



**VINELAND PUBLIC SCHOOLS**

**2020-2021 SCHOOL REOPENING PLAN**



## Table of Contents

Table of Contents.....	Page 1-2
Vineland Public Schools.....	Page 3
Leadership Team.....	Page 3
District Demographics.....	Page 3
Survey Information.....	Page 4-7
Communication with Parents.....	Page 8
COVID-19 Symptom Letters for Parents/Guardians (English).. ....	Page 8
COVID-19 Symptom Letters for Parents/Guardians (Spanish).....	Page 9
Reopening Letter to Parents/Guardians (English) .....	Page 10-11
Reopening Letter to Parents/Guardians (Spanish).....	Page 12-13
General Health and Safety Guidelines.....	Page 14
Classroom, Testing and Therapy Rooms.....	Page 14
Transportation- busing.....	Page 14
Transportation Chart.....	Page 15
Student Flow, Entry, Exit and Common Areas.....	Page 15
Screening, PPE and Response to Students and Staff Presenting Symptoms.....	Page 15
Contact Tracing- The Health Department.....	Page 16
Facilities Cleaning Practices.....	Page 16
Facilities Cleaning Practices.....	Page 16-22
Meals.....	Page 22
Recess/Physical Education.....	Page 212
Extracurricular Activities and Use of Facilities Outside of School Hours.....	Page 22
Social Emotional Learning and School Climate and Culture.....	Page 22
Multi-Tiered Systems of Support.....	Page 22
Wraparound Support.....	Page 23
Food Service and Distribution.....	Page 23
Quality Child Care.....	Page 23
Pandemic Response Team.....	Page 23-24
District Response Team by School.....	Page 24
Scheduling/Attendance.....	Page 24-27
Roles of Staff - teachers, nurses, child study team.....	Page 28
Nurses , Special Education self contained classes.....	Page 28
Athletics.....	Page 28-32
Screening Policy for students and staff.....	Page 32
Protocol.....	Page 32

**Table of Contents continued**

Purchasing.....	Page 33
Use of Reserve Accounts, Transfers and Cash Flow.....	Page 33
Cares Act.....	Page 34
Federal Emergency Management Agency.....	Page 34
State School Aid.....	Page 34
Ensuring the delivery of Special Education and Related Services.....	Page 34-35
Technology.....	Page 35
Connectivity.....	Page 35
Curriculum, Instruction and Assessment.....	Page 36-41
Professional Development for Staff.....	Page 41
Career and Technical Education.....	Page 42

## The Road Back Recovery Plan

**The Vineland Public Schools reopening plan is subject to change in order to comply with applicable COVID-19 governmental requirements. Pending decreasing statistics regarding Cumberland County COVID-19 cases, the VPS would increase in-person learning.**

### **1. Vineland Public Schools**

#### **a. Leadership Team**

Dr. Mary Gruccio- Superintendent  
Mr. Nathan Frey- Asst. Superintendent for Curriculum and Instruction  
Dr. Danielle F. Sneathen, Asst. Superintendent for Administration  
Mr. Gene Mercoli- School Business Administrator  
Dr. Joseph Rossi- Executive Director of Personnel  
Mr. Paul Farinaccio, Director of Facilities  
Mr. Michael Hall, Supervisor of Transportation Supervisor  
Mrs. Dee Ferreri, Office Services Manager  
Mr. Purvesh Patel, Director of Food Services  
Mrs. Teri Godlewski- Director of Special Education  
Mr. John Provenzano, Director of Security

#### **b. District Demographics**

District Total: 10691 students  
Preschool Total (including providers): 1238 students  
Dallago: 307 students  
All Providers: 931 students  
Elementary School Total: 4474 Students  
Middle Schools Total: 2325 students  
AMSA Total: 235 students  
VHS Total: 2417 students

Current Homeless Count: 108 students  
Migrant LSE: 7 students  
Students With Disabilities Total: 1945 students  
ELL Learners: 924 students

Asian 2.17%  
Black/African American 13.86%  
Hispanic/Latino 59.58%  
American Indian .32%  
Multiple Categories 3.09%  
Native Hawian/Pacific Islander .08%  
White 49.24%

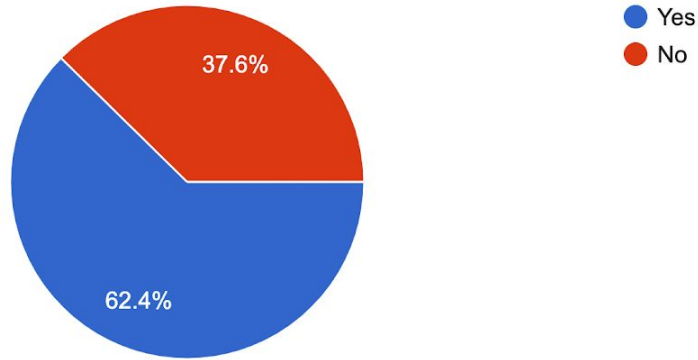
Free Lunches: 59.15%  
Reduced Lunches: 8.32%  
Paid Lunches 32.53%

c. Survey information

1. Parent Survey - (Results)

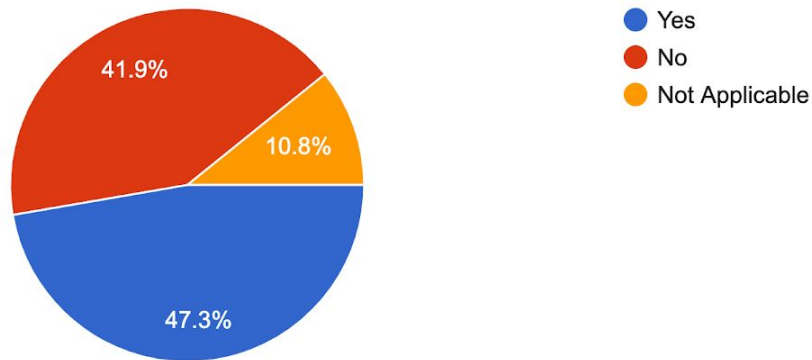
If some of the days will be in person instruction will you be sending your child to school?

6,124 responses



If your child is eligible for transportation, do you plan to utilize busing?

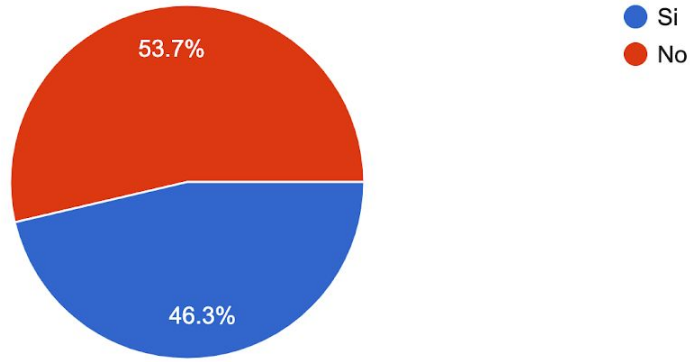
6,124 responses



2. [Parent Survey- Spanish \(Results\)](#)

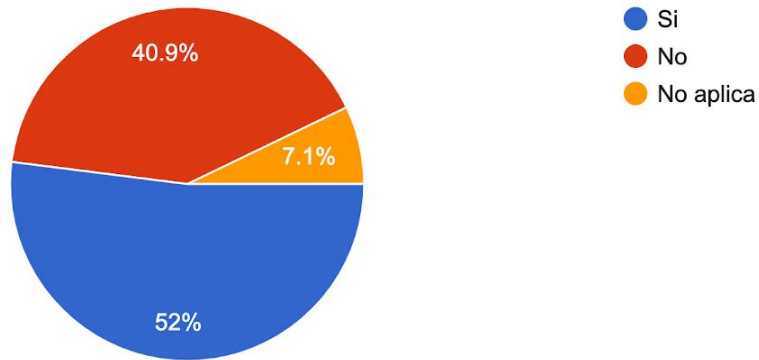
Si algunos de los días serán en persona, ¿enviarás a tu hijo a la escuela?

602 responses



Si su hijo es elegible para el transporte, ¿planea utilizar el autobús?

602 responses



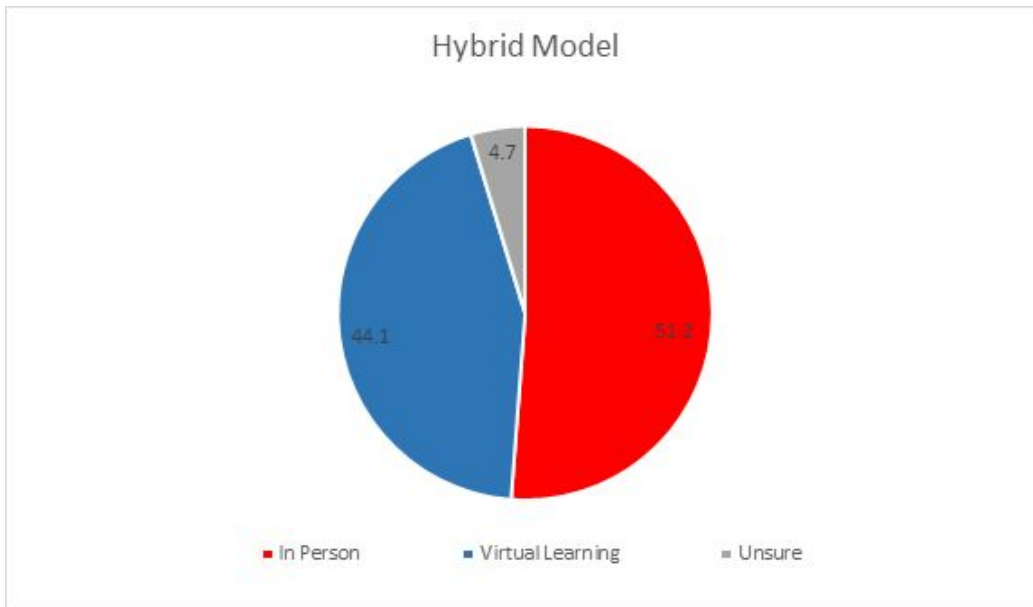
3. Staff Survey - (Results)

