

Penns Grove-Carneys Point Regional School District



Emergency Preparedness Plan 2026-2027

Board Approved: July 7, 2026
Revised: June 11, 2026

Penns Grove-Carneys Point Regional School District has developed this plan to provide guidance and direction for maintaining essential functions and services during an emergency closing of the school district. The plan serves as a guideline to address the continuity of operations of the school district, aligned to the requirements set forth by the New Jersey Department of Education (NJDOE) specific to a disease outbreak or emergency that requires closure of the school district. The district plan does not replace or supersede any laws or policies. The plan is devised to address academics for all student populations, functions of essential personnel, instructional methods provided by instructional staff, sanitation and cleaning of district facilities, and meal distribution for our students.

Those requirements include:

- I. Written directive from Department of Health or Local Health Agency ordering closure;
- II. Equitable access to services for all students;
- III. Address provision of appropriate education for Special Ed students;
- IV. Continuity of Guidance and Support Services; and
- V. Provision of school nutrition benefits for eligible students.
- VI. Attendance
- VII. Addressing English Language Learners
- VIII. Other Considerations

Essential Personnel during the Emergency Closing

The essential functions of the district will continue as long as possible while buildings remain open and operational. The district is prepared to work remotely if all buildings are to be closed, in order to maintain essential functions like payroll, health benefits, instruction, communication, etc.

1. Superintendent

- Maintains authority and decision making over all district operations and all preparedness/crisis management plans.

2. Business Administrator

- Monitors and maintains the business office operating prior to and during any closure.
- Work with the buildings and grounds Director and the Food Services Director to ensure proper actions and responses in order to maintain operations.
- The Payroll Office will continue regular functioning but if necessary, it will work from an outside location. If at an outside location, timesheet payments will be delayed until access to the central office.
- The Payroll Coordinator, District School Accountant, and Health Benefits/Personnel Manager, if necessary, will work remotely from individual homes and access the payroll and attendance systems to ensure the continuation of pay.
- The School Business Administrator, Payroll Coordinator, and District School Accountant will function from an outside location, if necessary, to manage wire transfers and all functions to ensure the continuation of pay.
- Accounts Payable and Purchasing Clerk will function to approve emergency purchases and make critical payments. The Accounts Payable and Purchasing Clerk will work remotely in a limited capacity.
- The Transportation/Maintenance/Enrollment Office will continue regular functioning from an outside location, if necessary. The Transportation secretary will communicate with Bus Companies to assure buses are clean and sanitized and drivers are free of illness.

3. District Office Support Personnel

- District Office personnel will be available to assist administrators in the reports needed to be completed as required by the NJ Department of Education and Departments of Health.

- Conduct the regular operations of the offices as needed for the functioning of the district schools.

4. Director of Early Childhood and Federal/State Programs

- Communicates daily with building administration to ensure the safety and wellbeing of students, staff and the community are being met.
- Works with district athletic directors to ensure the safety and wellbeing of student athletes, coaches and the community are being met.
- Be available to answer all staff and community questions/concerns in regards to the safety and wellbeing of our students in addition to all operational aspects of our schools.
- Update the superintendent of schools (as well as other members of senior staff) on operational aspects of district schools on a daily basis.
- Ensure that Kindergarten Registration is appropriately rescheduled (if needed) providing continued equity in access throughout the district.
- Ensure that the second trimester K - 5 elementary report card is made available to all families via the parent portal of Genesis system. Hard copies made available in a timely fashion through schools' main offices to any family requests.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

5. Director of Curriculum and Instruction

- Provides access to instructional materials aligned to New Jersey Student Learning Standards (available and designed to support student learning).
- Maintains academics and student learning with the support of supervisors, other directors, and building administrators.
- Communicates with the administrative team to develop and deliver instructional plans and assessments through the duration of the school closure.
- Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis via email, telephone or written memos.

- Directs and oversees the District Tech Team in troubleshooting technology issues, distribution of devices and functioning of servers.
- Be available to answer staff and parents questions in regards to school closings
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

6. District Technology Team

- The Technology Department will continue to function regularly from an outside location, if necessary.
- They will be available during their regular hours of 8am-4pm to respond to technology issues pertaining to district programs and equipment.
- Staff can email with their needs and can expect responses within 24 working hours by email or Google Voice Number during regular work hours.
- District servers housed on site can be monitored remotely to ensure all systems remain up.
- The Technology Department will also supply Chromebooks temporarily to the select students that do not have a take home device assigned to them already.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

7. Director of Special Services and CST

- Maintains academics and student learning with the support of supervisors, Child Study Team, and building administrators.
- Communicate with teaching staff and student services staff to ensure student needs are being met.
- Assign educational assistants with materials to assist special education teachers.
- Be available to answer staff and parent questions in regards to school closings.
- Work with district special services personnel to provide guidance and support.
- Support the Director of Food Services with the food distribution process and procedures. Works with the transportation secretary to help coordinate in the distribution effort.
- Updates Superintendent of Schools (as well as other members of Senior Staff) on a regular basis.

- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

8. Director of Food Services Cafeteria Personnel

- Cafeteria personnel will work under the supervision and direction of the Director of Food Services.
- The cafeteria personnel will continue preparing food items for distribution during school closure to ensure there is a continuum of food service available for our students.

9. Directors of Building and Grounds

- Takes appropriate measures to minimize, to the greatest extent possible, the risk of a viral transmission in the school facilities with cleaning policies and practices
- Oversees the facilities and ensures that the custodial, maintenance and grounds personnel have the appropriate sanitizing and cleaning materials.
- Maintains records of the daily procedures to keep the district buildings clean and sanitized following the protocols established by the Department of Health and OSHA.
- Updates the Business Administrator (as well as other members of Senior Staff) on a regular basis on the cleaning and sanitizing of the buildings.
- Plans and coordinates cleaning, changing and sanitizing of ceiling tiles, walls, doors, windows, and any other porous surfaces in the district buildings.
- Address and take responsibility for any and all other issues, items, topics, responsibilities as assigned by the Superintendent of Schools.

10. Custodial, Maintenance and Grounds Personnel

- Work under the supervision and direction of the Director of Buildings and Grounds.
- Cleaning, changing and sanitizing of ceiling tiles, walls, doors, windows, and any other porous surfaces in the district buildings.
- Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, countertops, railing, stairwells, and writing tools.
- Cleaning and sanitizing bathrooms - toilets, sinks, walls, floors, windows.
- Cleaning and sanitizing cafeterias - tables, chairs, food lines; and vents.

- Clean and sanitize auditoriums, classrooms, doors, windows.
- Filing of soap and hand sanitizer dispensers with the approved district supplies.
- Ensuring all paper towel holders are filled and functioning at all times.
- Sweeping and wet mopping all floors with appropriate disinfectant solutions.
- Vacuuming rugs after allowing the sanitizing products to remain for 24 hours.
- Takes steps to assure the provision of power, heat and ventilation, water, sewer and janitorial services.

11. Assistant Principals

- Monitor the daily attendance of students and staff.
- Measure the academic progress made by students during a period of virtual instruction.
- Develop methods to assess and address inequity brought on by gaps in technology/accessibility/skill of faculty and students.
- Implement emotional support/mental health services - identification of student/staff needs: Materials, resources, time, and staff constraints.
- Maintain open communication with parents/guardians in regards to the structure of the school closure and future expectations.

12. Building Office Secretary

- Building office secretaries will work under the supervision and direction of the Building Principal.
- Maintain attendance and academic records using the approved district student information system.
- Organize the dissemination/collection of textbooks and other textile resources.

13. Guidance Counselors

- Monitor student progress and attendance.

- Be available virtually for individual/group meetings with students for academic counseling
- Be available virtually for individual/group counseling and social-emotional support

District and Building Administrator Expectations

1. Review ongoing instructional opportunities being provided, both electronic as well as traditional for students under their supervision and complete ongoing “statement of assurance” (electronic) to the Office of Administration as well as the Office of Curriculum and Instruction.
2. Continually review, between 10:00 AM and 2:00 PM, daily staff to student interactions via email notifications.
3. Develop, if possible, a “rescheduling” plan for all school related activities that have been postponed.
4. Develop, if possible, a “rescheduling” plan for any school related class trips that are postponed.
5. Continually review daily staff to parent/guardian(s) interactions via email notifications. Communicate (phone, email, and webpage) with families of students under their supervision.
6. Continually respond to parent/guardian inquiries, emails, and any correspondence in supporting the education, social/emotional aspects of our students
7. Review with content area supervisors all student data information both formative and summative in order to develop a cohesive approach to re-entry upon return for students.
8. Work with a data coordinator to review school report card information and develop a comprehensive plan of action to address deficiencies.
9. Continually review ongoing scope of work and responsibilities for all non-certified staff under their supervision.
10. Continually review ongoing scope of work and responsibilities for all custodial functions under their supervision.
11. Continue to work on building/student scheduling for the **2026-2027** school year.

