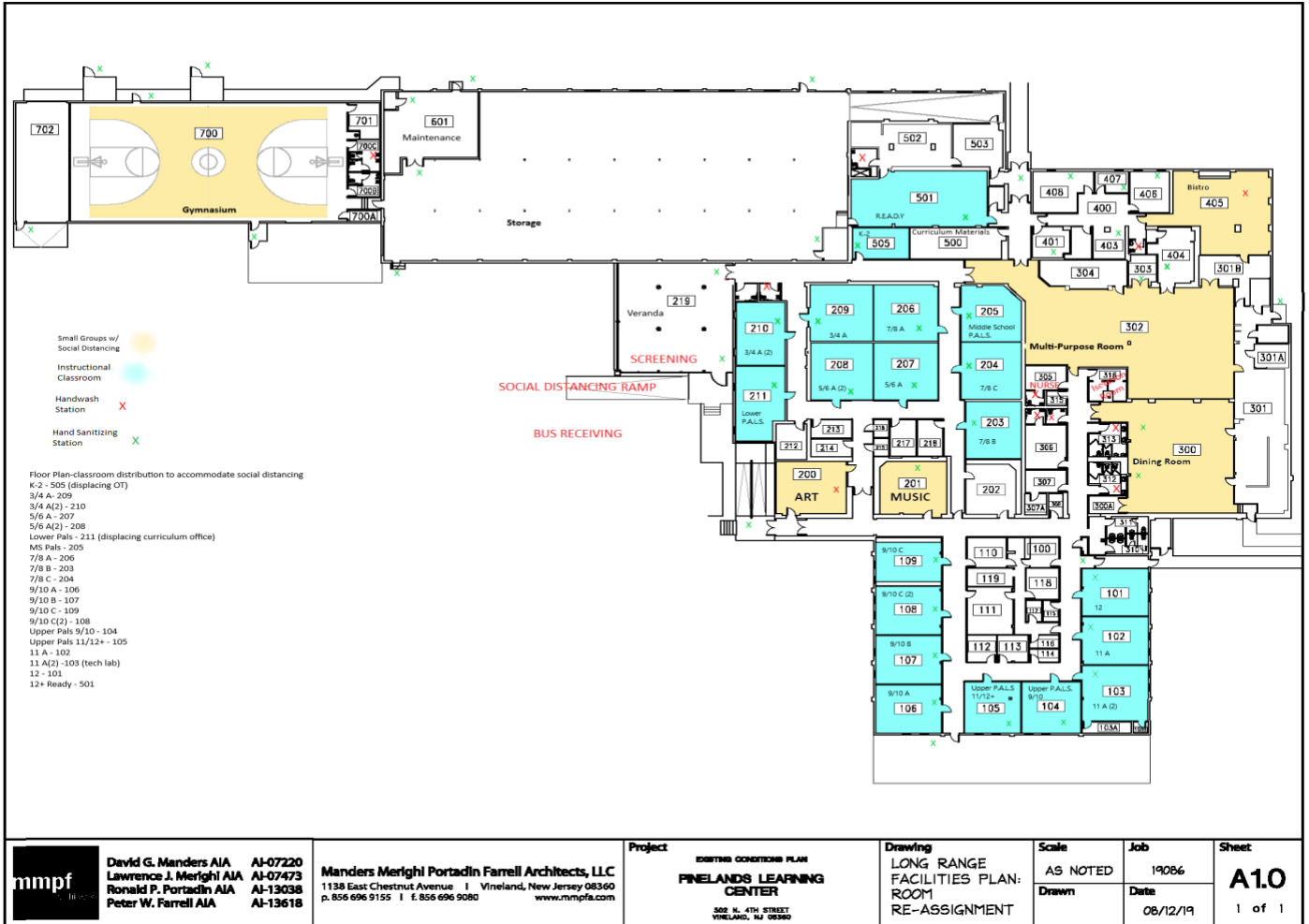
Pineland Learning Center developed detailed routine procedures based on New Jersey administrative code and guidelines from the Centers for Disease Control for proper handling of blood and body fluids resulting from illness/accidents in the schools. These procedures will be disseminated to all district staff and volunteers.

The school nurse will report all cases of infectious disease to the Vineland Board of Health as required by law.

Adopted: July 25, 2020

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Nurse's Office and Isolation Room



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Project
 EXISTING CONDITIONS PLAN
PINELANDS LEARNING CENTER
 302 N. 4TH STREET
 VINELAND, NJ 08360

Drawing
 LONG RANGE FACILITIES PLAN:
 ROOM RE-ASSIGNMENT

Scale
 AS NOTED
Drawn

Job
 19086
Date
 08/12/19

Sheet
A1.0
 1 of 1

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Physical Intervention Protocols During COVID-19

The suggestions outlined below are to be used in conjunction with New Jersey regulations outlined in P.L. 2017, Chapter 291 and N.J.S.A. 18A:46-13.4 through 13.7, which govern the use of seclusion and restraint in New Jersey schools (ASAH, 2020). Further, staff will follow the policies, practices, and procedures which they are trained on, at least annually, by the Crisis Prevention Institute at Pineland Learning Center.

Staff should continue to utilize evidence-based practices for positive behavior supports, de-escalation, and crisis management as established by the crisis and safety management model their organization uses. As always, a physical intervention will be an absolute last resort in situations where there is imminent danger of severe bodily harm.

The specific recommendations of the ASAH Autism working group are as follows:

1.Limiting Risk of Infection Before A Physical Restraint

- Whenever possible, staff should put on PPE before a physical restraint. Disposable paper gowns, scrubs, disposable jumpsuits, disposable gloves, disposable face-coverings, face-shields, and long sleeves should be used as appropriate to reduce direct contact.
- Only staff required for safely restraining a student should be involved; one additional staff member should monitor and address protective equipment needs for those staff who are involved in the restraint if protective equipment needs to be altered or adjusted.

2.Limiting Risk of Infection During A Physical Restraint

- Keep hands clear of eyes, mouth, and nose of self and others.
- Initial staff members involved should be relieved as soon as possible if not wearing appropriate protective equipment.
- Staff should implement established protocols for relieving colleagues involved in restraints.

3.Limiting Risk of Infection After A Physical Restraint

- Remove and dispose of or clean protective equipment immediately in the manner that you were trained.
- Avoid touching your face and limit contact with hard surfaces before immediately washing hands.
- To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.
- Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.

*The ASAH behavioral disabilities subcommittee recommends a series of protocols in this area. Schools that provide services for students with behavioral issues must develop protocols that enable all staff and students to remain safe during behavioral situations. Protective equipment, isolating the student from other students, and sanitation of the area is necessary. Direct providers should be aware of and trained on how COVID-19 spreads, risk factors, and prevention actions. All behavioral staff should have additional PPE available and change PPE after each behavioral incident (ASAH, 2020).

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COVID-19: Employee Emergency Leave Request

This form is to verify the information for your leave request and provide you with notification about the Families First Coronavirus Response Act (FFCRA). Attached is the official FFCRA notification.

To request emergency paid sick leave as provided under the Families First Coronavirus Response Act and Pineland Learning Center Emergency Paid Sick Leave Policy, please complete the following request form, and submit to Human Resources as soon as possible before the leave commences. Verbal notice will be accepted until a form can be provided.

Documentation supporting the need for leave must be included with this request, as described in the FMLA Leave Expansion and Emergency Paid Sick Leave Policy.

[[Employee FirstName]] [[Employee Middle Name]] [[Employee Last Name]] [[Employee Suffix]]

Date of Leave: _____

Anticipated Leave End Date: _____

Reason for Leave:

Employee is subject to a federal, state, or local quarantine or isolation order related to COVID-19.
Employee has been advised by a health care provider to self-quarantine related to COVID-19.

Employee is experiencing COVID-19 symptoms and is seeking a medical diagnosis.

Comments:

Workflow Step 2:

I confirm the information above is accurate and I am not able to work or telework due to this reason.*

If you need to be out longer than the 10-day Emergency Paid Leave duration, please identify what type of leave you will use for the remainder of your leave request.

Sick Leave
(may affect
your insurance)

Vacation Leave, if Applicable

Unpaid Leave

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Face-Coverings

The NJDOE indicates that “Face-coverings for all visitors and staff are required. When social distancing is difficult or impossible, face-coverings are required for students (no age limit).” The ASAH Autism working group provided the following (ASAH, 2020):

<i>Classification of Individual Wearing protective equipment</i>	<i>N95 or KN95 Respirator</i>	<i>Face-shield</i>	<i>Disposable Gowns</i>	<i>Disposable Gloves</i>	<i>Gowns/ Coveralls/ Other Body Covering</i>	<i>Cloth Face-covering</i>	<i>Disposable Face-Covering</i>
DSPs in care areas of students with suspected COVID-19	X	X	X	X	X		X (with face-shield if N95/KN95 not available)
DSPs providing personal care to students without suspected COVID-19 but who may potentially be exposed to bodily fluids (including speech and language services, ADL's, etc.)		X (preferred)		X		X (if a disposable face-covering is not used)	X (preferred)
DSP's needing to implement a physical intervention or physical restraint to students without suspected COVID-19		X	X- either can be worn dependent on need	X	X- either can be worn dependent on need	X (if a disposable face-covering is not used)	X (preferred)
DSPs performing or present during aerosol-generating procedures such as nebulizer treatments, chest PT, suctioning, trach care	X	X		X	X		
Transportation personnel/monitors who must come in direct physical contact with passengers (e.g., buckling/unbuckling, performing wheelchair safety services)				X		X	

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2020-2021 COVID-19 Projected Expenses					
DESCRIPTION	QTY	COST	VENDOR	PURCHASED	RECEIVED
Hand Sanitizer for classrooms	48	796.00	SJ Paper	X	X
Hand Sanitizer for Offices	40	359.90	Global Industries	X	BO 8/1
Floor Stand Sanitizing Stations for Entrances	4	1,008.00	SJ Paper	X	X
Gallon Refills for hand sanitizer	4 cs	1,280.00	SJ Paper	X	X
Antimicrobial Hand soap	6 cs	422.94	SJ Paper	X	X
Disposable Face-coverings	1000	299.00	Amazon	X	X
Latex-Free Gloves (S, M, L, XL)	1000 each	117.39	SJ Paper	X	X
Touchless Thermometers	3	230.23	iHealth	X	X
Touchless Thermometer (Braun)	1	169.97	Brown Outdoors	X	X
Social Distancing Floor Decals / ES	8 pkg	199.92	Amazon	X	X
Social Distancing Floor Decals / MS/HS	5 pkg	99.95	Amazon	X	X
Social Distancing Floor Decals / One-Way	1	90.00	Amazon	X	X
Social Distancing Wall Reminders	1 pkg	13.95	Amazon	X	X
Exterior Door Signs (guidelines before entering)	4	220.00	PS&D	X	
Face-covering w Clear Window (adult 12, child 24)	12	428.28	Amazon	X	X
Cloth Face-coverings - Washable (adult)	100	472.00	PS&D	X	
Cloth Face-coverings - Washable (child)	120	566.40	PS&D	X	
N95 Disposable Face-coverings	40	390.00	Cufy.com	X	
Safety Goggles	9	53.97	Amazon	X	X
Face-shields (forehead)	20	57.90	Amazon	X	X
Face-shields (neck)	10	184.99	Zshields	X	X
Wall Mounted Infrared Thermometer	2	277.27	Jaken Medical	X	
Touchless Soap Dispenser	15	414.45	SJ Paper		
Soap Dispenser Refills	48	1,072.80	SJ Paper		
Paper Towel Dispenser	2	78.47	SJ Paper		
Rolled Paper Towels	6	72.84	SJ Paper		
Braun Thermometer	1	169.99	Brown Outdoors	X	
Trash cans (for handwashing stations)	2	100.00	Amazon	X	
Smartboard	1	0.00	Scholastic Book Fair		
Acrylic Tabletop Barrier 24x30 - Clinicians/2 multi-use*	10	2,000.00	PS&D		
30x40 Acrylic Barrier - Nurse	1	59.95	SJ Glass		
24x40 - Acrylic Barrier - Nurse	1	47.95	SJ Glass		
24x40 - Acrylic Barrier - Nurse (portable)	1	47.95	SJ Glass		
30X40 - Acrylic Barrier (for portable barriers)	4	239.80	SJ Glass		