4. [Return to School Choice Survey](#)

As of July 29, 2020 7,361 surveys were completed

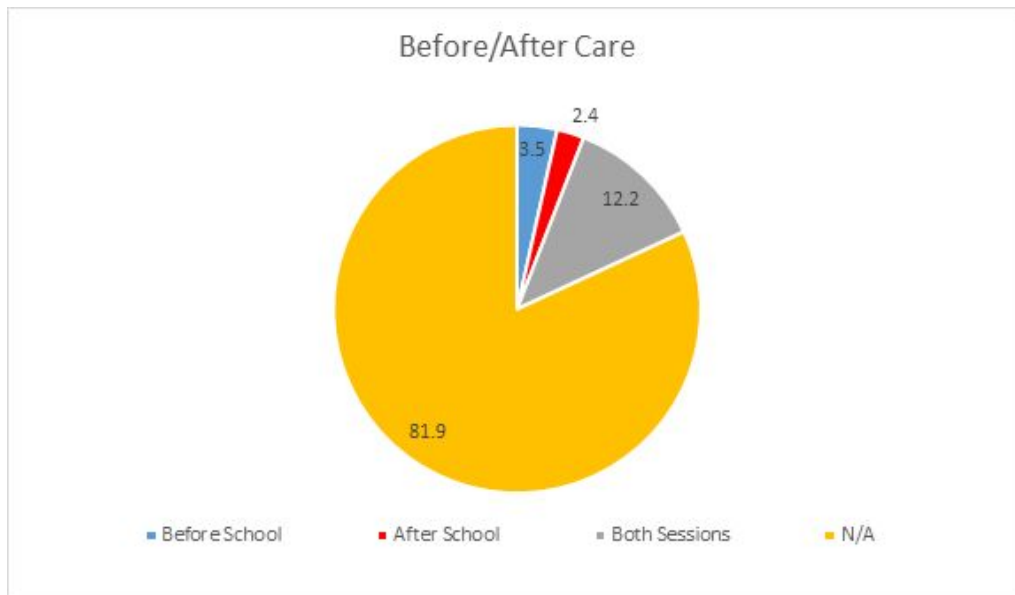
Based on the hybrid model of in person instruction with students attending two days per week Monday and Tuesday (Group A) or Thursday and Friday (Group B), and the current health environment, please select one of the following. Basado en el modelo híbrido de instrucción en persona con estudiantes que asisten dos días a la semana, lunes y martes (Grupo A) o jueves y viernes (Grupo B), y el entorno de salud actual, seleccione uno de los siguientes. Marque solo uno.

**51.2% In person    44.1% Virtual Learning    4.7% Unsure**



What needs will your child have regarding before and after care (Latch Key Wrap Around)? Marka uno- ¿Qué necesidades tendrá su hijo con respecto a la atención antes y después (Latch Key Wrap Around)?

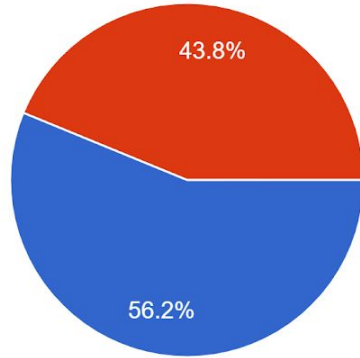
**3.5% Before Care    2.4% After Care    12.2% Both Sessions    81.9% N/A**



Survey Confirming Enrollment and Busing - Completed on Aug. 5, 2020 (7,150 of responses as of 9 am)

Please pick one of the following:/Elija uno de los siguientes:

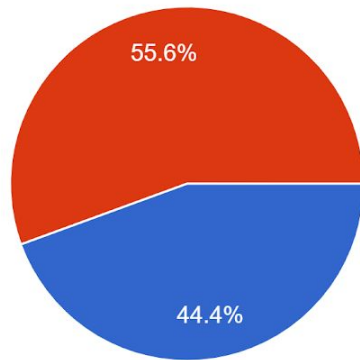
7,150 responses



- My child will be utilizing the hybrid model for in person learning. Mi hijo utilizará el modelo hibrido para el aprendizaje en persona.
- My child will be utilizing virtual learning. Mi hijo utilizará el aprendizaje virtual.

My child will be utilizing the VPS busing/transportation system./Mi hijo utilizará el sistema de transporte / autobús VPS.

7,150 responses



- Yes/Si
- No



**d. Communication with parents**

**1. COVID-19 Symptom Letter for Parents/Guardians**

# Vineland Public Schools

**61 W. Landis Avenue • Vineland, NJ 08360 • (856)794-6700 • FAX (856)507-8794**

COVID-19 affects different people in different ways. Infected people have had a wide range of symptoms reported – from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus.

- |   |  |
|---|--|
| Fever or chills                             | Nausea or vomiting                       |
| Cough                                       | Diarrhea                                 |
| Shortness of breath or difficulty breathing | Trouble breathing                        |
| Fatigue                                     | Persistent pain or pressure in the chest |
| Muscle or body aches                        | New confusion                            |
| Headache                                    | Inability to wake or stay awake          |
| New loss of taste or smell                  | Bluish lips or face                      |
| Sore throat                                 |  |
| Congestion or runny nose                    |  |

I, \_\_\_\_\_, parent/guardian of  
\_\_\_\_\_, a student in grade \_\_\_\_\_ at

\_\_\_\_\_ School attest that my child does not currently exhibit any of the above symptoms of Covid-19.

In the event that my child becomes ill at school, I affirm that I have updated all of my emergency contact information and my child’s medical records and that I can have my child picked up from school within 30 minutes of being contacted by the school nurse or their designee.

Additionally, I agree to keep my child home and have them screened by a medical professional if they begin to exhibit any of the above symptoms.

\_\_\_\_\_  
Name of Parent/Guardian - Please Print

\_\_\_\_\_  
Signature of Parent/Guardian

# Vineland Public Schools

61 W. Landis Avenue • Vineland, NJ 08360 • (856)794-6700 • FAX (856)507-8794

COVID-19 afecta a diferentes personas de diferentes maneras. Las personas infectadas han tenido una amplia gama de síntomas, desde síntomas leves hasta enfermedades graves. Los síntomas pueden aparecer de 2 a 14 días después de la exposición al virus.

Fiebre o escalofríos  
Tos  
Falta de aliento o dificultad para respirar  
Fatiga  
Dolores musculares o corporales.  
Dolor de cabeza  
Nueva pérdida de sabor u olor.  
Dolor de garganta  
Congestión o secreción nasal.

Náuseas o vómitos  
Diarrea  
Dificultad para respirar  
Dolor o presión persistentes en el pecho.  
Nueva confusión  
Incapacidad para despertarse o permanecer despierto  
Labios o cara azulados

Yo, \_\_\_\_\_, padre / tutor de

\_\_\_\_\_, un estudiante en grado \_\_\_\_\_ en

\_\_\_\_\_ La escuela atestigua que mi hijo actualmente no exhibe ninguno de los síntomas anteriores de Covid-19.

En caso de que mi hijo se enferme en la escuela, afirmo que he actualizado toda mi información de contacto de emergencia y los registros médicos de mi hijo y que puedo hacer que lo recojan de la escuela dentro de los 30 minutos de haber sido contactado por la enfermera o su designado

Además, acepto mantener a mi hijo en casa y hacer que un profesional médico los revise si comienzan a presentar cualquiera de los síntomas anteriores.

\_\_\_\_\_  
Nombre del padre / tutor (escriba)

\_\_\_\_\_  
La firma del padre / tutor

\_\_\_\_\_  
Fecha

## 2. Reopening Letter to Parents/Guardians

July 30, 2020

Dear Parents and Guardians:

We hope you and your loved ones are all doing well during this unprecedented time. Your child’s safety remains the primary objective of the Board of Education and Administration of Vineland Public Schools. Our school district continues to monitor and follow directives and best practices issued by the Governor’s Office and health officials. Public school directives include at least one day of in-person instruction for all children.

Chromebooks will be distributed on September 3rd and 4th at your child’s school. Further information will be forthcoming from your child’s principal. Beginning September 8th, full day in-person instruction shall be provided to half of the student body on Mondays and Tuesdays (Cohort A) while the remaining students shall report on Thursdays and Fridays (Cohort B). You shall be notified by early August of the specific days your child is assigned to report. Some special education students and transitional first students shall receive specific information about in-person instruction for all four in person days.

Online instruction shall take place the remaining three days per week. Please be sure that your child has dependable online access and a device, as instruction shall be delivered electronically on days that are not in person.

Parents who opt can select all virtual learning for their child. (Cohort D) They will work remotely to receive all of their instruction. Once you select this option and the school year begins you cannot change without a minimum of two weeks notice to your child’s principal.

The Vineland Public Schools has proposed an instructional schedule for returning to school this Fall. We are required by the NJDOE to implement particular “minimum standards,” as outlined in their publication, [“The Road Back.”](#) This includes social distancing in classrooms, hallways, and buses, to the greatest extent possible. In order to provide 6 feet of social distance between desks, we must divide our students into cohorts. The cohorts will be as follows:

Monday/Tuesday (Full Day)	Wednesday	Thursday/Friday (Full Day)
In-Person- Cohort A	<b>ALL STUDENTS REMOTE</b>	Remote Learning Cohort A
Remote Learning Cohort B		In-Person Cohort B
Specific In-Person Categories Cohort C		Specific In-Person Categories Cohort C
Remote Learning Cohort D		Remote Learning Cohort D

- **Cohort A** will attend in-person instruction on Monday and Tuesday and will be remote Wednesday, Thursday, and Friday.
- **Cohort B** will attend in-person instruction on Thursday and Friday and will be remote Monday, Tuesday and Wednesday.
- **Cohort C** will attend in person instruction Monday, Tuesday, Thursday, and Friday

and

will be remote Wednesday. Please note that Cohort C will include all students in self-contained special education programs as well as our transitional first grade students.

- **Cohort D** will be completely remote and will participate in virtual instruction.