12. Conduct a full school supply audit in order to ensure that **2026-2027** projected ordering is accurate.
13. Conduct a full facilities audit to identify all issues/concerns both large and small with the head custodian and provide the audit to the director of facilities, buildings and grounds and the Business Administrator.
14. Continually monitor notifications that are brought and follow all relevant district policies and procedures
15. Update student handbook for the **2026-2027** school year as applicable in consultation with the Office of Curriculum and Instruction and Director of Federal/State Grants.
16. Provide Statement of Assurance to District Directors that instructional staff has completed 14 days of lesson plans for instruction and learning.
17. Monitor Staff Attendance
18. All other duties and responsibilities as assigned by the superintendent of schools or his designee

Academic and Instructional Expectations

Penns Grove-Carneys Point district teachers will prepare home instruction lessons aligned with the standards for a minimum of 14 days. The lessons will have age appropriate activities and handouts for students. Teachers will take into consideration the special populations: students with IEPs, special ed., bilingual/bicultural, ESL. A daily schedule for the parents to use as an example of pacing the home instruction materials will be prepared for parents to use as a guide. Teachers should have the students check their school email to ensure it is operational. They will have the school email of their students and be able to communicate with them. Every teacher is responsible to support students assigned to him or her for the **2025-2026** school year. Provide academic feedback as appropriate to students. Collaborate with building administration and grade/subject-level colleagues as needed for support and consistency throughout the district.

Lessons, utilizing online capabilities, must have a link for students to use. If students do not complete the assignments over the closing of the schools, the students must make up the assignments within 2 weeks of returning to school. Materials to complete assignments will be limited to general school supplies. Teachers will continue preparing lessons, if there is the need for more than 14 days of closure. Teachers that come to their classroom to prepare lessons and materials as needed during the closure; they will do so on a rotation basis only after communicating with their building principal to abide by the “social distance”. Teachers will do daily check-ins, teaching and communication with students via email, online or Google voice number. Monitor their district-issued email account and respond as appropriate to parent/guardian emails within 24 working hours. Report to the building Principals using determined procedures for attendance.

Number of Enrolled Students (as of 6/11/2026)	2202 Students
Number of Special Education Students (as of 6/11/2026)	520 Students
Number of Homeless / Migrant Students (as of 6/11/2026)	77 Homeless, 3 Migrants
Number of Students that are Economically Disadvantaged (as of 6/11/2026)	1630 Students

Digital Divide

PGCPRSD students currently have 1:1 devices in grades k-12. PreK-3rd grades have 1:1 devices that currently stay in school. At any time, those devices are inventoried and assigned to each student and can be distributed immediately if the case arises that we have to revert to virtual learning. The district currently has 250 hot spots that will be deployed to families without internet access if the need to return to remote learning occurs.

Regular Population

- a. **Grades PreK-5th:** Students will complete online assignments or paper-based assignments, using the educational programs from the curriculum office, as per online programs provided by the Curriculum and Instruction Office.
 - i. Students that do not have Internet connectivity will receive paper-based assignments. Assignment packets will be sent home with students on a weekly basis. Parents will be contacted to receive the next set of assignments via Connect-Ed, email, google voice number, or via the website on the parental portal.

- b. **Grades 6th-12th:** Students will complete computer-based assignments as per the table provided by the curriculum office. Students that do not have Internet connectivity will be provided with a Chromebook and a hot spot from the T-Mobile grant to use. Parents will be contacted to receive the next set of assignments via Connect-Ed, email, telephone or via the website on the parental portal.
 - i. Grades 6-8 (STUDENT RESPONSIBILITIES FOR DISTANT LEARNING)
 1. It is expected that students will complete assignments for ALL classes
 2. Learning experience in order to meet the requirement of 180 days of instruction.
 3. Students will be held accountable for work during this time - content addressed as part of distance learning is applied to unit competencies upon returning to regular schedule

4. Students are expected to log in at 8:30 AM to view assignments, and complete them in a timely fashion following the schedule provided.
5. Students (and/or parents) should contact the teachers via email or Google Meet/Hangout with questions or concerns regarding assignments.
6. Teachers should remain available via email or in Meet/Hangouts throughout the school day. Log in at 8:30 AM to view assignments. Complete assignments in a timely fashion.
7. Contact the teacher through Google Classroom, Email, Hangouts, or Meet for questions.
8. Must demonstrate participation in order for online learning to count towards the 180-day mandate

ii. Grades 6-8 (TEACHER RESPONSIBILITIES FOR DISTANCE LEARNING)