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<i>Hinged Acrylic Tabletop Barrier (15 teacher desks, 5 extra for pop-up meetings)</i>	20	2,052.60	ACI Plastics		
<i>3 Person Barrier (K-2 & Academic Support) *</i>	2	600.00	PS&D		
<i>Kidney Table Barrier (3-4, 5-6, MS PALS)</i>	6	2,000.00	PS&D		
<i>47x37 Acrylic Barrier Main Office Conf Rm</i>	2	400.00	PS&D		
<i>Divider Undecided – Admin Support</i>					
<i>48x40 Acrylic Barrier - HR</i>	1	95.90	SJ Glass		
<i>60x40 Acrylic Barrier - BO</i>	2	239.80	SJ Glass		
<i>48x40 Acrylic Barrier – I&E Room Elementary</i>	1	95.90	SJ Glass		
<i>Hinged Acrylic Tabletop Barrier – I & E Room MS/HS</i>	1	93.10	ACI Plastics		
<i>Hinged Acrylic Tabletop Barrier – I & E HS Office</i>	1	93.10	ACI Plastics		
<i>30x40 Acrylic Barrier - spare sheets</i>	3	179.85	SJ Glass		
<i>Portable Cot - Nurse</i>	2	158.00	Amazon	X	
<i>Privacy Curtains - Nurse</i>	1	195.99	Vitality Medical	X	
<i>Touchless Trash Receptacle w foot pedal - Nurse</i>	3	117.54	Amazon	X	
<i>Clothing Rack for portable acrylic barrier</i>	4	68.40	Amazon	X	
<i>Banquet Tent</i>	1	998.89	Celina Tent	X	
<i>Carport</i>	1	3,500.00	Landis Supply/ Alan's Factory Outlet		
<i>Handwashing stations</i>	2	2,408.26	Grainger/Katom Restaurant	X	
<i>Manual Fresh Air Dampers</i>	6	4,918.00	Ambient Comfort	X	X
<i>HVAC Blue UV Lights</i>	10	1,668.09	Fresh-Aire UV	X	X
<i>Purify UV Wand</i>	2	664.00	Purify-One.com		
<i>Disposable PPEs (Various quantities of gloves, masks, sanitizing wipes, and hand sanitizer)</i>	various	3,269.71	US Foods	X	X
<i>iPads</i>	105	36,652.00	Apple	X	
<i>Cases/Keyboard</i>	188	11,412.42	Amazon	X	
<i>iPad accessories (Various quantities of chargers and cords)</i>	various	3,785.13	Amazon	X	X
<i>Student jet packs and connectivity charges</i>	40	2,502.00	Verizon	X	X
<i>*Estimated Cost</i>		90,210.94			REV: 8/3/20

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Appendix B: Critical Area of Operation #2 - Classrooms, Testing, & Therapy Rooms

- a. Social Distancing in Instructional and Non-Instructional Rooms
- b. Procedures for Hand Sanitizing/Washing

Social Distancing in Instructional and Non-Instructional Rooms

Pineland Learning Center will provide social distancing within all classrooms to the maximum extent practicable

With a very low student to staff ratio, Pineland Learning Center has more adults per student in each classroom than do most public schools. In many classes, there are two or more adults—teachers, paraprofessionals, 1:1 aides, and sometimes related services staff. Because Pineland Learning Center operates smaller classrooms, 6-foot distancing requires smaller class sizes (ASAH, 2020).

Pineland Learning Center possesses a unique, universal classroom setup in which stationary barriers are permanently attached between each student's desk in most classroom spaces. In addition to this built-in safety precaution, students will be seated at least six feet apart. They will be assigned to every other desk, reducing classrooms from twelve possible students to seven or eight students. Social distancing practices will be implemented in all instructional and non-instructional spaces. Group sizes in each room will take into consideration and allow for social distancing and include extra staff support in the event students require behavioral interventions. If students are unable to maintain physical distance, additional modifications will be considered, including physical barriers, and having students sit on one side of a table, spaced apart.

When social distancing is difficult or impossible, face-coverings will be required for students, and face-coverings are always necessary for visitors and staff unless it will inhibit the individual's health. Enforcing the use of face-coverings may be impractical for young children or individuals with disabilities.

All staff is required to wear face-coverings while in the school building unless a health issue warrants otherwise. Students will be strongly encouraged to wear facial coverings except when seated at their desks when eating, when in extreme heat, or when a physical condition prohibits them from doing so. Face-coverings will be required for visitors unless an individual's health prevents compliance. If a visitor refuses to wear a face-covering when entering the school building for any reason other than a health issue, entrance will not be permitted. Pineland Learning Center will supply face-coverings to its staff and students and visitors when needed.

In the classroom setting where social distancing can take place (e.g., students are 6 feet apart) and physical barriers are in place, face-coverings can be removed while students are seated at desks but will be worn if the student moves about the classroom.

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To protect themselves, staff who care for students requiring hands-on assistance such as physical prompting, helping students sit at a desk, and manipulating academic materials, etc., will wear appropriate protective equipment based on the activity and risk level (ASAH, 2020). Pineland Learning Center will provide face-coverings and PPE for all staff and students to use throughout the day. Also, staff and students will have the option to bring their own face-coverings and PPE. Staff at Pineland Learning Center must always wear face-coverings throughout the day. Students may remove their face-coverings in the classroom while seated at their desks. However, if a student moves around the room, they must wear a face-covering.

Younger students in grades Kindergarten to fifth may be given face-shields to facilitate interactions between teachers and younger students better. Students may also be required to wear a face-covering or shield on school-provided transportation. The use of face-shields, especially for younger students and disabled students, may alleviate some of the issues associated with requiring students to use face-coverings.

Face-shields may be safer for students with asthma or other respiratory issues, and more effective for students who rely on visual cues. Pineland Learning Center will consider the use of face-shields for younger students and for students who have physical limitations that prevent them from safely wearing a cloth face-covering. The individual need for a face-shield vs. a cloth face-covering because of a physical disability may be considered a reasonable accommodation.

All instructional and non-instructional rooms at Pineland Learning Center will comply with social distancing standards to the maximum extent practicable.

The Pineland Learning Center facilities are constructed in such a way that social distancing is possible in more than twenty instructional classrooms. Each of these instructional classrooms can accommodate 7-8 students safely. Non-instructional rooms such as the school's dining room and multi-purpose room are large enough to accommodate 3-4 classes while safely maintaining social distancing.

Procedures for Hand Washing & Sanitizing

- Hand washing/sanitizing breaks will be scheduled throughout the school day
- Additional handwashing stations are being installed throughout the building by converting the water fountains to handwashing stations
- Handwash/sanitizing with soap and water must take place upon entering the school building, before and after all meals, after recess and physical education, and after using the lavatories
- Students and staff must wash/sanitize their hands with soap and water for at least 20 seconds
- Young students must be supervised when using hand sanitizer
- When handwashing: soap and water must be used
- All hand sanitizer will have at least 60% alcohol

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Appendix C: Critical Area of Operation #3 – Transportation

Transportation Procedures and Protocols

CRITICAL AREA OF OPERATION	ANTICIPATED MINIMUM STANDARDS <i>(“items that school districts should incorporate into their reopening plans as definite components related to health, safety, and operations”)</i>	ADDITIONAL CONSIDERATIONS <i>(“components that districts and schools should incorporate into their thinking about reopening, but do not represent necessary components of plans”)</i>
TRANSPORTATION	<p>If Pineland Learning Center is providing transportation services but is unable to maintain social distancing, a face-covering will be worn by all students who can do so upon entering the vehicle.</p> <p>o Accommodations for students who are unable to wear a face-covering will be addressed according to that student’s need and following all applicable laws and regulations.</p> <p>Pineland Learning Center has adopted best practices for cleaning and disinfecting transport vehicles</p>	<p>To limit possible physical interaction among students, Pineland Learning Center requires students to board vehicles by filling the back rows first and then progressing forward. When leaving the vehicle, students will exit in the opposite order. Assigned seating for students will assist in ensuring that such practices are followed consistently.</p> <p>If necessary, Pineland Learning Center will stagger transportation times, so fewer children are in each vehicle (e.g., one child per seat, every other row).</p> <p>Pineland Learning Center will open windows if possible.</p> <p>Pineland Learning Center will clean and disinfect vehicles used to transport students at least daily, preferably between routes.</p> <p>Pineland Learning Center drivers will be screened and practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, face-coverings).</p> <p>Pineland Learning Center will hang signs to reinforce social distancing and hygiene rules.</p> <p>When possible, a staff person will accompany the driver on all transportation routes to ensure safety and social distancing.</p> <p>Pineland Learning Center encourages curb- or</p>
<ul style="list-style-type: none"> •All Pineland Learning Center Transportation Vehicle Drivers will wear an N95 Face Covering •Students will be seated 1 child per row •X’s will be placed on the seats where children are not to sit •The Pineland Learning Center Transportation Vehicle Driver will ensure that students are sitting in the correct seats before leaving the premises •Staff and Students will sanitize their hands when exiting the school building •Hand sanitizer (60% alcohol) will be provided in each transportation vehicle •All transportation vehicles will be cleaned/sanitized between each use 		

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Letter to Transportation Companies

To (Transportation Company's Name),

I hope you are safe and well and are as excited about the 2020-2021 school as we are here at Pineland Learning Center! This letter was written to provide you with the logistical considerations necessary for planning student transportation for the upcoming school year. *Please remember that this information may change as we receive new guidance from the New Jersey Department of Education.*

- Our first day of school for students will be **Tuesday, September 8, 2020**. Our first day of school will be a full day of learning for our students.
- Our school day will **begin at 8:00 am**. We will begin welcoming our students onto our veranda and under the additional outside tent for health screenings at 7:45 am.
- Our students will be dismissed **at 2:40 pm**, and students will be boarding their busses by 2:45 pm.
- Half days at Pineland Learning Center will end at **12:30 pm**.
- Students will not require transportation on Wednesdays.**
- Enclosed, you will find our annual school calendar.

Pineland Learning Center Weekly Transportation Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All students	All students	X	All students	All students

Thank you for providing your time and services to our students. We wish you a happy, healthy, and successful new school year!

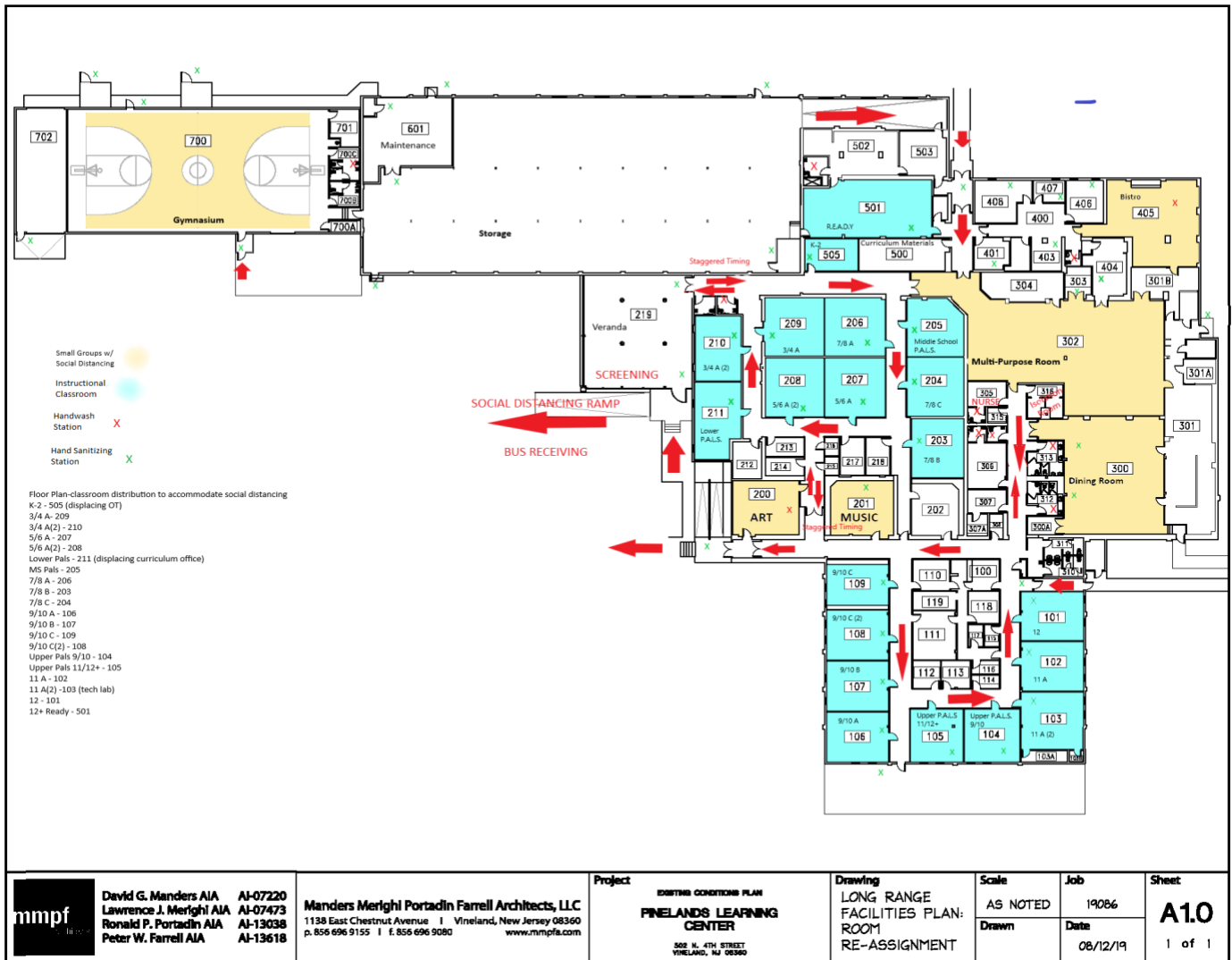
Sincerely,

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Appendix D: Critical Area of Operation #4 - Flow, Entry, Exit, & Common Areas