The Governor requires that all children wear masks when they are unable to maintain a social distance from others. Please be sure your child is mindful of this important safety measure and that he/she possesses at least one mask during his/her in-person school days. The district is requiring masks The district is in the process of securing a washable mask for each student. It would be helpful if your child practiced wearing their mask for extended periods of time before the start of school.

Water fountains, locker rooms, and playground equipment are unavailable until further notice. Your child is encouraged to bring a bottle of water when he/she attends school. Please inform your child that classroom and bus seating shall be charted for everyone's safety.

The Maintenance Department shall routinely conduct an anti-virus cleaning and disinfecting processes before, during, and after in person sessions. This also applies to school buses.

Each school includes a Pandemic Response Team which shall communicate about issues which may arise as well as solutions.

Pick up for breakfast and lunch shall be provided on September 3rd from 7:30-11:00 a.m. at each school as well as on Tuesday, Sept 8th from 9:00-10:30 a.m. for middle school and high school and 10:00-11:30 a.m. for elementary.

Our regular food distribution program will resume on Monday, September 14th from 9:00-10:30 a.m. for middle school and high school and 10:00-11:30 a.m. for elementary and preschool. A supply of breakfast and lunch foods shall be provided each Monday at your child's school. On-site breakfast and lunch shall be served on Monday/Tuesdays or Thursdays/Fridays for students attending school in person.

We shall continue following the Governor's Executive Orders and shall inform you if current plans must be altered. Thank you for your patience and understanding as we navigate these continually changing conditions together. Stay safe and enjoy the remainder of your summer.

Sincerely,

Dr. Mary L. Gruccio, Superintendent of Vineland Public Schools

30 de julio de 2020

Queridos padres y guardianes:

Esperamos que a usted y a sus seres queridos les vaya bien durante este tiempo sin precedentes. La seguridad de su hijo sigue siendo el objetivo principal de la Junta de Educación y Administración de las Escuelas Públicas de Vineland. Nuestro distrito escolar continúa monitoreando y siguiendo las directivas y las mejores prácticas emitidas por la Oficina del Gobernador y los funcionarios de salud. Las directivas de las escuelas públicas incluyen al menos un día de instrucción en persona para todos los niños.

Las Chromebooks se distribuirán los días 3 y 4 de septiembre en la escuela de su hijo. Recibirá más información de la directora de su hijo. A partir del 8 de septiembre, se proporcionará instrucción el día completo en persona a la mitad del alumnado los lunes y martes (Cohorte A), mientras que el resto de los estudiantes se presentarán los jueves y viernes (Cohorte B). Se le notificará a principios de agosto sobre los días específicos que su hijo tiene asignado para informar. Algunos estudiantes de educación especial y primeros estudiantes de transición recibirán información específica sobre la instrucción en persona durante los cuatro días en persona.

La instrucción en línea se llevará a cabo los tres días restantes por semana. Asegúrese de que su hijo tenga acceso en línea confiable y un dispositivo, ya que la instrucción se entregará electrónicamente los días que no sean en persona.

Los padres que opten pueden seleccionar todo el aprendizaje virtual para su hijo (Cohorte D), trabajarán de forma remota para recibir toda su instrucción. Una vez que seleccione esta opción y comience el año escolar, no podrá cambiar sin un aviso mínimo de dos semanas al director de su hijo.

Las Escuelas Públicas de Vineland ha propuesto un horario de instrucción. para regresar a la escuela este otoño. NJDOE nos exige que implementemos "estándares mínimos" particulares, como se describe en su publicación, "The Road Back". Esto incluye el distanciamiento social en las aulas, pasillos y autobuses, en la mayor medida posible. Para proporcionar 6 pies de distancia social entre escritorios, debemos dividir a nuestros estudiantes en cohortes. Las cohortes serán las siguientes:

<b>Lunes/Martes (Dia Completo)</b>	<b>Miercoles</b>	<b>Jueves/Viernes (Dia Completo)</b>
En Persona Cohorte A	<b>Todos los estudiantes Remoto</b>	Aprendizaje Remoto Cohorte A
Aprendizaje Remoto Cohorte B		En Persona Cohorte B
Categorías Específicas en persona Cohorte C		Categorías Específicas en persona Cohorte C

Aprendizaje Remoto Cohorte D		Aprendizaje Remoto Cohorte D
---------------------------------	--	---------------------------------

- La Cohorte A asistirá a la instrucción en persona los lunes y martes y estará a distancia los miércoles, jueves y viernes.
- La Cohorte B asistirá a la instrucción en persona los jueves y viernes y será remota los lunes, martes y miércoles.
- La Cohorte C asistirá a la instrucción en persona los lunes, martes, jueves y viernes y estará a distancia el miércoles. Tenga en cuenta que la Cohorte C incluirá a todos los estudiantes en programas independientes de educación especial, así como a nuestros estudiantes de primer grado de transición.
- La cohorte D será completamente remota y participará en la instrucción virtual.

El gobernador exige que todos los niños usen máscaras cuando no pueden mantener una distancia social de los demás. Asegúrese de que su hijo tenga en cuenta esta importante medida de seguridad y que posea al menos una máscara durante sus días escolares en persona. El distrito requiere máscaras. El distrito está en proceso de asegurar una máscara lavable para cada estudiante. Sería útil si su hijo practicara usar su máscara durante largos períodos de tiempo antes del comienzo de la escuela.

Las fuentes de agua, los vestuarios y el equipo de juegos no están disponibles hasta nuevo aviso. Se alienta a su hijo a traer una botella de agua cuando asista a la escuela. Informe a su hijo que los asientos del salón de clase y del autobús se registrarán para la seguridad de todos.

El Departamento de Mantenimiento realizará rutinariamente procesos de limpieza y desinfección de antivirus antes, durante y después de las sesiones en persona. Esto también se aplica a los autobuses escolares.

Cada escuela incluye un Equipo de respuesta ante una pandemia que se comunicará sobre los problemas que puedan surgir, así como las soluciones.

La recogida para el desayuno y el almuerzo se proporcionará el 3 de septiembre de 7: 30-11: 00 a.m. en cada escuela, así como el martes 8 de septiembre de 9: 00-10: 30 a.m. para la escuela intermedia y secundaria y 10: 00-11: 30 a.m. para la primaria.

Nuestro programa regular de distribución de alimentos se reanudará el lunes 14 de septiembre de 9: 00-10: 30 am para la escuela intermedia y secundaria y 10: 00-11: 30 para la primaria. Se proporcionará un suministro de alimentos para el desayuno y el almuerzo todos los lunes en la escuela de su hijo. El desayuno y el almuerzo en el lugar se servirán los lunes / martes o jueves / viernes para los estudiantes que asisten a la escuela en persona.

Continuaremos siguiendo las Ordenes Ejecutivas del Gobernador y le informaremos si los planes actuales deben ser alterados. Gracias por su paciencia y comprensión mientras navegamos juntos por estas condiciones que cambian continuamente. Manténgase a salvo y disfrute el resto de su verano.

Sinceramente,

Dra. Mary L. Gruccio

## **2. Conditions for Learning**

- a. **General Health and Safety Guidelines** – All students and staff are required to wear a mask. All staff will have their temperature taken upon arrival. Accommodations will be addressed individually for each situation for young children and children with disabilities.

Students will have their temperatures taken as they enter the building. Any students showing any symptoms of Covid will be sent to the nurse and isolated until a parent can take them to a physician.

- b. **Classrooms, Testing and Therapy Rooms** – Social distancing, classroom seating and/or partitions - All classrooms and buses will have seating charts and students will wear a mask when unable to be socially distant.

c. **Transportation - busing**

Hand sanitizing stations on buses - Install and maintain hand sanitizer stations in the bus entry. All bus occupants (students and drivers) should be encouraged to utilize the hand sanitizer station upon entry to the school bus and again upon exiting the vehicle.

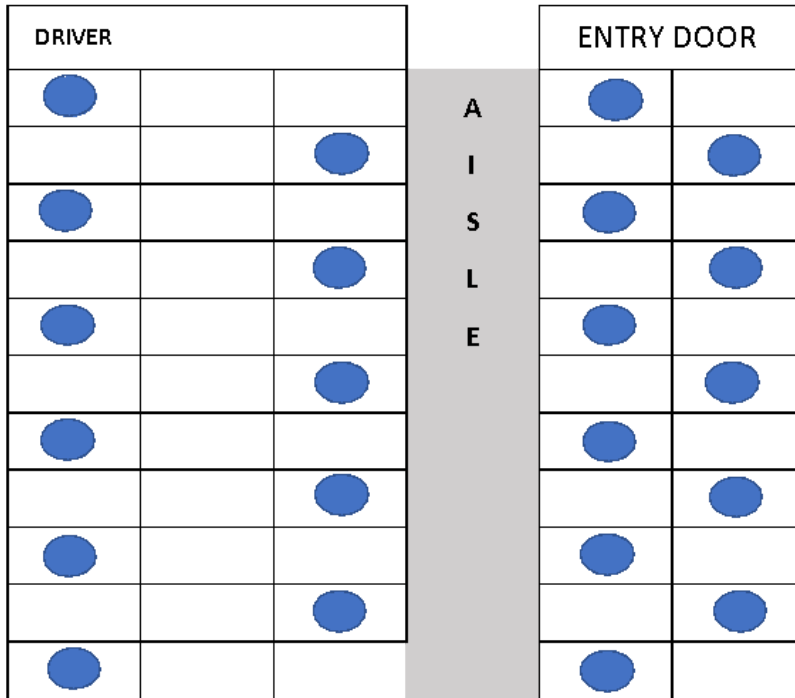
Protective equipment for drivers and attendants – some may require full face shielding. Even when wearing a face shield a mask is still required.

Post signage indicating the proper method to protect others when coughing or sneezing on the school bus and training on how to dispose of these items.

### TRAINING

1. How to protect students and themselves.
  2. Proper hand sanitizing.
  3. Training on how to disinfect school buses concentrating on high touch areas.
  4. Proper use and disposal of Personal Protective Equipment (PPE).
  5. Proper disposal of trash
  6. Each school bus will be routinely wiped down. Items to be wiped down include the entry handrail, the fronts and backs of seats and any hardware or accessories, windows, window handles. Exterior surfaces and hardware of the entry door should be wiped as well.
- Create distance between students on school buses - Illustration enclosed (22 students)
  - Bus seating - seats will be filled from back to front when boarding. Each bus will have a roster of eligible student riders (passenger manifest) and document the assigned seats for contact tracing. At morning routes, rider attendance will be documented on the manifest before unloading at school. For afternoon routes, rider attendance will be documented on the manifest before the bus leaves the school.

- Establish seating chart **PRIOR** to school starting



d. **Student Flow, Entry, Exit, and Common Areas** – Signs and messaging - Signage for entrances, 6 foot distancing, X’s on areas not to be used will be displayed in all buildings. In each secure designated entryway where visitors and parents will conduct business, signage will be posted. This will include social distancing and facemask requirements. Accommodations will be addressed individually for each situation for young children and children with disabilities. Also, distancing emblems will be placed within the entry points to ensure visibility of the guidelines. Throughout the building, social distancing and facemask requirement signage will be posted throughout each hallway. Floor emblems or markings will be posted on walls or floors throughout hallways to allow staff and students to ensure distancing.

e. **Screening, PPE and Response to Students and Staff Presenting Symptoms**  
 Staff temperatures will be taken as they enter the building. Student temperatures will also be taken as they enter the building. Buses will unload one at a time as they arrive. School nurses will isolate any student who may exhibit Covid symptoms until the parent picks them up and takes them to a physician. If a staff member is exhibiting symptoms of Covid, they must go to a physician and isolate themselves at home until results are given in order to return to work. The district will provide PPE appropriate to all schools.



**f. Contact Tracing –The Health Department will conduct 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 in order to identify close contacts of the positive case.

Therefore it will be crucial for school districts to have a plan in place which will identify 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 all close contacts will be contacted by the Health Department. \*If a school district is aware that a staff or student has tested positive and they have not heard from the Health Department, school districts should notify the health department immediately.

**g. Facilities Cleaning Practices**

Daily Operations

Operational disinfecting will be structured around the daily activities set up at each building and conforming to Covid-19 operations. Vineland Public Schools implementation of “The Road Back Reopening Plan” will serve as the department’s schedule for cleaning coverage. This will include the following needs:

- Transportation
- Facility and District Property Occupancy
- Food Service and Food Distribution

While children and staff are present, the department will provide the following activities based on a combination of engineering and administrative controls, safe work practices, and PPE appropriate for environmental services workers, depending on the results of their employers’ hazard and risk assessments.

Lower (Caution)	Medium	High	Very High
<p>Routine cleaning and housekeeping in low-volume offices, manufacturing or industrial facilities, and other spaces not occupied by members of the general public.</p>	<p>Routine cleaning and housekeeping in spaces frequented by staff and/or members of the general public.</p>	<p>Cleaning visible blood, body fluids (including respiratory sections, mucous, etc.), or other potentially infectious materials from people suspected of having or known to have COVID-19.</p> <p>Note: Exposure risk associated with such work tasks may be lower if proper engineering and administrative controls, safe work practices, and PPE are used, as described in this section.</p>	<p>Category not applicable for most anticipated work tasks.</p> <p>Note: Most environmental services work tasks are associated with no more than medium exposure risk; see the other columns of this chart. Avoid tasks that would place workers in this risk category, including those that could re-aerosolize potentially infectious SARS-CoV-2 from environmental surfaces.</p>

### Engineering Controls

The Department will ensure that areas being cleaned have proper ventilation, including by increasing air changes per hour and air circulation before and during cleaning tasks, and especially if workers need to access contaminated areas during the 24 hours that the CDC and PEOSHA recommend waiting between the time of contamination and when cleaning activities take place. Certain buildings are extremely limited based on current HVAC Systems. Within these certain buildings, conforming to ASHRAE 15R17 recommendations for Covid-19, windows will be opened where possible to add increased ventilation. Frequent filter replacement and cleaning will also be incorporated into the department’s preventative maintenance schedule based on the ASHRAE Covid-19 Guidelines and Practice Measures.

### Administrative Controls

When cleaning contamination from human blood, body fluids, other potentially infectious materials, or other suspected or known sources of SARS-CoV-2:

Restrict access to contaminated areas and post signage, only permitting access by essential personnel for up to 24 hours if possible. Allowing contamination to remain on non-porous surfaces during this time may permit potentially infectious viral particles to become non-infectious.

### Safe Work Practices

The department will ensure that workers do not use cleaning procedures that could re-aerosolize infectious particles. That includes avoiding practices such as dry sweeping or use of high-pressure streams of water or cleaning chemicals, as appropriate (i.e., based on SARS-CoV-2 exposure risk in the work environment).

Workers should avoid touching their faces, including their eyes, noses, and mouths, particularly until after they have thoroughly washed their hands upon completing work and/or removing PPE.

### Personal Protective Equipment

The department maintenance workers are unlikely to need PPE beyond what they use to protect themselves during routine job tasks. However, management will consider and evaluate whether their hazard and risk assessments warrant the use of more protective PPE ensembles.

PPE selection for environmental services workers should reflect:

- Risk and anticipated sources of exposure to SARS-CoV-2
  - For routine cleaning, use gloves and gowns, along with any PPE normally used for routine job tasks.
  - For cleaning environments contaminated with human blood, body fluids, other potentially infectious materials, or other suspected or known sources of SARS-CoV-2, workers may also need PPE such as masks and eye and face protection.
- Risk and anticipated sources of exposure to potentially hazardous cleaning chemicals
  - For routine cleaning, use ordinary commercial-grade cleaning products, and follow manufacturer instructions. PPE will be matched according to the products guidelines.
  - For cleaning environments contaminated with human blood, body fluids, other potentially infectious materials, or other suspected or known sources of SARS-CoV-2, EPA registered disinfectants with label claims to be effective against the virus. Custodial staff will follow the manufacturer instructions, including as provided on the safety data sheet, for selecting appropriate PPE to protect workers from chemical hazards.

### Cleaning Practices

Custodial staff will add additional disinfecting measures throughout the day within each building. Prioritization will be placed on frequently used or shared areas as well as “high touch point” items. EPA-registered disinfectants will be used to address the following areas:

- Bathrooms
- Locker rooms

- Gym areas
- Cafeterias
- Libraries
- Auditoriums
- Faculty Rooms
- Security Stations
- Vestibule Areas

Touch Points will include purposeful cleaning throughout the day addressing the following:

- Door knobs and levers
- Push and Pull Areas
- Switches and Knobs
- Locks and hasps
- Plumbing Fixtures
- Window Levers and Pulls
- Countertops
- Tables
- Keyboards

#### Second Shift Operations

During unoccupied hours within each building, the same engineering, administrative, safe work practices, and personal protective equipment formatting will be used. These controls and practices are noted under daily operations.

The department will maintain both “facility cleaning” and “facility disinfecting”. Each custodian will have their assigned routines within the building. The custodial staff will follow the District Cleaning Policies established at each grade level within each building. The plans incorporate routine trash, vacuuming, and mopping within each space.

Additional hours, personnel, or employee scheduling will be added to disinfect spaces after spatial cleaning is completed. Electrostatic fogging and Surface Disinfecting equipment will be used to address all furniture within the spaces. Frequently used areas including “high touch point” items will also be addressed consistent with the “daily operations” summary.

Common space areas (large communal spaces) will receive disinfecting through large scale disinfecting equipment. This will include seating for gymnasium, cafeterias, and auditoriums.

Please note that procedures and products may change based on source availability and recommendations issued by the NJDOH and NJDOE.

### Disinfecting Guidelines and Procedures (Supplemental For Covid-19)

Cleaning and Disinfecting:

- Wear disposable gloves to clean and disinfect.
- Clean surfaces using soap and water, then use disinfectant.
- Cleaning with soap and water reduces number of germs, dirt and impurities on the surface. Disinfecting kills germs on surfaces.
- Practice routine cleaning of frequently touched surfaces.
  - o More frequent cleaning and disinfection may be required based on level of use.
  - o Surfaces and objects should be cleaned and disinfected before each use.
- High touch surfaces include:
  - o Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc. (See list of detailed touch points)
- Use of [EPA-registered disinfectants](#)

Follow the instructions on the label to ensure safe and effective use of the product.

Many products recommend:

- o Keeping the surface wet for a period of time (see product label).
- o Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

Always read and follow the directions on the label to ensure safe and effective use.

- Wear skin protection and consider eye protection for potential splash hazards
- Ensure adequate ventilation
- Use no more than the amount recommended on the label
- Use water at room temperature for dilution (unless stated otherwise on the label)
- Avoid mixing chemical products
- Label diluted cleaning solutions
- Store and use chemicals out of the reach of children and pets

You should never eat, drink, breathe or inject these products into your body or apply directly to your skin as they can cause serious harm.

- Our district will use a combination of products including the use of *Spartan “Halt Disinfectant”*, *Bioesque Industries “Botanical Disinfectant Solutions”*, and *Purell “Multi-Surface Disinfectant Spray”* within the district for all hard surfaces.
- Custodians will follow all recommended procedures from manufacturers based on application, “wet time” and material handling. This will include all disinfecting chemicals and disinfecting equipment.
- Wear disposable gloves when handling personal property in the classrooms or within the school.

Cleaning and disinfecting your building or facility if someone is sick:

- Close off areas used by the person who is sick.
  - o Close off any area within the building that you feel was compromised.
- Open outside doors and windows to increase air circulation in the area.
- Allow wait times to clean and disinfect. As long as possible up to 24 hours.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, and keyboards.
- **Vacuum the space if needed.** Use of a high-efficiency particulate air (HEPA) filtration will be used.
  - o Do not vacuum a room or space that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day for private rooms.
  - o Consider temporarily turning off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility.
- Once an area has been appropriately disinfected, it can be opened for use.
  - o Workers without close contact with the person who is sick can return to work immediately after disinfection.
  - o Continue routine cleaning and disinfection. This includes everyday practices to promote a healthy environment.