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

Screening Location, Entrances, Exits, & Movement Map



	David G. Manders AIA Lawrence J. Merighi AIA Ronald P. Portadin AIA Peter W. Farrell AIA	AI-07220 AI-07473 AI-13038 AI-13618	Manders Merighi Portadin Farrell Architects, LLC 1138 East Chestnut Avenue Vineland, New Jersey 08360 p. 856 696 9155 f. 856 696 9080 www.mmpfa.com	Project EXISTING CONDITIONS PLAN PINELANDS LEARNING CENTER 302 N. 4TH STREET VINELAND, NJ 08360	Drawing LONG RANGE FACILITIES PLAN: ROOM RE-ASSIGNMENT	Scale AS NOTED Drawn	Job 19086 Date 08/12/19	Sheet A1.0 1 of 1

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Morning Screening Protocol

Please complete this short check each morning

SECTION 1: Symptoms

- Temperature 100.4 degrees Fahrenheit or higher
- Sore throat
- New uncontrolled cough that causes difficulty breathing
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache

SECTION 2: Close Contact/Potential Exposure

- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19
- Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person under quarantine for possible exposure to SARS-CoV-2
- Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases
- Lives in an area of high community transmission

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Appendix E: Critical Area of Operation #5 - Screening, PPE, & Symptoms

- a. Screening Procedures for Students and Staff
- b. Protocols for Symptomatic Students and Staff
- c. Protocols for Face-coverings
- d. Timeframe for Self-Isolation/Quarantine based on Testing Result
- e. COVID-19 Employee-Screening/Return to Work Procedures
- f. Emergency Closure Work from Home Policy

Symptom Screening, Procedures, & protocols for Staff & Students

To ensure the health and safety of all staff and students, Pineland Learning Center may implement universal screening measures at its discretion during the COVID-19 Pandemic. If Pineland Learning Center performs universal screening, all policies and procedures will follow the recommendations of local public health officials. They will be consistent with Federal, state, and local laws, including FERPA.

Universal screening measures may be used to identify individuals who may have COVID-19 and exclude those individuals from a setting to reduce the risk of transmission to others. Symptom screening does not assess whether it is safe for an individual to attend school or if an individual has an increased risk for severe illness if they develop COVID-19. Symptom screening does not provide enough information to diagnose an individual with COVID-19.

Pineland Learning Center also reserves the right to request home symptom screenings be conducted on students by parents, guardians, or caregivers to initially identify when a student may have signs and symptoms of illness and to take action (such as staying home). When sick, it is the policy of Pineland Learning Center that students remain home until at least 24 hours after they no longer have a fever (temperature of 100.4 or higher) or signs of a fever (chills, feeling very warm, flushed appearance, or sweating) without the use of fever-reducing medicine (e.g., Tylenol).

Home Screening Procedures

SECTION 1: Symptoms

A child that has any of the following symptoms that indicates a possible illness that may decrease the student's ability to learn and put them at risk for spreading the disease to others

Parents must check their child for these symptoms before coming to school:

- Temperature 100.4 degrees Fahrenheit or higher when taken by mouth.

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- Sore throat.
- New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline)
- Diarrhea, vomiting, or abdominal pain
- New onset of severe headache, especially with a fever

SECTION 2: Close Contact/Potential Exposure

Parents must answer these questions before allowing their children to come to school.

- Has your child had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19?
- Has your child had close contact (within 6 feet of an infected person for at least 15 minutes) with a person under quarantine for possible exposure to SARS-CoV-2?
- Has your child traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases?
- Does your child live in an area of high community transmission?

Return to School Policies/Procedures

If the student/parent/caregiver answers YES to any question in Section 1 but NO to any questions in Section 2, the student would be excused from school until symptom-free for 24 hours without fever-reducing medications.

Face-coverings

All students at Pineland Learning Center must wear a face-covering when in the hallways and moving around their classroom. Although strongly encouraged to do so, students do not have to wear a face-covering at their desk unless they want to. If a student consistently and defiantly refuses to wear a face-covering, they may be required to continue their education at Pineland Learning Center in an entirely remote setting.

If a student has a medical reason not to wear a face-covering at school, Pineland Learning Center reserves the right to require a doctor's note. Further, if satisfactory accommodations cannot be arranged, Pineland Learning Center reserves the right to request the student to receive instruction in an entirely remote setting.

No Testing or Negative Testing

If the student/parent/caregiver answers YES to any question in Section 1 and YES to any item in Section 2, the student should be referred for evaluation by their healthcare provider and possible testing. The local health care provider will determine when viral testing for SARS-CoV-2 is appropriate. However, Pineland Learning Center does not require testing results to return to

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school. Students may return to school once their symptoms have otherwise improved following existing school illness management policies.

Positive Test Result

Students diagnosed with COVID-19 or who answer YES to any question in Section 1 and YES to any item in Section 2 without negative test results should stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contract tracer that the student attended school.

Students diagnosed with COVID-19 or who answer YES to any component of Section 1 AND YES to any element of Section 2 without negative test results will be permitted to return to school when the student shows three days with no fever, ten days after other symptoms have ended, receives a negative test result, or produces a doctor's note to return to school. Telehealth exams are available through Inspira Health, which can determine the need to test and provide a rapid referral to testing sites for employees/students (Inspira Health, 2020).

Students who are excluded from school will have the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty.

School Isolation Protocols

Students who develop symptoms of infectious illness while at school will be respectfully isolated to separate students who develop these symptoms from other students.

- Students with any of the symptoms in Section 1 will follow Pineland Learning Center's current illness management policy to minimize transmission to others, to optimize learning opportunities, and to allow for symptoms to resolve (at least 24 hours without fever-reducing medications or following existing school illness policy).
- Students who develop any of the symptoms in Section 1 while at school will be placed in an isolation area separate from staff and other students:
 - School staff (e.g., workers, teacher aides, school health staff) who interact with a student who becomes ill while at school will use Standard and Transmission-Based Precautions when caring for sick people.
 - Students who are sick will go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick.
- Students identified at school who develop any of the symptoms in Section 1 AND answer YES to any of the questions in Section 2 will be placed in an isolation area separate from

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staff and other students (e.g., a nurse's office) and then sent home or to a healthcare facility if symptoms indicate a need for further evaluation:

- If Pineland Learning Center needs to call an ambulance or bring a student to the hospital, they will first alert the healthcare staff that the student may have been exposed to someone with COVID-19.
- After the student is placed in an isolation area, school staff who work in the isolation area will follow the CDC's considerations for cleaning and disinfecting.
- Pineland Learning Center will ensure that students are isolated in a non-threatening manner, within the line of sight of adults, and for very short periods.

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Timeframe for Self-Isolation & Quarantine Based on Test Results

The purpose of **quarantine** is to keep people who might have been exposed to COVID-19 (but who are healthy or asymptomatic) away from others. **Isolation** is to keep sick people and those infected with the COVID-19 virus away from those who are not infected. Self-quarantine/isolation are voluntary practices to reduce the spread of COVID-19.

	Symptomatic Tested +	Symptomatic Tested –	Asymptomatic Tested +	Asymptomatic Tested –	Asymptomatic Tested – <i>But is a household contact* or close contact*</i>	Asymptomatic Not/Never tested <i>But is a household* or close contact*</i>
Timeframe for Self-Quarantine or Self-isolation	24 hours (1 full day) fever-free without the use of fever-reducing medications AND improvement in symptoms AND Ten days since symptoms first began (whichever is longer)	At least 24 hours (1 full day) after symptoms go away NOTE: If a household or close contact should complete 14-day quarantine	Ten days after specimen collection, assuming no symptoms develop [^]	No self-quarantine days required	14 days from last known exposure with the COVID-19 + person NOTE: Self-quarantine for individuals with household contacts who are COVID-19 positive begins AFTER the end of self-isolation of the household contact	

* Household contacts are individuals who live in the same house as a lab-confirmed COVID-19 case.

Close contacts are individuals who were within 6 feet of a lab-confirmed COVID-19 case for a prolonged period (about 10 minutes or more) or had direct contact with the infectious secretions of a COVID-19 case (e.g., were coughed on).

Walking past a lab-confirmed COVID-19 case or just being in the same building does **NOT** qualify as being a close contact.

[^]Asymptomatic positive individuals who develop symptoms during their self-quarantine timeframe, should self-isolate and refer to the Symptomatic, Tested + column.

NOTE: Recommendation for self-isolation/quarantine is to stay/sleep in a separate room from others living in the home and use a separate bathroom (if possible). This recommendation includes not being in close contact with household members (i.e., not sharing meals and spending time together in common areas) or going to work or out in public other than for health care. Wash hands often and clean and disinfect household items.

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COVID-19 Employee-Screening & Return to Work Procedures

Effective August 31, 2020, all employees reporting to work will be screened for respiratory symptoms and have their body temperature taken as a precautionary measure to reduce the spread of COVID-19.

Every employee will be screened, including having his or her temperature taken when reporting to work. Employees should report to the Pineland Learning Center Veranda upon arrival at work and before entering any other areas of the school property.

Each employee will be screened privately by school nurse/designee or using a mounted temperature scanner. The employee's temperature and answers to respiratory symptom questions will be documented, and the record will be maintained as a private medical record.

Time spent waiting for a health screening should be recorded as time worked for nonexempt employees.

An employee who has a fever at or above 100.4 degrees Fahrenheit or who is experiencing coughing or shortness of breath will be sent home. The employee should monitor his or her symptoms and call a doctor or use Telehealth (Inspira) if concerned about the symptoms.

An employee sent home can return to work when:

He or she has had no fever for at least three (3) days without taking medication to reduce fever during that time; AND

Any respiratory symptoms (cough and shortness of breath) have improved; AND

At least ten days have passed since the symptoms began.

An employee may return to work earlier if a doctor confirms the cause of an employee's fever or other symptoms is not COVID-19 and releases the employee to return to work in writing.

An employee who experiences fever and respiratory symptoms while home should not report to work. Instead, the employee should contact Human resources for further direction.

Please Print Name

Please Sign and Date

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COVID-19 Employee Self-Certification to Return to Work

[[Employee First Name]] [[Employee Last Name]], attest to the following:

I have had no fever for at least three days without taking medication to reduce fever during that time.

The date of last fever of 100.4 degrees or higher: _____

My respiratory symptoms (cough and shortness of breath) have improved.

Date respiratory systems began improving: (write N/A if no symptoms present) _____

At least ten days have passed since my fever and respiratory symptoms began.

Date fever and/or respiratory symptoms began: _____

Employee Signature: * _____

Today's Date: _____

Date Requesting to Return to Work: _____

Comments:

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Pineland Learning Center Emergency Closure Work from Home Policy

This work from home (WFH) policy shall be applicable exclusively during a government-mandated closure of schools in response to a public health emergency or pandemic. In conjunction with Pineland's Remote Access Agreement and Emergency Preparedness Plan, this policy outlines specific steps the organization takes to ensure our ability to maintain essential operations and continue providing quality education to our students through a remote or virtual learning environment.