Cleaning and disinfecting outdoor areas

- Outdoor areas, including playgrounds require normal routine cleaning,

- o Do not spray disinfectant on outdoor playgrounds- it is not an efficient use of supplies and is not proven to reduce risk of COVID-19 to the public.
- o High touch surfaces made of plastic or metal, such as grab bars and railings should be cleaned routinely.
- Wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.
  - o Additional personal protective equipment (PPE) might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  - o Gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area.
- Wash your hands often with soap and water for 20 seconds.
  - o Always wash immediately after removing gloves and after contact with a person who is sick.
  - o Hand sanitizer: If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.

Always read and follow the directions on the label to ensure safe and effective use.

- Keep hand sanitizers away from fire or flame
- Always store hand sanitizer out of reach of children and pets
  - h. **Meals** – Bagged lunches or hot: The district will provide a combination of hot and cold bagged meals on the days students have in person instruction.
  - i. **Recess/Physical Education-** All playground equipment will be closed down. Recess/PhysEd can only be activities where students are socially distanced and not handling equipment. Outdoor activities are encouraged whenever possible.
  - j. **Extracurricular Activities and Use of Facilities Outside of School hours -** Non-school related activities, during school hours and after school hours, shall be suspended until further notice. All available maintenance staff will be performing sanitizing functions and any use of facilities would detract them from this effort. Outside school resources, such as fields, baseball/softball fields, running track etc.. are available for public and control use. This usage will only be approved with all compliance with State and Federal guidelines related to the pandemic in an outside venue. Social distancing and hygienic practices will be followed for extracurricular activities.
  - k. **Social Emotional Learning and School Climate and Culture -** Our district is in the process of implementing a SEL-MTSS model for social emotional learning, screening tools for parents/staff to identify students needing support. [SEL-MTSS Draft](#)

## **I. Multi-Tiered Systems of Support**

### **m. Wraparound Supports – Basic skills and with an IEP**

Students with disabilities will be assessed upon return to determine if disproportionate regression has occurred. Students will be provided support through contracted vendors for related services as well as an after hours program that will address academic regression.

### **n. Food Service and Distribution**

Pick up for breakfast and lunch shall be provided on September 3rd from 7:30-11:00 a.m. at each school as well as on Tuesday, Sept 8th 9:00-10:30 a.m. for middle school and high school and 10:00-11:30 a.m. for elementary and preschool.

Our regular food distribution program will resume on Monday, September 14th from 9:30-11:00 am. A supply of breakfast and lunch foods shall be provided each Monday at your child's school. On-site breakfast and lunch shall be served on Monday/Tuesdays or Thursdays/Fridays for students attending school in person.

### **o. Quality Child Care - Before and after school childcare will be offered. Further information will be forthcoming.**

## **3. Leadership and Planning**

### **a. Pandemic Response Team**

#### District Administration:

Dr. Mary Gruccio- Superintendent  
Nathan Frey- Asst. Superintendent for Curriculum and Instruction  
Dr. Danielle F. Sneathen, Asst. Superintendent for Administration  
Gene Mercoli- School Business Administrator  
Dr. Joseph Rossi- Executive Director of Personnel  
Paul Farinaccio, Director of Facilities  
Michael Hall, Asst. Coordinator Transportation Supervisor  
Dee Ferreri, Asst. Coordinator Office Services Manager  
Purvesh Patel, Director of Food Services  
Teri Godlewski- Director of Special Education  
John Provenzano, Director of Security  
Gia Messore, Public Information Officer

#### Principals

Vineland H.S. & AMSA(Johnstone): Suzette DeMarchi (Parent)  
Middle Schools: Debra Quinn, Hope Johnson and Ismael Bermudez (Parent)  
Youth and Continuing Ed. Program: Hamidullah Lundy, Camelot, Principal  
Geoff Ashton, Camelot, Regional Director  
Preschool: Melissa Painter (Principal) and Marisa Taormina (Vice Principal)  
Elementary Schools: Renee Braxton, Joseph Camardo, Jeff Dubios, Jennifer Frederico,  
Dan Greco, Carmella Heer, Melanie Lovisone and Sylvia Morano

#### Supervisors



Michelle Bocchetti, Kelly Castellini, Lauren DeBello, Nancy Hollenweger, JoAnne Negrin, Alex Nonnemacher Katherine Rivera, Donnie Robbins, Ross Stanger

School Nurses: Margretta Broome, Denise Ferrari, and Frances Mitchell-Ratcliff  
Guidance Department -Deana Ridolfo, Supervisor  
Elyse Matriccino, Wendy Osborne and Carol Rush

Substitute Services - ESS: Wes Wallace, Regional Manager

Board Member: Scott English (President), Tom Ulrich (Vice President), Kim Codispoti and Meghan Spinelli (Parent)

Union Representation:

VEA- Lou Russo (Parent) and Regina Merkel  
Teachers: Meghan Greenfield (Parent) and Brian Newton  
UAW- Carol Belawsky  
VASA – Kristen Speakman

Parents:

Barse	Montana Jacobs
Dallago	Lauren Cortes
Dippolito	Nichole Willis
Durand	Melanie Galafa
Mennies	Barbara Hemphill
Johnstone	Brooke Smith
Petway	Jasselle Cirino
Rossi	Stephanie Brunini
Sabater	Washanta Walker Meredith
Winslow	Tia Escalera
Wallace	Kiwana Edwards
Memorial	Dawn Spickenreuther
Pilla	Susan Zatzariny
VHS	Gina Giuliani

Board Solicitor/Legal Representation: Robert DeSanto and Nicole Curio

City of Vineland: Anthony Fanucci, Mayor  
Emma Lopez, Assistant Health Officer- Health Dept.  
Ron Franceschini, City Council

[District Response Team by School](#)

b. Scheduling

The student body (approximately 10,600 students) will be divided in half. Half of the students will report on Monday and Tuesday (Group A) for in-person instruction. The other half will report on Thursday and Friday (Group B). The other days will be virtual instruction for students. The district will provide Chromebooks for any child who needs a device. Select special needs students as well as transitional first grade students will

report on all four days. Siblings will be scheduled in the same cohort so that they attend on the same day. Parents who wish may opt for all virtual learning.

### Attendance

Daily attendance will be collected electronically via a Google Form completed by the student. The form will be recorded the next morning in the SIS (Student information System - Genesis) by the classroom teacher.

### **Elementary Daily Student Attendance (Asistencia diaria de estudiantes)**

Daily attendance is critical for academic success. During this unprecedented time, attendance will be monitored daily. We will continue to adhere to the school district policy #5200. On remote instruction days, all students are responsible for completing this daily attendance form by the end of the day.

La asistencia diaria es crítica para el éxito académico. Durante este tiempo sin precedentes, la asistencia será monitoreada diariamente. Continuaremos adhiriéndonos a la póliza del distrito escolar #5200. En los días de instrucción remota, todos los estudiantes son responsables de completar este formulario de asistencia diaria al final del día.

#### **\* Required**

Student Name (First and Last) Nombre del estudiante (nombre y apellido) \*

Your answer

I am present today and have looked at my daily assignments in Google Classroom (Hoy estoy presente y he revisado mis tareas diarias en Google Classroom). \*

Yes

Answer one (1) of the following questions: 1. How are you feeling today? 2. What is your goal for today? (Responda una (1) de las siguientes preguntas: 1. ¿Cómo se siente hoy? 2. ¿Cuál es tu objetivo para hoy?) \*

Your answer

I need help and would like to talk to someone. I would like to talk to: (Necesito ayuda y me gustaría hablar con alguien. Me gustaría hablar con:)

### **Middle School Daily Attendance**

Daily attendance is critical for academic success. During this unprecedented time, attendance will be monitored daily. We will continue to adhere to the school district policy #5200. On remote instruction days, all students are responsible for completing this daily attendance form by the end of the day.

La asistencia diaria es crítica para el éxito académico. Durante este tiempo sin precedentes, la asistencia será monitoreada diariamente. Continuaremos adhiriéndonos a la política del distrito escolar #5200. En los días de

instrucción remota, todos los estudiantes son responsables de completar este formulario de asistencia diaria al final del día.

**\* Required**

Last Name (apellido) \*

Your answer

First Name (nombre de pila) \*

Your answer

Student ID# (Identificación del Estudiante#) \*

Your answer

Grade Level (Nivel de grado) \*

6th

7th

8th

I am present today and have looked at my daily assignments in Google Classroom (Hoy estoy presente y he revisado mis tareas diarias en Google Classroom). \*

Yes

Answer one (1) of the following questions: 1. How are you feeling today? 2. What is your goal for today? (Responda una (1) de las siguientes preguntas: 1. ¿Cómo se siente hoy? 2. ¿Cuál es tu objetivo para hoy?) \*

Your answer

I need help and would like to talk to someone. I would like to talk to: (Necesito ayuda y me gustaría hablar con alguien. Me gustaría hablar con:) \*

### **VHS/Johnstone AMSA Daily Attendance**

Daily attendance is critical for academic success. During this unprecedented time, attendance will be monitored daily. We will continue to adhere to the school district policy #5200. On remote instruction days, all students are responsible for completing this daily attendance form by the end of the day.

La asistencia diaria es crítica para el éxito académico. Durante este tiempo sin precedentes, la asistencia será monitoreada diariamente. Continuaremos adhiriéndonos a la política del distrito escolar #5200. En los días de instrucción remota, todos los estudiantes son responsables de completar este formulario de asistencia diaria al final del día.