Conditions of Eligibility

Direct service instructional employees are permitted to work from home on a regular schedule, as determined by the organization, for the duration of the school closure. Employees who do not provide direct instruction and those deemed "Essential" may be permitted to work from home occasionally or regularly, depending on several factors. Working from home may not be an option for individual employees, and the organization may deny a request to work from home based on business needs, employee performance, or viability of doing the work from home.

To be eligible to WFH, an employee must have access to reliable internet, a landline or cell phone, a space that is free from excessive noise or distraction and be able to complete essential functions remotely. Eligibility to work from home and an employee's WFH schedule will be determined by the Executive Director, in consideration of Pineland's operational needs and other currently available factors.

Expectations

When working from home, employees must uphold all aspects of their contractual agreement with the organization, including:

- Work their full, typical schedule
- Sign in and out daily, as directed by their Supervisor
- Attend all meetings in a virtual capacity
- Achieve the same level of production as in the office/classroom
- Maintain equivalent availability for colleague and parent communication, supervisor questions, etc.
- Be available online and by phone for the duration of their usual workday, minus breaks, and rest periods
- Protect student personally identifiable information (PII), in compliance with the Family Educational Rights and Privacy Act (FERPA), by ensuring all student PII is not disclosed to any unauthorized party
- Respond promptly to communication via messaging app, email, and phone

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- Take all required break and rest periods, as if they were in the office/classroom
- Communicate consistently regarding their workload and status (break, lunch, working on a project, etc.)
- Maintain a detailed remote work log of daily tasks, using the prescribed form
- Follow all organizational procedures and policies
- Refrain from using alcohol or illegal drugs

Security

Employees who work from home will be expected to ensure the protection of proprietary school and student information following the Family Educational Rights and Privacy Act (FERPA), through use of locking doors, desks, file cabinets, and media storage, regular password maintenance, and any other steps appropriate for the job and the environment. Unless you live alone, computers should be locked when you walk away from the device. Non-employees and other household members should not be allowed access to or use of organization property. All work-related conversations addressing student PII should be held in private and away from household members.

Any equipment supplied by the organization is to be used for business purposes only unless otherwise specified. Employees must take appropriate action to protect these items from damage or theft.

Costs

The organization will supply the employee with appropriate office supplies. The organization is not responsible for costs associated with the initial setup of the employee's home office, such as remodeling, furniture, or lighting, or for repairs or modifications to the home office space. Employees must get pre-approval for expenses associated with working from home to be considered for reimbursement. Requests should be submitted to the employee's supervisor for final approval by the Business Administrator or Executive Director.

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Appendix F: Critical Area of Operation #6 - Contact Tracing

- a. PLC Illness Policy (Including Contact Tracing)
- b. Certificate from John's Hopkins
- c. Letter from the DOE Re: Contact Tracing

Pineland Learning Center Illness Policy (Including Contact Tracing)

When pupils are suddenly taken ill at school, they will be escorted to the nurse's office. If the nurse is not in the office, the student will be taken to the principal's office. In general, the same procedures that apply to accidents will apply to sudden pupil illness.

Control of Contagious Diseases or Conditions

To protect the health of the students and staff in our school, all regulations of the NJ State Department of Education, the NJ State Department of Health, and the Vineland Board of Health will be carefully observed, particularly those dealing with contagious or infectious diseases or conditions. Students who have been absent because of contagious or infectious diseases or conditions must present a certificate of recovery from a licensed physician.

The school nurse will observe students who show evidence of communicable disease and recommend their exclusion to the principal. Recommendations will be consistent with reporting requirements on communicable diseases, as outlined in the New Jersey Health Code. Such students will be isolated in the nurse's office or designated isolation room until a parent/guardian picks them up, and any necessary measures have been taken to prevent the spread of the infection. The nurse, under the direction of the Vineland Board of Health, will instruct all teachers in the symptoms of the most common diseases or conditions at least once a year.

Any student with HIV infection or AIDS or who lives with or is related to someone with HIV or AIDS shall not be excluded from general education, transportation services, extracurricular activities, athletic activities, assigned to home instruction, or classified as eligible for special education because of the HIV infection. The school nurse will recommend the exclusion of any individual with weeping skin lesions that cannot be covered.

In addition to the review of health and safety measures required by law, the nurse will individually instruct teachers from whose classrooms a student has been excluded in the symptoms of the disease for which the student was excluded. Student rights and confidentiality will be protected under law. No teacher will attempt to diagnose any illness of a student but will refer suspected cases to the nurse immediately.

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Contact Tracing

Contact tracing is the process used to identify those who encounter people who have tested positive for many contagious diseases, including COVID-19. Contact tracing is used by health departments to prevent the spread of infectious diseases. In general, contact tracing involves identifying people who have a contagious disease (cases) and their contacts (people who may have been exposed) and working with them to interrupt disease transmission. For COVID-19, this includes asking affected persons to isolate and contacts to quarantine at home voluntarily.

All procedures will adhere to applicable federal and state laws and regulations regarding privacy and the confidentiality of records.

Contact tracing for COVID-19 typically involves:

- Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious
- Notifying contacts of their potential exposure
- Referring contacts for testing
- Monitoring contacts for signs and symptoms of COVID-19
- Connecting contacts with services they might need during the self-quarantine period

To prevent the further spread of disease, COVID-19 contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The nurse will consult with the Vineland Local Health Department in the development, review, and revision of the district contact tracing policy and procedures. The nurse, the building principal, and other designees are the staff liaisons responsible for providing notifications and carrying out different components of the school's contact tracing policy.

The nurse, in consultation with the building principal, will establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and suspected exposure.

A staff member will immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID-19 or becomes aware that an individual who has spent time in the school facility tests positive for COVID-19. The nurse will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality when a COVID-19 test is positive.

When individuals exhibit symptoms, the nurse will ensure that the student is taken to the

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designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test. The school nurse will require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse will report all students testing positive for COVID-19 to the Vineland Health Department. The Vineland Health Department will conduct the contact tracing.

- Symptoms of COVID-19 include:
- A fever of 100° or higher
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell
- Fatigue
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

All school administrators, school safety teams, counselors, and any other staff deemed appropriate by the school, will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease.

The school nurse or her designee will make information available and conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

Handling Blood and Body Fluids

Pineland Learning Center shall develop detailed routine procedures based on New Jersey administrative code and guidelines from the Centers for Disease Control for proper handling of blood and body fluids resulting from illness/accidents in the schools. These procedures will be disseminated to all district staff and volunteers.

The school nurse will report all cases of infectious disease to the Vineland Board of Health as required by law.

Adopted: July 25, 2020

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Johns Hopkins Contact Tracing Certificate

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Letter from the Department of Education Re: Contact Tracing

From: Mary Ellen Graham
Mary Ellen Graham
Pineland Learning Center
Executive Director
p:(856) 378-5020 x411
a: 520 N. Fourth Street, Bldg.1
Vineland, N.J. 08360

On 7/17/20, 1:25 PM, "Ludwig, Samantha" <Samantha.Ludwig@doe.nj.gov> wrote:

Hello School Administrators,

The Cumberland County and Vineland Health Departments would like to provide some clarity regarding contact tracing.

Reporting of confirmed cases/contact tracing. All positive cases of Covid-19 in Cumberland County will be electronically reported to either the Cumberland County Health Department or Vineland Health Department to commence contact tracing and case investigation. During contact tracing, if the health department identifies a positive person with contacts in any school district, the health department will notify the district superintendent or his/her designee. The Cumberland County Department of Health and Vineland Health Department will take the lead on contact tracing, isolation/quarantining of ill students and staff, and any further actions needed to contain the spread of COVID-19.

However, the school district will be contacted during the contact tracing period for information regarding a case. Assistance from school districts will be necessary to identify close contacts of the affirmative case. Therefore, it will be crucial for school districts to have a plan in place in which will locate the close contacts. It may also be necessary for the school district to alert staff and parents of a positive case and to inform them that the Health Department will contact all close contacts. *If a school district is aware that staff or students has tested positive and they have not heard from the Health Department, school districts should notify the health department immediately.

The Cumberland County Health Department has jurisdiction of all schools in Cumberland County except schools in the Vineland School District, which will report to the Vineland Health Department. For questions, please contact the Cumberland County Health Department at 856-327-7602 or Vineland Health Department at 856-794-4131, whichever jurisdiction your school resides. For general questions regarding health and safety guidance, please contact the county office of education to ensure coordinated dissemination of information.

If additional guidance from CDC and NJDOH is received regarding contact tracing, we will notify you as soon as possible.

Thank you,
Megan Sheppard, MPH, CHES

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Health Officer

Appendix G: Critical Area of Operation #7 - Facilities Cleaning Practices

Pineland Learning Center Facilities Cleaning & Disinfecting Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All students and Staff On-Site	All students and Staff On-Site	All students Remote; Staff On-Site/Remote	All students and Staff On-Site	All students and Staff On-Site
After hours clean/disinfect	After hours clean/disinfect	After hours clean/disinfect	After hours clean/disinfect	After hours clean/disinfect
4pm-8pm	4pm-8pm	4pm-8pm	4pm-8pm	4pm-8pm

**A Concierge/Porter will be available Mondays, Tuesdays, Thursdays, and Fridays to clean and sanitize high-touch/ high-traffic areas*

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Pineland Learning Center Cleaning Protocol

From: Jameson Afanador <pedmarllc@gmail.com>
Date: Friday, July 31, 2020, at 9:39 PM
To: Mary Ellen Graham <maryellen.graham@pinelandschool.org>
Subject: Re: Pineland school re-opening cleaning

Hello. I have reviewed the details of your plan. It is accurate and well written. I would just emphasize that you are using PedMar a medical-grade experienced sanitizing cleaning and deodorizing company who has trained employees using approved and certified by EPA chemicals that eliminates viruses and bacteria and fungus including COVID-19

On Thu, Jul 30, 2020, 3:08 PM Mary Ellen Graham <maryellen.graham@pinelandschool.org> wrote:

Hello Jamie and Jennifer,

Thank you so much for meeting with Lisa Gallo and me today to review and discuss our school re-opening cleaning needs and Pineland's Restart and Recovery Plan, specifically the NJDOE Critical Area of Operation #7: Facilities Cleaning Practices. I wanted to confirm with you the notes I made:

(We did not review, nor is this email inclusive of PedMar's entire daily/weekly/monthly task list for cleaning services at Pineland.)

1. Current daily building cleaning occurs between 4:00 and 8:00 pm and includes daily cleaning/disinfecting/sanitizing of spaces that are currently being utilized during the summer (whether daily or less frequently).
2. Classrooms and offices not being utilized in the summer are being cleaned/disinfected/sanitized every five days and are marked with a sticker on the door jamb/door.
3. Spray cleaning/disinfecting of the school spaces occurs during the 1st week of every month in addition to regular daily cleaning, above.
4. High/middle/low dusting/cleaning in every space is done at least once a month.
5. Pineland is planning for on-site learning on a four day/week schedule with students in the building M/T/R/F.
6. Initially, staff will be on-site on Wednesdays while delivering remote instruction to students but will transition to remote teaching eventually on most Wednesdays.
7. Beginning August 31, all staff will be reporting to work most days. Therefore, daily cleaning will include cleaning/disinfecting/sanitizing of all high-touch surfaces including in all common areas (hallways/dining room/multi-purpose/gymnasium/staff room), restrooms, classrooms, and offices.

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8. Daily high-touch surfaces include door handles/push plates, light switches, and desk/table surfaces in all spaces as well as bathroom/kitchen fixtures, hand-washing fixtures, and drinking fountains/water-filling stations.
9. Staff will be asked to disinfect their classroom/office wall or desk phones, and any other shared items daily using PLC provided sanitizing wipes.
10. PLC will be implementing a porter service on days when the building is fully occupied with students &/or staff, based upon the school's revised calendar. We will fine-tune the porter service days and times in the coming weeks.
11. Porter's service will occur in the afternoon (at approximately 12:30 or 1:00) in these high-traffic areas: all bathrooms, main entrance, central office, main hallway (between the main entrance and the nurse's office), staff room, nurse's office.
12. Porter service entails wiping to clean/disinfect high-touch surfaces in the high-traffic areas listed above, including the bathroom fixtures, hand-washing fixtures, water fountains/water filling stations, door handles/push plates, and light switches.
13. Workers providing any type of service on-site are undergoing a daily health screening, which includes temperature checks and questionnaires based on CDC/health department guidelines. (PLC will provide its health screening questions to Pedmar LLC to ensure consistency.)
14. PedMar LLC will maintain data for cleaners' daily health screenings within its work order system for contact-tracing purposes.

*Please be reminded all Pineland staff, visitors, and contractors are required to wear a face-covering while in the building.

Have a wonderful afternoon,

Mary Ellen

Pineland Learning Center Emergency Drills

The requirements of N.J.A.C. 5:70-3 Section 405 Emergency Evacuation Drills, shall be suspended for the duration of the public health emergency for Use Group E - Educational.

Upon the end of the public health emergency, the requirements of this section and the existing schedule for emergency drills shall be reinstated (Kilmer, 2020).

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Appendix H: Critical Area of Operation #8 – Meals

Pineland Learning Schedule Dining Schedule and Protocols

Monday	Tuesday	Wednesday	Thursday	Friday
All students and Staff On-Site	All students and Staff On-Site	All students Remote; Staff On-Site/Remote	All students and Staff On-Site	All students and Staff On-Site
Breakfast and Lunch Served	Breakfast and Lunch Served	*Meals Provided to families in need	Breakfast and Lunch Served	Breakfast and Lunch Served

On-Site Dining

As the Pineland Learning Center Dining Room and dining experience is a central and critical cultural component to our program, we will continue serving our student meals, albeit as a slightly modified experience. New implementations will be:

- Individual condiment packets
- Water filling station (rather than pitchers)
- Alternate Seating Locations
- Staggered Mealtimes
- Students are spaced 6-feet apart

Remote Learning Day Meals

Meals will be provided for those students in need on remote learning days.

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

Pineland Learning Center Recess/Physical Education Protocol

Physical Education during the COVID-19 Pandemic:

- No Contact Sports
- No sharing of equipment unless the equipment is disinfected between uses
- Always remain socially distanced (at least 6 feet apart)
- Do not allow students to wear face-coverings in extreme heat
- Teach Skill and Drill activities where students can perform and practice individually
- Hold class outdoors when weather permits

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Appendix J: Critical Area of Operation #10 - Field Trips, Activities, & Facilities

Pineland Learning Center Field Trips, Activities & Facilities Protocol

- During the pandemic, Pineland Learning Center will not allow Field trips other than virtual field trips.
- During the pandemic, Pineland Learning Center will not allow Extra-Curricular Activities.
- During the pandemic, Pineland Learning Center will not allow the Use of Facilities Outside of School Hours.

Appendix K: Academic, Social, & Behavioral Supports

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- a. Social-Emotional Learning Protocol
- b. Pineland Learning Center Child Care Needs Survey & Resources

Pineland Learning Center Social Emotional Learning Protocol

- PLC currently uses the Second Step Curriculum for K-8 students' Social-Emotional Learning.
- Each scheduled Social Emotional Learning period will open with a Restorative/Responsive Circle. Inquiries will be based on recommendations from CASTLE.
- Staff Professional Development days will begin with a Restorative/Responsive Circle and may include Frank Picone, a Traumatic Learning Specialist Pineland Learning Center engaged in the 2019-2020 school year.
- On remote learning days (Wednesdays), Pineland Learning Center will sponsor a Parent Support Group, which will also begin with a Restorative/Responsive Circle process.
- Telehealth exams are available through Inspira Health, which can determine the need to test and provide a rapid referral to testing sites for employees/students (Inspira Health, 2020).
 - Assistance with a return to work for employees / return to school for students who have been sick with Covid-19
 - Behavioral Health Assistance Including Telehealth
 - Facilitate Conversations Between School Community Members

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Pineland Learning Center Child Care Needs Survey & Resources

Dear Staff:

During our staff meeting on Wednesday, 7/29/2020, some of you expressed childcare needs when we reopen in September. We would like to learn more about your needs. Therefore, please be on the lookout for a staff survey through Survey Monkey.

The information gathered from the survey will be used to assess the overall childcare and potential paid leave needs of staff. Under the *Families First Coronavirus Response Act (FFCRA)* during the pandemic, if your child or children's school or childcare provider does not open or suddenly closes in response to the pandemic in September, you may be eligible for this program.

This survey is a short 10 question (multiple choice) survey for those that have childcare needs. A negative response to question # 1 by any staff member completes their review.

Thank you in advance for your participation.

Sincerely,

Haydee Gomez

Human Resources Manager

Pineland Learning Center, Inc
520 N Fourth St, Bldg. 1
Vineland, NJ 08360
www.pinelandschool.org
p: (856)378-5020 x402
f: (856)690-1043

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Staff Childcare Needs Survey

10. Do you require childcare services for your child(ren) during working hours?
 - a. No – (end of the survey)
 - b. Yes – (please respond to the following questions)
11. Do you foresee a need for Paid Leave when Pineland reopens in September under the Families First Coronavirus Response Act to care for your child(ren) whose school or place of care is closed (or child care provider is unavailable) due to COVID-19 related reasons?
12. Please specify the number of children age 13 or younger.
13. How would you most likely use childcare services?
 - a. Regularly
 - b. Non-scheduled, as-needed basis
14. How many days per week do you need childcare services?
15. Time of day childcare would be used.
 - a. All-day (7:00 am – 6:00 pm)
 - b. Mornings (7:00 am – 1:00 pm)
 - c. Afternoons (1:00 pm – 6:00 pm)
16. What cost would you be willing to pay?
 - a. \$? per child/hour
17. Important Items considered when selecting childcare:
 - a. Cost is affordable
 - b. Location is convenient
 - c. Caregiver licensed by the state
 - d. The program includes planned learning activities
 - e. Care available for all my children
 - f. Meals are provided
18. How likely would you consider utilizing childcare services if available near Pineland Learning Center's vicinity?

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Childcare Resources Flyer



Available resources online

1. Search by county for NJ Licensed Child Care Centers near you:
 - a. <https://www.nj.gov/dcf/families/childcare/>
 - b. Information available about the licensed center
 - i. Ages served
 - ii. Maximum capacity
 - iii. Latest inspection reports
2. Need help paying for childcare? You may qualify for the state's regular **Child Care Subsidy Program**. Must meet specific income requirements.
 - a. Visit this link for complete details, <https://www.childcarenj.gov/>
 - b. Use the online calculator available to see whether you qualify.
3. List of daycare centers in the Vineland area can be found as follows:
 - a. <https://www.daycare.com/NJ-Vineland>
 - b. Select a daycare tab to learn
 - i. Hours of operation
 - ii. Maximum capacity
 - iii. Ages served
 - iv. Contact information



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Appendix L: Restart Committee

PLC Restart Committee Member List

Ms. Mary Ellen Graham	Executive Director
Ms. Lisa Gallo	School Business Administrator
Ms. Lisa Lamb	School Director
Mr. Darwyn Minor	School Principal
Ms. Lisa Howell	Supervisor of Curriculum & Instruction
Ms. Margaret Taylor	Supervisor of Special Education
Ms. Stacey DeCore	Lead Clinician
Dr. Cynthia Pritchett	Supervisor of Special Projects

**Due to the transient nature of our student population, the summertime plan development, and distance of the majority of sending districts, PLC solicited all parental/guardian and student feedback verbally and via digital surveys, and virtual meetings.*

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Pineland Learning Center Restart Committee Communication to Staff

From: Lisa Lamb <lisa.lamb@pinelandschool.org>

Sent: Tuesday, July 28, 2020, 3:08 PM

To: all staff

Subject: Re-Opening Plan Information

Attachments: Re-Opening Plan.docx

Good afternoon, please review the School Re-Opening Plan document that is attached to this email. Please come prepared with questions and feedback to the meeting on Wednesday, July 29, 2020, at 2:00 P.M. See you then,
Lisa



Lisa A. Lamb
Pineland Learning Center School Director
p:(856) 378-5020 x-401
a: 520 N. Fourth Street, Bldg.1
Vineland, N.J. 08360
e: lisa.lamb@pinelandschool.org

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Educating. Empowering. Transforming.

Pineland Learning Center Staff Communication

July 28, 2020

Dear Pineland Staff,

Much has been happening since our last communication. To keep you up to date with both the Governor's opening plan changes and Pineland's efforts to keep all staff and students safe when we return to school, we would like to hold a Q & A session on **Wednesday, July 29, 2020, at 2:00 pm**. A Microsoft Teams invitation went out on Monday, July 27, 2020.

Before our meeting, there are details we want you to know in addition to the information that was previously sent.

Certified Staff Inservice: August 31, 2020

First Day for all staff: September 1, 2020

First Day for students: September 8, 2020

Weekly Hybrid Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All students On-Site (Full Day)	All students On-Site (Full Day)	All staff and Possible students Remote (Full Day)	All students On-Site (Full Day)	All students On-Site (Full Day)

Health & Safety Protocols

- Staff will always be required to wear face-coverings unless you are conducting a lesson that requires an oral visual, in which case an acrylic divider may be used to separate the student and yourself.
- All students must wear face-coverings while they are in the hallways and when they are out of their seats in the classroom. Students will always be encouraged to wear face-coverings, but they are not required to wear them while seated at their carrels.

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- If a student consistently and purposefully refuses to wear a face-covering and accommodations are not useful or relevant, exclusively remote instruction may be required.
- Social distancing will be enforced throughout the school building and the day. The ability to maintain social distancing will determine the number of students in each classroom/space. Some spaces/classrooms in the school building will be used in a different way to enable social distancing and safety. Some staff may be asked to move to a different location so that social distancing can occur.
- Hand sanitizing stations have been placed at every entrance and exit. New foam hand sanitizers have been placed in every classroom.
- A water fountain in the elementary school and a water fountain in the high school will be replaced with handwashing stations.
- Mounted, contactless temperature scanners have been purchased for morning staff and student screenings.
- Students who become ill during the school day will be removed from the classroom and sent to the nurse's office. If the illness includes COVID-19 symptoms, the Vineland Board of Health will be called by the nurse, and all instructions given by the Vineland Board of Health will be followed.
- We will implement a contact tracing policy and protocol.
- We will implement a Pandemic School Safety Management Team. This team will be trained to monitor and manage all the new protocols put in place to address the health and safety of our staff and students.
- A concierge will be hired to clean high-traffic, high-touch areas between 10:00 am and 2:00 pm during the days when students and staff are in the building.

Building Usage

- Students will remain self-contained in small *prides* as much as possible. This pride will stay in the classroom together. They will have lunch together. They will complete tasks like bathroom usage and handwashing together.
- We will minimize the amount of staff will enter classrooms and the amount of time students are in hallways.
- We will create two self-contained buildings, K-8 & 9-12. The students and staff will remain in those buildings for the day as much as possible. Different entrances and exits will also be established for the two buildings.
- We will begin the school year receiving breakfast and lunch in the classrooms and eventually move to the dining room area later in the year with social distancing requirements in place.
- Recess will continue for elementary classrooms, using the equipment on a rotating basis. The equipment will be cleaned between each use. Classes who are not on the equipment will be on the field participating in specific, individual activities.

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Curriculum and Instruction Protocols

- All classrooms have been evaluated to provide a socially distanced environment for all staff and students. This means that there will be a limited number of students allowed in each classroom based on classroom size and configuration. This also means there will be classrooms that will need to be divided into two locations (near each other). Those homeroom teachers will need to manage students within the two spaces by utilizing a creative schedule.
- Departmentalized classrooms will be utilizing a combination of live and virtual instruction in the school building. The teacher will physically teach in one classroom while Screencasting the lesson to other classrooms.
- The academic schedule will look very different. Scheduled handwash/hygiene times limit instructional periods to approximately 30 minutes per subject. Technology and Social-Emotional Learning are being added to the school day. The schedule will remain “fluid” as we work through the Governor’s mandates.
- All students will have a 1:1 device in September. We will be implementing a new learning platform to apply blended learning more effectively.
- Our first student objective will be to assess learning loss due to an entirely remote instructional platform. Edmentum (Math, Reading, Language Arts); F&P Language Inventory; Writing Prompt; and the Word Awareness Spelling Assessment (K-6) must take place as soon as the school year begins.
- Some classrooms may be using acrylic dividers to provide small pride instruction.
- Related Service providers will have access to face-coverings as well as acrylic dividers to help them provide their related services.
- Physical education will be outdoors as much as possible, weather permitting. When the weather is not cooperating, the students will have P.E. in the gym divided by classrooms. The activities will be individual.
- Our new student data system (*Realtime*) is up and running. This will be utilized for reviewing IEP information, designing lesson plans, and recording student grades. This can all be done remotely from anywhere.