**\* Required**

Last Name (apellido) \*

Your answer

First Name (nombre de pila) \*

Your answer

Student ID# (Identificación del Estudiante#) \*

Your answer

School & Grade Level (Escuela y nivel de grado) \*

VHS North (9/10)

VHS South (11/12)

AMSA @ Johnstone 5th - 8th

AMSA @ Johnstone 9th - 12th

I am present today and have looked at my daily assignments in Google Classroom (Hoy estoy presente y he revisado mis tareas diarias en Google Classroom). \*

Yes

Answer one (1) of the following questions: 1. How are you feeling today? 2. What is your goal for today?  
(Responda una (1) de las siguientes preguntas: 1. ¿Cómo se siente hoy? 2. ¿Cuál es tu objetivo para hoy?) \*

Your answer

I need help and would like to talk to someone. I would like to talk to: (Necesito ayuda y me gustaría hablar con alguien. Me gustaría hablar con:)\*

c. Staffing, teachers, nurses, child study team – what is their role

All staff are expected to be present on Monday, Tuesdays, Thursdays and Fridays. Classroom aides will assist teachers both in-person and virtually. Security will be present on Mondays and to assist with food distribution and at each school site on Mondays, Tuesdays, Thursdays and Fridays while students and staff are in the buildings. Cafeteria/playground aides will be present on Monday, Tuesday, Thursday and Fridays to assist with coverage during lunch periods.

Nurses will keep administration informed of any student or staff who are exhibiting Covid symptoms. Anyone testing positive will be reported to the Superintendent who in turn will notify the County Superintendent and the Health Department.

Nurses will isolate any student who may exhibit Covid symptom until a parent picks them up and takes them to a physician.

Special Education self contained classes will attend in-person instruction on Mondays, Tuesdays, Thursdays and Fridays. The CST members will be available each day They will be available to support teachers, students and families and will continue the Sp Ed process which will include referrals and assessment.

d. Athletics

**Return to Play Phase 1 Protocols**  
**“Vineland Athletics Return to Play Fitness Camp”**

Covid-19 Primary Contact Person

Name: Don Robbins; Supervisor of Athletics

Email: drobbins@vineland.org

Office #: 856-794-6800 x2660

**General Information**

In accordance with the NJSIAA, NJDOH and the NJDOE, the following steps will be taken for our Fall sports teams. Phase 1 will run (Pending August 5th Board Approval of Coaches, Summer Ath. Trainers and Summer Nurses) from August 17th through August 27th.

- This phase is strictly for Fall teams.
- This phase is strictly for conditioning and acclimation (not sport specific).
- This phase is solely voluntary and may not be used to the detriment of a player’s future spot on the team.
- All workouts must take place outside (track area).

- Athlete groups (pods) must be a minimum of twelve (12) feet apart. Grids will be painted on the grass.
- Athlete groups (pods) must remain the same for each workout during Phase 1.
- Workouts will be no more than (60) minutes and must include ten (10) minute warm-up/cool down.
- Only one workout per day is permitted.
- Only BOE approved coaches may supervise workouts.

### **Workouts will be as follows:**

- Monday & Wednesday- Football, Boys Soccer, Boys XC
- Tuesday & Thursday- Girls XC, Girls Soccer, Field Hockey, Girls Tennis, Cheer
- During Phase I, no equipment will be permitted (this is a fitness only activity, not sport specific) (IE: NO sticks, racquets, balls, weights, etc.).
- Winter and spring teams are not permitted to practice or gather at this time.
- No fist bumps, high fives, etc. No contact at all is recommended, and will be emphasised.
- **Check-ins will be 7-8am; Workouts begin by 8:15a and ends with pickup by 9:30a.**

### **COVID-19 Prevention; Disinfectant/Purification/Equipment Plan**

- Hand sanitizer will be available at every practice.
- Rubber gloves will be provided in each team medical kit.
- Equipment may not be shared among teammates.
- Water bottles may not be shared among teammates.
- Each student-athlete is required to bring 32oz of water to each practice session.
- Failure to bring water to practice will result in non-participation for that day.
- No more than 10 student-athletes in a group (pod).
- All athletes and coaches must be 8 feet apart in their group
- Groups must remain the same each day.
- All groups must remain 12-18 feet apart.

It is recommended that there will be no rental of the campus (ie: stadium usage) to outside organizations.

The Athletic Training room and West Cafeteria at Vineland High School South will be for emergencies only. Any students who select yes on the questionnaire to any of the questions or have a temperature of 100.4 or higher will be directed to the West Cafeteria.

If a participating member of a pod is diagnosed or symptomatic with Covid-19, participation in that pod will cease immediately for all student-athletes and staff members who have been in close contact with the diagnosed individual for two weeks.

All regulations listed herein, are for all stakeholders, will be followed.

All regulations outlined by the NJSIAA will be followed.

Failure to follow these regulations may result in the shut down of the entire campus training sessions.

The NJSIAA heat policy will be enforced.

Wet bulb reading will be monitored by Dave and Darya.

### **Nurse Access:**

The nurses will be available starting Aug 6th to accept physicals. They will be located in the VHS South (11/12) nurses office. Their hours are:

Aug 6th - 8am to Noon

Aug 10th-13th - 8am to Noon

Aug 17th - 20th - 7am to 8am (during workout check-ins) then 8am to Noon in the nurse's office.

Aug 24th - 27th - 7am to 8am (during workout check-ins) then 8am to Noon in the nurse's office.

The district is operating on summer hours so this is strictly Mon through Thurs.

### **Parents/Guardians:**

- Parents/guardians must complete the COVID-19 Questionnaire, updated Health History Questionnaire, and have a completed physical for all Fall sports. These documents are provided on the [VHS Athletics website](#) or outside the Athletic Director's office.
- If you don't bring these documents prior to the Aug 17th workout then you can bring these with you that first morning check-in.
- Athletes with COVID-19 or pre-existing conditions must have medical clearance from a physician.
- Check-in for workouts will be from **7-8am**.
- Upon arriving at school Student-Athletes must enter Vineland High School South using Brewster Rd. entrance (Near JV Softball Field). Joe Pettit and Dave Ganci will direct cars, bikes, or walkers to the registration area.
- You must REMAIN IN YOUR CAR. No student-athlete is allowed to get out of the car till they are screened and cleared.
- No student that arrives after **8am** will be permitted to participate on that day.
- Student-athletes may be picked up at the parking lot adjacent to the Track at **9:30am**.

### **Screening will consist of:**

- Taking their temperature while in the car. If the first temperature reading is 100.4 then you will be directed to another parking stall to wait a few minutes to try the temperature again. If a student-athletes temp is above 100.4 after the second reading, that student-athlete will be taken home immediately.
- Answering the Daily Screening Questionnaire - Failing both will result in the student-athlete being sent home.

-Students may only enter our Athletic fields after being approved at the registration table (Ath Trainers Entrance - Door 12).

### **Student-Athletes:**

- You will not be able to participate if you don't have a complete physical or Health History Questionnaire (if you're physical is less than a year old) and the NJSIAA Covid-19 Questionnaire.
- You must have a mask with you and wear it at all times when not performing aerobic activities

(i.e. running, sprinting, or involved in high aerobic activity). Failure to bring/wear a mask will result in being sent home immediately from that day's practice.

- Screening will be done upon your arrival (see above)
- Must have 32 ounces of water for each practice
- Any student athletes who have pre-existing medical conditions and/or are immunocompromised (e.g., diabetes, asthma, auto-immune disorders, etc.) shall provide written clearance from a medical doctor before h/she will be permitted to participate in workouts.
- Student-athletes must be able to log on to their coaches Google Classroom by 8/14 (See your coach for details)

### **Coaches:**

- Coaches must complete the NFHS Module Covid-19 and NFHS Heat Acclimation (free). Certificates of completion should be given/mailed to Darya.
- All coaches must have Google Classrooms up and running by 8/10. Google Classrooms will be particularly important during this time as the NJSIAA has implemented a "no contact" period **8/31-9/13** to allow for students to settle into the school setting.
- Fall Varsity Sport Practices will begin **September 14th**. Fall Schedules have been amended and sent to Head Coaches. These schedules will be posted on the Cape Atlantic League Site for all to see on Monday, August 3rd.
- All Google Classrooms must have all necessary state-issued paperwork uploaded (See Dave or Darya)
- Whistles are not allowed during phase I as face masks must be worn at all times. Alternative option; air horn
- Daily weather briefings will be given to coaches at 8:00 pm the night before, this will be in case we need to cancel for rain/thunder/lightning.
- Additionally on the day of the event if wet bulb reading is too high and we can't practice by NJSIAA rule every effort will be made to let Coaches know ahead of coming to campus.

### **Designated personnel for daily pre-screening:**

- Nurse (Sandy or Margretta), Athletic Trainers (Darya & Dave), Brian Newton, perhaps a coach (if needed).
- While the athlete is in line in either their car/bike/walked, they will have their temperature taken/recorded, answer the daily Covid-19 questionnaire, and check for having their mask and water bottle.
- If a temperature reads 100.4 or higher, a designated area will be utilized to cool our student-athletes down. The person who brought the student to the VHS Campus must stay with the student while they wait to be retested. Another temperature reading will be done in 10 minutes to see if there's a change. This will be done to prevent any false readings on a hot day. If the temperature still reads 100.4 or higher, the students will need to leave with whomever brought them to VHS.



- If there is a “YES” answer on the questionnaire, that particular student athlete is not allowed to participate in the daily practice and they must have a doctor’s note clearing them to return to any future practices.
- This will be done every day of the practices and includes screening of staff involved.

Screening will be done from 7am-8am on the days that phase I is being practiced. The conditioning session will start at 8:15a. In the interest of the safety of all involved, no student that arrives after 8am will be permitted to participate on that day.

**Facilities:**

Will provide the Athletic Department with infrared thermometers and PPE.

Will keep locker rooms locked and inaccessible.

Will make the Athletic Training room and West Cafeteria at Vineland High School South available for emergencies only.

One male and one female bathroom will be available in the A wing for use.

Students may enter from the door opposite the Athletic Trainers only. All are required to wear a mask in the building at all times.

Joe Pettit will have personnel working the restrooms who will regulate one person in the bathrooms at a time. The area will be disinfected in between each use.

We considered using port-a-pots to alleviate any entrance into the building, but I am more comfortable with a controlled environment. My main concern was not being able to regulate outside restroom usage to the public after hours.