*We have included the previously sent guidelines for you to review (see below). We hope these clarifications help you to prepare for our information session on Wednesday.

See you there!

Information Sent Previously:

1. Before each staff member and student enters the building, they will be screened. Screening includes a temperature check, overall wellness check, and a CDC recommended questionnaire.
2. All staff members must always wear a face-covering and students are strongly encouraged to do the same. PLC will provide these to students and staff.

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3. Hand hygiene will take place upon entering the building, before and after breakfast, before and after lunch/recess, and after physical education. There will be expectations for hand hygiene for both students and staff.
4. Any and every item that is shared by students must be disinfected between uses. The building will be cleaned and disinfected every day between 4 and 8 pm.
5. Social distancing is a requirement. For this reason, no more than 7-8 students will be allowed in any classroom at one time, separated by carrels or socially distanced at desks/tables where carrels are not available.
6. Should any student or staff member show any signs of fever, coughing, chills, etc. before coming to school, they must stay home.
7. Should any student or staff member show any signs of fever, coughing, chills, etc. after coming to school, they will be quickly and respectfully taken to a separate room to be isolated. At this point, the Vineland Department of Health will be contacted, and all health guidelines and suggestions will be followed.

Pineland Learning Center takes the health and well-being of its staff and students very seriously. We have been making some significant changes, such as:

- Fresh air dampers have been installed on our rooftops, which will bring in the fresh air and circulate that air through all air supply exchanges.
- Commercial grade *Germicidal Blue UV Light Tubes* are being installed in all HVAC units. UV disinfection lights use ultraviolet germicidal irradiation (UVGI) and are used as a disinfection method by emitting short-wavelength ultraviolet light to kill or inactivate microorganisms.
- New hand sanitizer stations have been purchased and will be placed at every entrance. Hand sanitizer will be placed in every room and office area.

We are just beginning to plan re-opening the building. There are many more things we must do in a short time. However, making sure all students and staff are safe and healthy is our top priority. With your cooperation, we know we will be successful. Although in the fall, PLC will look very different as far as schedule and procedure, we are still the same Pineland Family. It is time to “take our posts.”

We are looking forward to seeing you!

School Administration

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Pineland Learning Center Restart Committee Communication to Parents

Dear Pineland Learning Center Parent/Guardian,

At Pineland Learning Center, we understand how hard it has been for you and your child over the last four months. We are very thankful for your help and strength during the time Pineland Learning Center has been closed because of COVID-19. We could not have done it without you.

Now, it is time for us to open again, and we cannot wait! We hope that you are just as happy as we are. But we also know that you might have some concerns and you may be scared. We understand that too. We want to share some of the things that we have been doing:

- We put in a new air-circulating system to bring in fresh, outside air
- We put in a new UV system that will kill 99.9% of germs, bacteria, and viruses in the air
- We put hand sanitizer in every room
- We are cleaning and disinfecting all our rooms daily

For the 2020-2021 School Year, our schedule will be:

Monday	Tuesday	Wednesday	Thursday	Friday
All students On-Site (Full Day)	All students On-Site (Full Day)	All students Remote (Full Day)	All students On-Site (Full Day)	All students On-Site (Full Day)

During the day, all teachers will always wear face-coverings. Your child will wear a face-covering when they are moving through the halls and if they get up from their seat in the classroom. When they are at their desk, they do not have to wear their face-covering, but they can if they want to.

All students will always be at least 6 feet apart. There will only be about 5-7 students in each classroom. That way, we can make sure everyone can keep their social distance.

All students are going to have their temperature taken before school begins. We are also going to ask your child some questions to make sure that they have not been standing next to someone who they know is ill. If your child seems like they are not feeling well, we are going to take them quietly and respectfully to the nurse.

These are just some of the things we have been doing and planning to keep your child happy and healthy at Pineland Learning Center. **There is much, much more.**

We would like you to join our Parent meeting so we can tell you everything that we have been doing and so that we can answer any questions you might have for us. We are going to email you an invitation. Please look for it.

Please join our meeting on Friday, July 31, 2020, at 3:00 pm.

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See you then!

Pineland Learning Center Restart Committee Communication to Sending Districts

From: Lisa Lamb <lisa.lamb@pinelandschool.org>

Sent: Thursday, July 30, 2020, 12:58 PM

Dear Special Education Directors and Supervisors,

During these past few weeks, we have been gathering information and weighing options for a smooth re-opening of our school in September. Like all of you are probably experiencing, we have been challenged with making decisions so that we can ensure the safety of our students and staff as well as provide an educational plan for our students' learning. We have decided on an educational model and are working through all the details.

We will be sending our completed plan to you next week, but we have included valuable information from our plan in this email. We have also included a revised 2020-2021 school year calendar.

Thank you for your on-going support, and you will be hearing from us soon.

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Communication to Sending Districts

Dear Special Education Director/Supervisor,

I hope you are safe, well, and are looking forward to the 2020-2021 school year, as we are here at Pineland Learning Center. We have been diligently planning to ensure a successful school year for all Pineland Learning Center students and are writing to share with you some of the necessary logistics. *Please remember that this information may change as we receive new guidance from the New Jersey Department of Education.*

- Our first day of school for students will be **Tuesday, September 8, 2020.**
- Our first day of school will be a full day of learning for all students.
- Our school day will **begin at 8:00 am.** We will begin welcoming our students at 7:45 am for health screenings.
- Our students will be dismissed from school **at 2:40 pm.**
- All students will board their busses by 2:45 pm.
- The early dismissal day at Pineland Learning Center will end at **12:30 pm.**
- Students will participate in REMOTE LEARNING EVERY WEDNESDAY (no transportation to school required).**
- Enclosed, you will find our annual school calendar that has recently been revised.

Pineland Learning Center Weekly School Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All students	All students	All students Remote	All students	All students
On-Site	On-Site	(Full Day)	On-Site	On-Site
(Full Day)	(Full Day)		(Full Day)	(Full Day)

The 2020-2021 school year promises to be very different than previous school years. We want to assure you that all *Anticipated Minimum Standards*, as mandated by Governor Phil Murphy and required by the New Jersey Department of Education, will be implemented at Pineland Learning Center.

- The health and safety of all our students is our top priority. All precautions, such as face-coverings, hand and respiratory hygiene, social distancing, and disinfecting, will be strictly enforced at school.
- Our students and staff must remain current in the use of technology. All students will receive a personal iPad to take home daily and use for remote instruction on Wednesdays or if an unanticipated school closure should occur.

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- At Pineland Learning Center, we believe that our students' mental health is just as important as their physical well-being. This year, we are implementing a new Social-Emotional Learning class for all students.

These are just a few of the changes we are making this year at Pineland Learning Center. It is imperative to us that all our students remain safe, healthy, and socially and emotionally strong.

Thank you for entrusting your students with us!

Sincerely,

Lisa A. Lamb

School Director

Pineland Learning Center

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Appendix M: Pandemic Response Teams

PLC Pandemic Response Team Member List

Mr. Darwyn Minor	School Principal
Ms. Stacey DeCore	Lead Clinician
Ms. Mary-Colleen Frisko	Administrative Support
Mr. Wallace Fithian	School Chef
Mr. Keith Bryant	Lead Paraprofessional
Ms. Linda Bradley/Ms. Kathleen Goldy	School Nurse
Mr. Miguel Guerrero	School Maintenance
Ms. Nichole Lorito	Administrative Support
Keith Carpenter	Technology Coordinator
Keith Chance	NJVMH (New Jersey Veterans Memorial Home)

**Due to the transient nature of our student population, the summertime plan development, and distance of the majority of sending districts, PLC solicited all parental/guardian and student feedback verbally and via digital surveys, and virtual meetings.*

Pandemic School Management Safety Team

Linda Bradley
Derrick Minor
Keith Bryant
Sarah Harrison

School Nurse
Elementary School Lead Paraprofessional
High School Lead Paraprofessional
BCBA (Contact Tracing)

Pineland Learning Center will utilize a Pandemic School Management Safety Team of School professionals who will:

- Monitor/encourage the use of guidelines/protocols
- Problem-solve when guidelines/protocols are not working
- Support staff and students in following the guidelines
- Suggest/recommend additional guidelines or modification of guidelines

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Appendix N: Scheduling of Students

- a. Parent/Guardian Survey Results
b. School Day
c. Educational Program

Parent/Guardian Survey Results

7/14/20 15:57:05	7/14/20 15:58:07	No	No preference	No preference	
7/14/20 15:57:05	7/14/20 15:59:18	Yes	No preference	No preference	
7/14/20 15:58:31	7/14/20 15:59:40	No	Three days at school and two days remote from home	A later start time	
7/14/20 16:05:13	7/14/20 16:06:14	Yes	No preference	No preference	
7/14/20 16:05:51	7/14/20 16:09:47	Yes	Five days at school	An earlier end time	
7/14/20 16:09:42	7/14/20 16:10:54	Yes	Three days at school and two days remote from home	An earlier end time	
7/14/20 16:10:18	7/14/20 16:12:35	Yes	Five days at school	A later start time	
7/14/20 16:14:24	7/14/20 16:16:38	Yes	Three days at school and two days remote from home	No preference	If social distancing in being used properly especially with transportation in the bus
7/14/20 16:18:28	7/14/20 16:20:03	Yes	No preference	No preference	None at this present time
7/14/20 16:19:02	7/14/20 16:20:04	Yes	Three days at school and two days remote from home	An earlier end time	
7/14/20 16:19:15	7/14/20 16:20:45	Yes	No preference	An earlier end time	
7/14/20 16:19:06	7/14/20 16:20:50	No	Three days at school and two days remote from home	A later start time	██████ has an Immunocompromised little brother who has a tracheostomy, so we would prefer him to learn virtually full time for the time being.
7/14/20 16:19:23	7/14/20 16:21:25	Yes	Five days at school	No preference	
7/14/20 16:20:47	7/14/20 16:22:07	Yes	Five days at school	A later start time	
7/14/20 16:20:05	7/14/20 16:22:59	Yes	Five days at school	No preference	Concerned about sending him if face-coverings are required. I would instead not if COVID is still present; however, ██████ does not do well with home

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					instruction, so I am conflicted.
7/14/20 16:19:26	7/14/20 16:24:36	Yes	Three days at school and two days remote from home	A later start time	I am worried about sending him to school at a full-time schedule. Our district plans to do that for my other kids. I do not think that is safe. I feel like 2-3 days max per week in school instruction would be best. As for the question about a reduced day, a later start would be our preference only because he must get up at 5-5:30 am to get the bus by 6 am. That was my only reason for choosing a later start rather than early dismissal.
7/14/20 16:25:06	7/14/20 16:26:32	Yes	Five days at school	An earlier end time	
7/14/20 16:26:09	7/14/20 16:26:53	Yes	5 days at school	No preference	
7/14/20 16:31:04	7/14/20 16:32:00	Yes	Three days at school and two days remote from home	A later start time	
7/14/20 16:32:21	7/14/20 16:34:34	No	Three days at school and two days remote from home	An earlier end time	My son will return to school in a safe and healthy environment other than that my son will not be in school
7/14/20 16:35:05	7/14/20 16:36:05	Yes	Five days at school	No preference	Just have in school structures instead of video
7/14/20 16:35:37	7/14/20 16:36:56	Yes	No preference	No preference	All for my child returning in September.
7/14/20 16:39:37	7/14/20 16:41:43	Yes	Three days at school and two days remote from home	No preference	social distancing and PPE
7/14/20 16:38:33	7/14/20 16:42:07	Yes	5 days at school	No preference	No comment
7/14/20 16:49:34	7/14/20 16:50:25	Yes	No preference	An earlier end time	
7/14/20 17:21:33	7/14/20 17:22:40	Yes	No preference	A later start time	
7/14/20 17:24:44	7/14/20 17:26:37	Yes	Three days at school and two days remote from home	A later start time	
7/14/20 17:35:47	7/14/20 17:42:24	No	No preference	An earlier end time	This disease is serious. I am immunocompromised. I cannot afford to get sick. I do not think that enough information is out about this disease, and it is not under control. Making it unsafe for everyone.
7/14/20 17:12:18	7/14/20 17:45:36	No	No preference	No preference	We currently have family members in the house that are immune compromised; it would be too much of a risk to send [REDACTED] to school at this time.
7/14/20 17:49:29	7/14/20 17:50:57	Yes	Five days at school	A later start time	
7/14/20 17:59:44	7/14/20 18:03:18	No	Three days at school and two days remote from home	A later start time	To send to school question, all depends on what circumstances and what preventions school will have
7/14/20 18:42:52	7/14/20 18:44:31	Yes	Five days at school	A later start time	