**4. Policy and Funding**

**a. Policy**

**i. Screening Policy for students and staff- Policy will be adopted at the August 5th Board Meeting.**

- [Policy 1648 Restart & Recovery Plan](#)
- [Policy 1648.02 Remote Learning Options for Families](#)

**Policy Meeting is pending to adopt district policy to deal with health screenings.**

Nurses will keep administration informed of any student or staff who are exhibiting Covid symptoms. Nurses will isolate any student who may exhibit Covid symptom until parent/guardian picks them up within 30 minutes to take them to a physician.

Staff members exhibiting symptoms will be sent home and will be required to be cleared by their physician before returning to work.

**ii. Protocol in place for a confirmed case**

Any student or staff member testing positive will be reported to the school nurse who will inform the Superintendent who in turn will notify the County Superintendent and the Health Department. The Health Department will conduct contact tracing. After consultation with the health department, the district can make informed decisions as to what mode of learning is appropriate.

b. Purchasing

The school district has implemented three specific purchasing/accounting tasks to exist in the virtual world in case of a future shutdown.

1 – The bidding process has become paperless. Prospective vendors may obtain bid documents on the District website. We have currently been accepting mailed and hand delivered bids. We are in the process of implementing a secure bid upload process that will allow bidders to upload their bids thereby removing the requirement to mail or hand deliver bids. Additionally, the District has already implemented the “live” opening of bids on the District YouTube channel. These NJ purchasing regulations have allowed this on a temporary basis but have also submitted this process for permanent status.

2 – The District has created an email address to allow the electronic submission of vendor invoices, packing slips and vouchers. The invoices submitted electronically are prioritized over mailed invoices that must be handled, sanitized and sorted thereby delaying their payment. The website contains the directions for the proper submission of vendor invoices so that minimal interaction is necessary.

3 – The District has implemented remote access into the budgetary software to allow staff to continue to work from home. Currently, all purchasing, accounting and payroll departments have this ability. Accounts payable is being set up for this access now in July. Staff have been provided a District computer to allow access and work to continue from their residence. The printing of purchase orders has also become virtual with printing occurring as a .PDF that can be saved and emailed electronically to the vendor with access by accounts payable and accounting through Google Drive.

c. Use of Reserve Accounts, Transfers, and Cashflow

The District does not maintain any reserve accounts so their use is not an option. Transfers are always minimal.

The District maintains a detailed, daily cash flow spreadsheet. We account for known significant expenditures and always forecast a month in advance. We have already forecasted the loss of the Sept 22 State Aide and Extraordinary Aid until actual receipt in October. The District believes we will be ok from a cash flow standpoint until the State provides the missing September State Aid payment in October.

d. Cares Act

The Cares Act Grant has been submitted in accordance with the June 19<sup>th</sup> deadline. The grant is being expanded in 3 distinct ways.

1 – The District will bolster the ability to deliver instruction through an on-line format. Almost 3,000 student chromebooks have been ordered to either replace failing devices or to promote further on-line instructional delivery through an on-line classroom platform. These additional units will insure every student has a device and the District will maintain an adequate supply of break and fix devices so no student is ever without their gateway to on-line learning. The district will provide 3 days of teacher professional development on teaching through an on-line model. Assessment, delivery, engagement and many other topics will be provided to teachers. This will insure they are comfortable in adapting to student learning levels and are cognizant of their emotional status during these unprecedented times.

2 – The significant portion of Cares funding has been allocated to compensatory related services to contract with outside therapists. This will focus on the most severe student populations. This will also include mental health services and support through third party contracted services. Additionally, summer reading expands to include cross-curricular resources and support to students with disabilities, migrant students, homeless students and English learners.

3 – The final significant portion of Cares Act funds have been allocated toward cleaning, disinfecting and sanitizing school facilities. The District plans to purchase electrostatic disinfecting equipment, partitioning resources where appropriate and touchless lavatory fixtures to control germ spreading. PPE resources are being purchased to provide to students and staff when appropriate. Custodial staff training will be provided on proper disinfection techniques and how to properly utilize PPE to insure staff safety.

e. Federal Emergency Management Agency

The District has obtained access into the FEMA website administered by the State of New Jersey. We have an open claim and have been keeping records of staff time on task during the Covid shutdown. The District has a Google Drive folder setup that allows for the electronic inventory of invoices and costs associated with the shutdown, cleanup and subsequent expenditures required to insure a safe start-up of school in September.

f. State School Aid

The District budget allows for the required thorough and efficient

(T & E) education of all students. The District has reviewed the loss of State Aid related to the extraordinary cost of the Covid pandemic. The necessary adjustments recommended to re-balance the budget with this reduced Aide does not result in personnel cuts. The District was able to delay a large initiative until a more appropriate time. However, any further State Aid cuts that may become known after the Governor's revised budget introduction in August 2020 may require District cuts to instruction and support staff to allow for the required T & E to continue.

**5. Continuity of Learning**

- a. Ensuring the Delivery of Special Education and Related Services – Services, Testing and meetings

- i. Special Education students who receive their program within a Self-Contained setting will attend school on all four days (Mondays, Tuesdays, Thursdays and Fridays) to ensure maximum educational services. The remaining days within the week will be virtual with synchronous and asynchronous learning opportunities.
  - ii. Students who receive their program within a Resource or General Education setting will follow the district educational plan. On days of virtual learning, specialized instruction will be provided by the Special Education teacher per a student's IEP.
  - iii. Teachers that work within a In-Class Resource program will collaborate on lesson plans to ensure that students are receiving the accommodations and modifications that have been outlined within their IEP.
  - iv. Related services will be provided both in-person and virtually. Related service providers will analyze caseloads to determine the best possible therapy presentation individually for each student. Students who are able to receive their services via teletherapy will receive services during an agreed upon time with the student, therapist and parent.
  - v. Child Study Team members will continue the special education process both in-person and virtually. Evaluation determination meetings, eligibility meetings, IEP meetings, and any other meetings that require a group of stakeholders to be present will be done virtually. Child Study Team members will be available each day and will complete assessments and case management.
  - vi. Paraprofessionals will be utilized per NJAC 6A:14 as well as per individual IEPs to support the students, the overall classroom and provide assistance to the school.
  - vii. Students and families who require additional support/services from a behavior analyst or from a mental health clinician will have access to those services both in-person and virtually. Both services are provided via contracted vendors and their services will be available during the upcoming school year.
- b. Technology – A plan to distribute devices
- i. 30 Chromebooks delivered to each classroom, inventoried with Google sheet including service tag
  - ii. Laptop swaps for non-functional laptops - Students are to report to the Media Center in each building on in person days. A temporary Laptop will be given to the student and the Media Specialist will submit a SchoolDude form.
  - iii. The technician will evaluate if the laptop needs to be sent out or if the technician can repair the laptop.
  - iv. Non-attending students will use food distribution days.
- c. Help Desk - Call Center
- i. School hours help desk including three levels of support
    - Basic break fix support
    - Password resets
    - Instructional program support
      - a. Google classroom, Linkit, etc.

- d. Connectivity – how many students lack connectivity
  - i. Based on multiple surveys the district has determined that 320 families lack connectivity
    - 1. Remediation plans for these families include consultation with the local Comcast Essentials team to ensure eligibility
    - 2. The district has accepted a grant from Sprint for hotspots that would include the 320 families if necessary
- e. Curriculum, Instruction and Assessments
  - i. Overview of Remediation Plan

**Overview:**

The curriculum supervisors for each content area, in collaboration with the Assistant Superintendent for Curriculum and Instruction, work closely with teachers in PLC teams over the summer to identify resources to evaluate students’ mastery of the standards and provide remediation to ensure students are appropriately prepared for their current grade-level work. The plan for each content area varies based on the most effective approach to addressing potentially missed instructional content. However, all content area teams focus on identifying and supporting the major standards for the content area. As part of the remediation plan, the supervisors and their teams will build an example instructional model based on the district’s reopening schedule and format. This example will include an overview of what one week of instruction may look like for specific grade-level bands (Elementary K-4, Grades 5-8, and High School 9-12) and demonstrate the potential for maximizing the effective use of cross-curricular lessons.

In addition to the curricular revision, curriculum supervisors and the PLC teams will work to identify the most effective online platforms for instruction. Both synchronous and asynchronous instruction will be provided. Google Classroom and additional Google Apps for Education will be used to support instruction and provide a communication forum for parents and teachers. Other digital tools that will be utilized for instruction and assessment include ThinkCentral and LinkIt. Finally, plans for providing remote professional development opportunities for teachers and training events to support parents and students with using the myriad digital resources are being planned by the supervisors.

**ELA Example:**

PLC teams for each grade are developing 6-week unit plans that include team-building activities to promote a positive climate and supportive learning environment, formative assessments to support teachers in identifying areas of strength and weakness, and standards-based task options that engage students in meaningful, active learning processes. During this 6-week instructional period, small group instruction will be provided (either digitally or in-person), individualization of instruction will occur through the use of leveled texts (independent and instructional) and student conferences, and remediation/intervention will be targeted through station activities that provide practice with specific standards based on their needs. Focus standards were selected through analysis of the NJ Curricular Framework documents for each grade. The teams are also identifying opportunities within the existing curriculum to engage teachers from other content areas (science and social studies) in supporting standards-based English/Language Arts instruction.

### Math Example:

Math PLC teams are reviewing the math end of year assessment data to identify three major content standards that will be remediated at the start of the new school year. The use of research-based instructional practices will remain a focus for the upcoming school year to support students' varying needs. Additionally, team building activities are developed and included in the pacing guide to help teachers establish a collaborative learning environment. PLC teams are using the NJ Curricular Framework and resources from Achieve the Core to identify the major content standards within each grade level. Teams are creating a library of suggested instructional videos to support instruction in a remote learning environment. Standards taught during remote learning in the spring are mapped to standards in the next grade level and embedded in the curriculum as a prerequisite lesson to support mastery on grade-level standards. PLC teams are developing and identifying suggested standards-based learning activities and assessments to support instruction for these lessons. The teams are also identifying opportunities within the existing curriculum to engage teachers from other content areas (science and social studies) in supporting standards-based math instruction.