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7/14/20 18:48:05	7/14/20 18:54:20	No	Three days at school and two days remote from home	A later start time	I would prefer one day in school and four days at home
7/14/20 19:02:27	7/14/20 19:08:25	Yes	5 days at school	No preference	
7/14/20 19:08:33	7/14/20 19:16:15	Yes	Five days at school	A later start time	█ would benefit from the structure that is going to school, learning in person, and socializing with fellow students, gives him. He did well last semester, with video learning. But the school experience is more than a computer screen. We live in strange times that require unique and thoughtful changes. I appreciate the challenges that face the school system. We all do the best we can. Stay safe.
7/14/20 19:41:49	7/14/20 19:42:38	Yes	Five days at school	An earlier end time	
7/14/20 19:48:49	7/14/20 19:49:41	Yes	Five days at school	A later start time	
7/14/20 19:49:01	7/14/20 19:50:08	Yes	Three days at school and two days remote from home	An earlier end time	
7/15/20 8:34:13	7/15/20 8:35:54	Yes	Five days at school	A later start time	If it is safe, I would like my child to attend a full day.
7/15/20 10:50:58	7/15/20 10:55:31	Yes	Three days at school and two days remote from home	No preference	I am flexible. I want a clear, comprehensive explanation of the safeguards taken if children and staff will be in the building. Thank you!
7/15/20 11:37:54	7/15/20 11:40:22	No	No preference	No preference	I am not comfortable with in-person school currently
7/15/20 11:39:13	7/15/20 11:43:46	Yes	Five days at school	An earlier end time	I am proud that my son is a part of Pineland Learning Center once school reopens it will be a successful year. I know that you are doing everything you can to make it safe for the kids. Thank you in advance.
7/15/20 11:41:42	7/15/20 11:44:04	Yes	Five days at school	A later start time	If you can ensure all precautions are being met for this pandemic, student & teachers
7/15/20 11:47:10	7/15/20 11:48:14	Yes	Five days at school	An earlier end time	
7/15/20 11:38:14	7/15/20 11:51:25	No	No preference	No preference	My concerns are that you will not be able to keep my child 100% safe. I have watched █ during this stay-at-home order in the very few times that I have had him out. He found an incredibly difficult to have a face-covering on and to keep from touching his face, face-covering. Or follow his hands out of his mouth. Over the past years, during Cold and Flu season, █ routinely gets the Cold and Flu if we could not prevent the common cold or the Flu from going through the classroom I have significant concerns about COVID-19 we have children with special needs. I think that it would be next to Impossible she keeps them completely safe. I guess having class in real-time taking breaks

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					for the bathroom and lunch is the answer until such time that is safe to return to school
7/15/20 11:39:08	7/15/20 11:52:21	Yes	Five days at school	An earlier end time	
7/15/20 11:41:23	7/15/20 12:01:01	Yes	Three days at school and two days remote from home	An earlier end time	I am stressed concerned about sending my child anywhere. If it were indeed up to me. I would keep my [REDACTED] home. I still feel it is not safe until they find something to fight COVID disease. So, if I must send [REDACTED] it would be early with an early end time and three days only. Two days would be better, but three is ok. My son did very well with online learning, but I do understand it does not help him with his social problems. These are the only issues I see with online school.
7/15/20 12:35:58	7/15/20 12:40:34	Yes	No preference	An earlier end time	We are not sure about September as our youth have proven not able to wear face-coverings for an extended period. We are concerned about their safety as well as bringing home COVID where individuals with autoimmune issues reside.
7/15/20 13:34:51	7/15/20 13:35:52	Yes	Three days at school and two days remote from home	A later start time	
7/15/20 15:28:58	7/15/20 15:35:04	Yes	Three days at school and two days remote from home	A later start time	
7/15/20 18:04:05	7/15/20 18:05:06	Yes	Three days at school and two days remote from home	A later start time	

The Restart and Recovery Plan to Reopen Pineland Learning Center Fall 2020-2021

Pineland Learning Center Annual School Calendar

2020 - 2021 PINELAND LEARNING CENTER

HOURS: 8:00 am - 2:40 pm

EARLY DISMISSAL: 12:30 pm

JULY (S-18 T-19)						
S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST (S-9 T-10)						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER (S-17 T-21)						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER (S-22 T-22)						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER (S-17 T-17)						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER (S-17 T-17)						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July 1	ESY Staff In-Service
July 6	ESY First Day for Students
August 14	ESY Last Day for Students
August 24-25	New Staff Orientation
August 31	Certified Staff In-Service
September 1	Staff In-Service
September 2	Staff In-Service
September 3	Staff In-Service
September 4	Staff In-Service
September 7	School Closed Labor Day
September 8	First Day For Students
September 17	Back to School Night
September 18	Early Dismissal
October 12	Remote Learning
October 14	Early Dismissal - Staff In-Service
November 5	School Closed NJEA Convention
November 6	School Closed NJEA Convention
November 10	1st Marking Period Ends
November 25	Early Dismissal
November 26-27	School Closed Thanksgiving
December 23	Early Dismissal
December 24-31	School Closed Winter Break
January 1	School Closed New Year's Day
January 15	Staff In-Service
January 18	School Closed Martin Luther King Day
January 27	2nd Marking Period Ends
February 5	Early Dismissal - Staff In-Service
February 12-15	School Closed President's Weekend
February 19	Early Dismissal - Staff In-Service
March 11	Early Dismissal - Staff In-Service, Parent Teacher Conf.
March 12	Early Dismissal
March 15	Staff In-Service
April 2-9	School Closed Spring Break
April 13	3rd Marking Period Ends
May 28	Early Dismissal - Staff In-Service
May 31	School Closed Memorial Day
June 15	Early Dismissal - Staff In-Service
June 16	Early Dismissal - Staff In-Service
June 17	Last Day for Students
June 17	Early Dismissal - Staff In-Service
June 18	Staff In-Service

JANUARY (S-18 T-19)						
S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY (S-18 T-18)						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH (S-22 T-23)						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL (S-16 T-16)						
S	M	T	W	TH	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY (S-20 T-20)						
S	M	T	W	TH	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE (S-13 T-14)						
S	M	T	W	TH	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

The school calendar must reflect 180 student days. If days are lost because of inclement weather or other reasons, additional days will be added to the calendar as needed on: **January 15, March 15, June 18, June 21-25, and June 28-30.**

Closings due to inclements weather will be announced on our website at www.pinelandschool.org, KYW 1060 AM (closing # 949), ABC News, and NBC News.

- School Closed Students & All Staff
- School Closed Students & 10-Month Staff
- School Closed for Students
- Early Dismissal - Students
- * Early Dismissal - Students & 10-Month Staff

Extended School Year Hours:
8:30 am - 1:30 pm

Numbers in parentheses represent the number of days for Students (S) and Staff (T).

REVISED 7/28/20

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Staff Survey

2. Staff Name

3. Will you be able to work in the school building up to 5 days/week starting in September?

a. Yes

b. No (I will contact Human Resources to discuss)

Pineland Learning Center Staff Survey Results

1	7/14/20 16:42:51	7/14/20 16:43:11	Yes	
2	7/14/20 16:43:44	7/14/20 16:44:11	Yes	
3	7/14/20 16:45:19	7/14/20 16:45:45	Yes	
4	7/14/20 16:48:30	7/14/20 16:48:49	Yes	
5	7/14/20 16:49:30	7/14/20 16:49:46	Yes	
6	7/14/20 16:49:52	7/14/20 16:50:27	No (I will contact Human Resources to discuss)	
7	7/14/20 16:53:13	7/14/20 16:53:40	Yes	
8	7/14/20 16:55:36	7/14/20 16:56:23	Yes	
9	7/14/20 16:57:49	7/14/20 16:58:12	Yes	
10	7/14/20 16:58:26	7/14/20 16:59:23	Yes	
11	7/14/20 17:00:39	7/14/20 17:01:59	Yes	
12	7/14/20 17:12:47	7/14/20 17:14:23	Yes	
13	7/14/20 17:14:22	7/14/20 17:14:51	Yes	
14	7/14/20 17:15:23	7/14/20 17:15:50	Yes	
15	7/14/20 17:15:59	7/14/20 17:16:41	Yes	
16	7/14/20 17:25:34	7/14/20 17:31:15	Yes	
17	7/14/20 17:32:53	7/14/20 17:33:31	Yes	
18	7/14/20 17:37:51	7/14/20 17:38:16	No (I will contact Human Resources to discuss)	
19	7/14/20 17:48:30	7/14/20 17:48:58	Yes	
20	7/14/20 17:49:24	7/14/20 17:49:28	Yes	
21	7/14/20 18:17:47	7/14/20 18:18:02	Yes	
22	7/14/20 19:00:23	7/14/20 19:01:14	Yes	
23	7/14/20 19:02:01	7/14/20 19:02:36	Yes	
24	7/14/20 20:12:27	7/14/20 20:12:47	Yes	
25	7/14/20 20:28:43	7/14/20 20:30:21	Yes	
26	7/14/20 20:30:56	7/14/20 20:31:28	Yes	
27	7/14/20 22:05:54	7/14/20 22:07:03	Yes	
28	7/14/20 22:25:20	7/14/20 22:25:36	Yes	
29	7/15/20 7:14:10	7/15/20 7:14:45	Yes	
30	7/15/20 8:02:45	7/15/20 8:05:12	Yes	
31	7/15/20 8:16:30	7/15/20 8:16:43	Yes	
32	7/15/20 8:26:23	7/15/20 8:27:10	Yes	

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33	7/15/20 9:16:27	7/15/20 9:16:43	Yes	
34	7/15/20 9:43:19	7/15/20 9:43:36	Yes	
35	7/15/20 9:46:11	7/15/20 9:46:35	Yes	
36	7/15/20 9:50:15	7/15/20 10:01:35	Yes	
37	7/15/20 10:32:40	7/15/20 10:33:18	No (I will contact Human Resources to discuss)	
38	7/15/20 10:59:59	7/15/20 11:00:12	Yes	
39	7/15/20 11:00:04	7/15/20 11:00:31	Yes	
40	7/15/20 11:15:36	7/15/20 11:15:58	Yes	
41	7/15/20 11:26:24	7/15/20 11:26:36	Yes	
42	7/15/20 12:46:04	7/15/20 12:46:25	Yes	
43	7/15/20 13:15:53	7/15/20 13:16:19	Yes	
44	7/15/20 13:25:17	7/15/20 13:25:35	Yes	
45	7/15/20 13:44:53	7/15/20 13:45:56	Yes	
46	7/15/20 10:35:40	7/15/20 13:46:36	Yes	
47	7/15/20 15:36:38	7/15/20 15:36:53	Yes	
48	7/15/20 16:05:55	7/15/20 16:06:29	Yes	
49	7/15/20 17:50:25	7/15/20 17:50:44	No (I will contact Human Resources to discuss)	
50	7/16/20 7:41:51	7/16/20 7:42:28	No (I will contact Human Resources to discuss)	

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Student Daily School Schedule (Draft)

Elementary	Middle/High
8:00-8:15screening 15 min	8:00-8:15 screening
8:15-8:30handwashing 15 min	8:15-8:30 handwashing
8:30-9:00breakfast/handwashing 30 min= 15 min (15 min to eat)	8:30-9:00 Social-Emotional Learning
9:00-9:30 Social-Emotional Learning	9:00-9:30 Breakfast/Handwashing
9:30-10:30 tech training	9:30-10:00 tech training
10:30-11:00per. 1	10:00-10:30 per. 1
11:00-11:30per. 2	10:30-11:00 per. 2
11:30-12:00per. 3	11:00-11:30 per. 3
12:00-12:40per. 4A LUNCH/RECESS/handwashing (40 min)	11:30-12:10 per. 4A LUNCH/handwashing (40 min)
12:40-1:20per. 4B LUNCH/RECESS/handwashing	12:10-12:50 per. 4B LUNCH/handwashing
1:20-1:50per. 5 (S.S. or Science/pride/RA/tech practice/individual support)	12:50-1:20per. 5 (pride/RA/tech practice/individual support)
1:50-2:20per. 6 (S.S. or Science/pride/RA/tech practice/individual support) 2:20-2:40handwashing/assignment prep./materials clean-up	1:20-1:50per. 6 (pride/RA/tech practice/individual support)
	1:50-2:20 per. 7
Lunch: 40 min- 15 min for lunch 25 min lunch period -Recess?	2:20-2:40handwashing/assignments prep./materials clean-up

***The Restart and Recovery Plan to Reopen
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Staff Virtual Meeting Follow Up

From: Haydee Gomez <haydee.gomez@pinelandschool.org>

Sent: Thursday, July 30, 2020, 1:30 PM

Hello Everyone:

A “HUGE” thank you goes out to everyone that was able to attend yesterday’s staff meeting. It was great to see everyone, obtain valuable feedback, and hear your concerns regarding our reopening. Many of us still have significant questions and need more information about COVID-19 along with our health & safety protocols before returning to campus.