### ii. Sample Hybrid Instructional Model

Monday (Cohort A)	Tuesday (Cohort A)	Wednesday (All Virtual)	Thursday (Cohort B)	Friday (Cohort B)
<p><b>In-Person Group:</b> Teachers provide targeted instruction using flexible socially distanced student grouping(<b>remediation/enrichment</b>) aligned to standards. *Suggestion - recorded &amp; shared with parents/ students as a resource.</p> <p>Learning Activity aligned to student needs.</p> <p>Teacher provides specific feedback and monitors student progress.</p> <p>Teacher provides additional small group digital meeting sessions and support/resources if needed.</p> <p><b>Remote Learning Group:</b> Anticipatory Activity - Formative Assessment</p> <p><b>Digital Instruction</b> (self video or another online resource) - remediation/ enrichment</p> <p>Learning Activity aligned to student needs</p> <p>Closing Activity -</p>	<p><b>In-Person Group:</b> Teachers provide targeted instruction using flexible socially distanced student grouping(<b>remediation/enrichment</b>) aligned to standards and formative data from the week. *Suggestion - recorded &amp; shared with parents/ students as a resource.</p> <p>Learning Activity aligned to student needs.</p> <p>Teacher provides specific feedback and monitors student progress.</p> <p>Teachers provide additional individual support/resources if needed.</p> <p><b>Remote Learning Group:</b> Anticipatory Activity - Formative Assessment</p> <p><b>Digital Instruction</b> (self video or another online resource) - remediation/ enrichment</p> <p>Learning Activity aligned to student needs</p> <p>Closing Activity -</p>	<p>Anticipatory Activity - Formative Assessment</p> <p><b>Digital Instruction</b> (self video or another online resource)</p> <p>Learning Activity</p> <p>Closing Activity - Formative Assessment</p> <p><b>*PM - LIVE online support</b></p> <p>Teacher provides specific feedback and actively monitors student progress.</p> <p>Teachers may provide small group digital meeting sessions regarding learning tasks and provide additional mini lessons if needed.</p>	<p><b>In-Person Group:</b> Teachers provide targeted instruction using flexible socially distanced student grouping(<b>remediation/enrichment</b>) aligned to standards. *Suggestion - recorded &amp; shared with parents/ students as a resource.</p> <p>Learning Activity aligned to student needs.</p> <p>Teacher provides specific feedback and monitors student progress.</p> <p>Teacher provides additional small group digital meeting sessions and support/resources if needed.</p> <p><b>Remote Learning Group:</b> Anticipatory Activity - Formative Assessment</p> <p><b>Digital Instruction</b> (self video or another online resource) - remediation/ enrichment</p> <p>Learning Activity aligned to student needs</p> <p>Closing Activity -</p>	<p><b>In-Person Group:</b> Teachers provide targeted instruction using flexible socially distanced student grouping(<b>remediation/enrichment</b>) aligned to standards and formative data from the week. *Suggestion - recorded &amp; shared with parents/ students as a resource.</p> <p>Learning Activity aligned to student needs.</p> <p>Teacher provides specific feedback and monitors student progress.</p> <p>Teachers provide additional individual support/resources if needed.</p> <p><b>Remote Learning Group:</b> Anticipatory Activity - Formative Assessment</p> <p><b>Digital Instruction</b> (self video or another online resource) - remediation/ enrichment</p> <p>Learning Activity aligned to student needs</p> <p>Closing Activity -</p>

<p>Formative Assessment</p> <p><b>*AM - LIVE online support</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed.</p>	<p>Formative Assessment</p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed.</p>		<p>Formative Assessment</p> <p><b>*Evening - LIVE online support</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed.</p>	<p>Formative Assessment</p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed.</p>
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### Remote Instructional Framework

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>100% Remote</b>	<p><b>Formative Assessment</b></p> <p><b>Digital Mini-Lesson</b> (Live recorded video, pre-recorded video, or another online resource)</p> <p>Overview of standard-based grouping and tasks (suggested to be recorded and share with parents/students)</p> <p>Closing/Practice Activity -</p> <p><b>Formative Assessment</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed. (Remediation or Enrichment)</p> <p><b>*1 hour - LIVE online support</b></p>	<p><b>Digital Mini-Lesson</b> (Live recorded video, pre-recorded video, or another online resource)</p> <p>Differentiated Learning Activities aligned to student needs.</p> <p>Closing Activity -</p> <p><b>Formative Assessment</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed. (Remediation or Enrichment)</p> <p><b>*1 hour - LIVE online support</b></p>	<p><b>Teacher Tasks:</b></p> <ul style="list-style-type: none"> <li>● Student contact</li> <li>● Parent contact</li> <li>● Provide student feedback on activities</li> <li>● Analyze data from this week and determine focus areas for the upcoming week.</li> <li>● Prepare lessons, recorded videos, or other resources for upcoming lessons.</li> </ul> <p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Revising, editing, and submitting tasks</li> <li>● Individual conference with teacher as needed</li> </ul>	<p><b>Formative Assessment</b></p> <p><b>Digital Mini-Lesson</b> (Live recorded video, pre-recorded video, or another online resource)</p> <p>Differentiated Learning Activities aligned to student needs.</p> <p>Closing Activity -</p> <p><b>*1 hour - LIVE online support</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed. (Remediation or Enrichment)</p>	<p><b>Digital Mini-Lesson</b> (Live recorded video, pre-recorded video, or another online resource)</p> <p>Differentiated Learning Activities aligned to student needs.</p> <p>Closing Activity -</p> <p><b>Formative Assessment</b></p> <p><b>*1 hour - LIVE online support</b></p> <p>The teacher provides specific feedback and actively monitors student progress.</p> <p>The teacher may provide digital small group meeting sessions regarding learning tasks and provide additional mini-lessons if needed. (Remediation or Enrichment)</p>

iii. Remediation plans

- [Math](#)
- [LAL](#)
- [MTSS](#)

iv. Virtual Instruction Guidelines

- Outdoor family learning sessions/virtual town halls
  - In August for e-learning (Classroom, Linkit, video learning, etc.)
    - How do we handle the heat?
      - Tents
      - Speakers
  - Parent and Students Webinars (by grade-level) for logging into and using digital tools like ThinkCentral, LinkIt, etc.
- Schedule for content areas
  - Math assignments will be posted on Mondays
  - Science assignments will be posted on Tuesdays
  - LAL assignments will be posted on Wednesday
  - Social Studies assignments will be posted on Thursdays
  - All other content assignments will be posted on Fridays
- Schedule for students:
  - Monday/Tuesday and Thursday/Friday Full Day
  - 3 days virtual instruction for students in the hybrid model
  - Virtual students will have 5 remote teacher developed lessons and opportunities to meet with teachers virtually 3 days per week
- Framework for teachers
  - Synchronous
  - Asynchronous



- In-person days should focus on data from formative assessments during the week (see hybrid instructional framework)
- Video instructions for:
  - Robust web presence
  - Virtual new teacher, and non-tenured orientation
  - Virtual Freshman orientation
  - Virtual Non-tenured teacher academy
  - School transition/introduction videos
  - Health Department recommended health video training for all staff and students
  - Training for PBLs in a digital format
    - Google doc with district usernames/passwords to all district tech-based subscriptions
    - Google doc with all google classroom codes for all teachers in a school
    - Google doc with helpful websites/resources
- Encourage Google certification for teachers
- August/September
  - E-learning on-demand and live stream PD
- Grade Level teacher-created video lesson banks for students
- Quarantining staff member-re-assigned to assist with virtual instruction
  - When a staff member is sick on a virtual day Rely on emergency plans already online
- Student non-participation plan?
  - Contact student (allow 1 week for response)
  - Contact parent and copy guidance (allow 1 week for response)
  - Contact guidance (allow 1 week for response)
  - Zoom conference with the parent, teacher, and guidance (allow 1 week for response)

- Principal zoom conference with the parent, teacher, guidance, and principal (allow 1 week for response)
- Non-participation letter and danger of failure notice (allow 1 week for response)
- Seating Charts should be maintained on all buses and in all classrooms
- Reassessments for all assignment of 80 percent or less proficiency is highly encouraged
- Example activities one for each grade level
  - K count items readily available in the house or yard and classify for math and science
- Nov. Inservice move to online
- Virtual beginning of school for students
  - September 3-4
  - Day 1 teachers will provide introduction video with general expectations and introductions
  - Day 2 should include activities for Google classroom operational orientation
- Offer 3 days of LIVE online support with flexible hours
  - Ex. Monday - morning, Thursday - evening, Friday - afternoon
- Supervisors will provide teachers with a suggested weekly instructional framework/guide
- BSI teachers will co-teach and pull for absences
- Above 5th grade, to reduce class sizes, have teachers who are not comfortable returning be the teacher for students who request an all-virtual education in the grades they teach
- For students in grades 5 and below, take students and divide them among the teachers who are at home. Outline specific times/days for subjects, meetings, instruction
- Rolling marking periods
- Students should have opportunities for redos. We need to move beyond 'highly encouraged'.

- f. Professional Development for staff
  - i. August/September

- E-learning on-demand and live stream PD
- ii. District in-service days at the beginning and during the year will be virtual
- iii. On-going PBL digital reinforcement
- iv. Google certification offered to all staff
- v. Continued Safe-School on-demand training for required state mandates when appropriate.
- vi. A help desk will be established to support questions from staff.

g. Career and Technical Education

Vineland Public Schools is expanding their career and technical education opportunities for all students. Current programs in place or in review include, Architectural Drafting and Architectural CAD/CADD, Automobile/Automotive Mechanics Technology/Technician, Graphic Design, Radio & TV Broadcasting Technology/Technician, Dance, Drama & Dramatics, Theatre Arts,, Music, and Agriculture. Program remediation includes standards compression, and the purchase of program-specific technologies and supplies to allow remote learning. Local funding, Perkins Grant, and CARES Grant funding have supplied the necessary resources to meet the needs of all students.

Examples of new technologies leveraged to meet program requirements include the addition of cloud-based access to Adobe suite to facilitate remote learning. The agriculture instructor has secured online training and resources through the CASE program to ensure access to Rutgers articulation opportunities and the continuation of the program. Resource kits have been ordered or researched for all programs in preparation for a hybrid instructional model.