As a reminder, we do are not acting alone when preparing to reopen the school. We are diligently working with State and Local officials to obtain the latest health and safety guidelines to prepare for everyone’s return. As Lisa Lamb mentioned, everyone will have access to our reopening plan in the coming weeks after it has been approved and placed on Pineland’s website. You will be notified as soon as that occurs.

In the meantime, I would like to share some helpful resources that may answer some of your questions now about the COVID-19 virus, testing, self-isolation or quarantine, family leave during the pandemic, etc. Please see the attachments for further details. I hope you find them helpful. You may want to keep them handy for future reference.

Enjoy the rest of the summer. Stay safe and healthy.

Sincerely,

Haydee Gomez

Human Resources Manager

Pineland Learning Center, Inc 520 N Fourth St, Bldg. 1

Vineland, NJ 08360 www.pinelandschool.org

***The Restart and Recovery Plan to Reopen
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Pineland Learning Center Remote Learning Transition Policy

Pineland Learning Center families/guardians may submit requests for fulltime remote learning or on-site/hybrid learning. Such requests will include any service or combination of services that would otherwise be delivered in an on-site or hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A parent/guardian may request that some services be delivered entirely remotely, while other services follow the schedule they otherwise would according to the school's reopening plan.

Pineland Learning Center's programs of on-site, entirely virtual, and hybrid learning will:

- Prioritize the health, safety, and wellness of students and staff
- Maintain the continuity of learning
- Facilitate equity and ease of access to communications and resources
- Flexibly accommodate the needs and varying circumstances of all staff and students
- Incorporate educators, students, parents/guardians, and other community members into the entire analysis and planning cycle

The Pineland Learning Center virtual learning program may consist of synchronous and asynchronous tools. Synchronous tools provide ways of accessing and delivering information that requires interaction with others to occur at the same time (i.e., online classrooms, interactive webinars, videoconferencing). Asynchronous tools provide ways of accessing and providing information that does not require interaction with others to occur at the same time (i.e., forums, blogs, email, website links, etc.).

The length of the school day for on-site, entirely virtual and hybrid learning programs shall be in accordance with N.J.A.C. 6A:32-8.3, stating that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten. District policy 5113 Attendance, *Absences, and Excuses* will apply, and attendance will be recorded in all educational programs. The attendance and instructional contact time will accommodate opportunities for both synchronous and asynchronous instruction and ensure that the requirements for a 180-day school year are met.

Additional Anticipated Minimum Standard

The New Jersey Department of Education (NJDOE) Anticipated Minimum Standard provides that, in addition to the methods and considerations explicitly referenced in the NJDOE guidance, *The Road Back: Restart and Recovery Plan for Education*, for scheduling students for on-site, remote, or hybrid learning, families/guardians may submit, and the district shall accommodate, requests for full-time remote learning. Such requests may include any service or combination of services that would otherwise be delivered on an on-site or hybrid schedule, such as instruction, behavioral and support services, special education, and related services. A family/guardian may request that some services be delivered entirely remotely, while other services follow the same on-site schedule they otherwise would according to the school's reopening plan.

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1. Unconditional Eligibility for Fulltime Remote or In-Person/Hybrid Learning:

All students are eligible for fulltime remote or In-Person/Hybrid learning; eligibility will not be conditioned on a family/guardian demonstrating a risk of illness or other selective criteria.

2. Procedures for Submitting Fulltime Remote or In-Person/Hybrid Learning Requests:

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

Procedures for submitting the request are as follows:

- Requests may be submitted to the school Principal in writing (e-mail accepted) by November 2, 2020 (one week before the end of the marking period)
- All requests will be approved before November 9, 2020 (the beginning of the second marking period)
- If Parents/Guardians have any questions or concerns, they may contact the school principal
- The parent must provide their child's name, age, current grade, and current homeroom teacher in their communication
- If necessary, an IEP meeting may be scheduled
- Teachers and other school staff will endeavor to provide supports and resources to assist families/guardians, particularly those of younger students, with meeting the expectations and requirements of the Pineland Learning Center remote learning option

3. Scope and Expectations of Fulltime Remote Learning:

A student participating in the Pineland Learning Center fulltime remote learning will be afforded the same quality and scope of instruction and other educational services as any other student otherwise participating in Pineland Learning Center programs (e.g., students participating in a hybrid model). Pineland Learning Center's remote learning program includes, for example, access to standards-based instruction of the same quality and rigor as that afforded all other students of the school. Pineland Learning Center is making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology and the provision of special education and related services to the greatest extent possible. Like on-site and hybrid programs, fulltime remote learning must adhere to the length of school day requirements pursuant NJAC 6A:32-8.3, local attendance policies, and any other local policies governing the delivery of services to, and expectations of, students participating in remote programs and their families. For families/guardians requesting that a service transition from on-site or hybrid delivery to fulltime remote delivery, Pineland Learning Center will provide all services during the transition period. Pineland Learning Center will endeavor to provide supports and resources to assist families/guardians with meeting the expectations of the remote learning option.

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4. Procedures to Transition from Fulltime Remote or In-Person/Hybrid Services:

Procedures for submitting the request are as follows:

- Applications may be sent to the school Principal in writing (e-mail accepted) by November 2, 2020 (one week before the end of the marking period)
- All requests will be approved before November 9, 2020 (the beginning of the second marking period)
- If Parents/Guardians have any questions or concerns, they may contact the school principal
- The parent must provide their child's name, age, current grade, and current homeroom teacher in their communication
- If necessary, an IEP meeting may be scheduled
- Students transitioning to the on-site educational program may be required to submit to an academic assessment before being placed in a class. Remediations shall be provided for students who need them

5. Reporting:

To evaluate fulltime remote learning, and to continue providing meaningful guidance, it will be necessary for the NJDOE to understand the extent and nature of the demand for fulltime remote learning around the State. Therefore, Pineland Learning Center will report to the NJDOE data regarding participation in fulltime remote education. Data will include the number of students participating in fulltime remote learning by each of the following subgroups: economically disadvantaged; major racial and ethnic groups; students with disabilities; and English language learners.

6. Procedures for Communicating District Policy with Families:

Pineland Learning Center will provide clear and frequent communication with families/guardians, in their home language, to help ensure that this vital flexibility is as readily accessible as possible. Notification will include, at a minimum, information regarding:

- Summaries of, and opportunities to review, the school's fulltime remote learning policy
- Procedures for submitting fulltime remote learning requests
- Scope and expectations of fulltime remote learning
- The transition from fulltime remote learning to on-site services and vice-versa; and
- The school's procedures for ongoing communication with families and for addressing families' questions or concern

Appendix O: Staffing

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- a. Staff Weekly Schedule
- b. Staff Leave Available Programs Applicable to COVID-19
- c. FFCRA Information
- d. Travel Advisory/Quarantine

Staff Weekly Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
All Staff On-Site (Full Day)	All Staff On-Site (Full Day)	All staff on- site/remote Remote (Full Day)	All Staff On-Site (Full Day)	All Staff On-Site (Full Day)

Staff Leave Programs Applicable to COVID-19

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Name	Type	Description
NJESL	<ul style="list-style-type: none"> •NJ earned sick leave •Temporary remedy •Employer-paid 	<ul style="list-style-type: none"> •Up to 40 hours per year •One hour accrued for every 30 hours worked •Regular pay rate
FFCRA	<ul style="list-style-type: none"> •Temporary remedy •One-time use •Limited to 80 hours •Ends December 31, 2020 	<ul style="list-style-type: none"> •Paid leave for specific authorized coronavirus-related reasons •Regular pay rate depending on the reason •Capped at \$5,110.00
PAID FAMILY LEAVE	<ul style="list-style-type: none"> •FFCRA Additional 10 weeks •Exhausts FMLA leave for the 12 months •Employer Paid 	<ul style="list-style-type: none"> •First 2 weeks (FFCRA) may be unpaid •Ten weeks at 2/3 rate of pay depending on the reason •Capped at \$10,000.00
NJ TDI	<ul style="list-style-type: none"> •Temporary disability •Duration up to healthcare provider 	<ul style="list-style-type: none"> •Diagnosis from a health care provider •Filed online •Wage records determine the benefit
FMLA	<ul style="list-style-type: none"> •Job-protected medical leave 	<ul style="list-style-type: none"> •Unpaid protected leave •12 weeks a year
NJ WORKERS' COMPENSATION	<ul style="list-style-type: none"> •If contracted COVID-19 at work 	<ul style="list-style-type: none"> •File through work
NJUI	<ul style="list-style-type: none"> •Unemployment insurance •Up to 39 weeks 	<ul style="list-style-type: none"> •80% of average wages •Maximum capped at \$713 per week

FFCRA Information

The Families First Coronavirus Response Act (FFCRA or Act) requires certain employers to provide their employees with paid sick leave and expanded family and medical leave for

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specified reasons related to COVID-19. These provisions will apply from April 1, 2020, through December 31, 2020.

PAID LEAVE ENTITLEMENTS

Generally, employers covered under the Act must provide employees:

Up to two weeks (80 hours, or a part-time employee's two-week equivalent) of paid sick leave based on the higher of their regular rate of pay, or the applicable state or federal minimum wage, paid at:

- 100% for qualifying reasons #1-3 below, up to \$511 daily and \$5,110 total.
- 2/3 for qualifying purposes #4 and 6 below, up to \$200 daily and \$2,000 total; and
- Up to 12 weeks of paid sick leave and expanded family and medical leave paid at 2/3 for qualifying reason #5 below for up to \$200 daily and \$12,000 total.

A part-time employee is eligible for leave for the number of hours that the employee is usually scheduled to work over that period.

ELIGIBLE EMPLOYEES

In general, employees of private-sector employers with fewer than 500 employees, and specific public sector employers, are eligible for up to two weeks of fully or partially paid sick leave for COVID-19 related reasons (see below). Employees who have been employed for at least 30 days before their leave request may be eligible for up to an additional ten weeks of partially paid expanded family and medical leave for reason #5 below.

QUALIFYING REASONS FOR LEAVE RELATED TO COVID-19

An employee is entitled to take leave related to COVID-19 if the employee is unable to work, including unable to telework, because the employee:

1. is subject to a Federal, State, or local quarantine or isolation order related to COVID-19
2. has been advised by a health care provider to self-quarantine related to COVID-19
3. is experiencing COVID-19 symptoms and is seeking a medical diagnosis.
4. is caring for an individual subject to an order described in (1) or self-quarantine as described in (2)
5. is caring for his or her child whose school or place of care is closed (or childcare provider is unavailable) due to COVID-19 related reasons; or
6. is experiencing any other substantially similar condition specified by the U.S. Department of Health and Human Services.

Travel Advisory & Quarantine

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New Jersey issued and occasionally updates a travel advisory that currently lists thirty-one states. This advisory is a suggestion to self-quarantine for 14 days after travel. The advisory does not apply if you are:

- in a state for less than 24 hours
- required to travel for business
- in a critical infrastructure business
- a seasonal/migrant farmworker

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Pineland Learning Center does not participate in NJSIAA Athletics. However, if students wish to participate in athletics and their sending district is allowing for athletic participation, Pineland Learning Center will assist students in arranging for this possibility.