1. Distance-learning days COUNT towards 180 required days of attendance. Days are full-paid work days.
2. Schools will provide daily schedules with start-end times, lunch, PLCs, etc.
3. If you teach a class of students or provide one-on-one or small group services, you will conduct distance learning.
4. All normal-operating instructional requirements remain (lesson planning and submission, delivery, grading, recording)
5. Communication with students or parents via district email or via Google Meet/Hangout is required.
6. Teachers must be available for students and parents during student contact time (8:30-11:30 AM; 1:00- 2:15 PM).
7. Use of Google Classroom is recommended (if possible)
8. Student expectations for online learning should be posted in your Google Classroom.
9. Your supervising administrator and Department Chair must be added as teachers to your classroom

10. Lessons and activities must be posted by 8:30 AM every day

Assignments

- a. Will focus on building key skills or reviewing content standards
- b. Will be manageable in length.
- c. Time allotment per grade:
 - i. Grades PreK-5 - 15-20 minutes to complete.
 - ii. Grades 6th-8th - 30-40 minutes to complete.
 - iii. Grades 9th – 12th - 60 minutes to complete.

Special Population

- a. To meet the 10 hour per week and 2 hour per day requirement the district will be providing each student with folders containing work from their class in each of the disciplines taught within their classrooms.
- b. Instructional accommodations and modifications will be followed as appropriate.
- c. Teachers will use the adaptive technology resources, if possible, that are available for the students.
- d. IEPs for students will be followed with flexibility in relation to service minutes. Missed minutes of service (PT/OT/Speech/etc.) will be made up when regular school services resume.
- e. Any evaluation or conference that can be rescheduled after regular school services resume will be rescheduled. Time-sensitive evaluations or conferences will be held via phone or video conference.
- f. Daily check-ins for students Child Study Team members, school psychologists, social workers, etc. will occur daily or on a schedule determined by the Directors of Guidance and Special Services.

OT/PT/Speech

Provide work packets and/or exercises for students to perform during their absence from school. Missed direct services should be made up prior to the end of the school year.

CST and Teachers:

During the school closure, CST will continue to conduct their scheduled IEP meetings according to their annual review schedule. The IEP meetings can occur via video conference or through a phone conference. If you are scheduled to serve as the general or special education teacher in a meeting, you are still required to participate. If you are concerned with the privacy of your phone number, you can use *67, before dialing in or join the meeting using a Google voice number.

To meet the 10 hours per week and 2 hours per day requirement, teachers will be providing each special education student with folders containing work from their class in each of the disciplines taught within their classrooms. Instructional accommodations and modifications must be incorporated as appropriate. Teachers will use the adaptive technology resources, if possible, that are available for the students. IEPs for students will be followed with flexibility in relation to service minutes. Case managers will track services, student progress, as well as the accommodation and modifications implemented during the remote period within the IEP system to ensure compliance. In addition, case managers will contact the parents or guardians of their students who have IEPs to ensure services are implemented in accordance with their IEP to the greatest extent possible and trouble shoot any additional concerns that may arise.

Monday and Tuesday-Confirm your AR IEP schedule with the teachers and related service staff members that will be participating in the IEP meetings. Confirm how the IEP meeting will be held (video conference or phone conference) and how the teacher will join the conference. Will you call them or will they call you? Be sure to get each other's phone numbers!

Communicate the same with parents so they know their scheduled IEP meeting will still occur. Any evaluation or reevaluation conference that can be rescheduled after regular school services resume may be rescheduled. Time-sensitive evaluations or conferences will be held via phone or video conference. You are expected to keep all CST processes in compliance during this district closure. Daily check-ins for all Child Study Team with the Director of Special Services.

Medically Fragile Students

- i. nurses will call/email to check in on medically fragile students
- ii. Case managers will be sure parents have resources at home for care/treatment;
- iii. arrangements will be made for the parents to pick up any equipment needed to complete academic activities at home
- iv. OT/PT/SP consult at pick up on how to use the equipment with check ins through the time

Guidance Counselors and Professional Personnel

I. High School

- a. Counseling will be provided through video chat or phone calls
- b. Finish course requests/Scheduling
- c. Reaching out to at-risk graduating students Reach out to students failing courses
- d. Making referrals for mental health issues
- e. Cancel upcoming standardized testing
- f. Coordinate scholarship application and supporting documents with seniors
- g. Junior college planning
- h. Coordinate with CST regarding updated IEP information
- i. Respond to parent and student emails
- j. Reaching out to at-risk graduating students
- k. Reach out to students failing courses
- l. Coordinate scholarship application and supporting documents with seniors

- m. Fix scheduling conflicts
- n. Coordinate senior award
- o. 504 annual reviews

II. Elementary and Middle School

Counseling will be provided through video chat or phone calls from the school office or Google voice number from home.

- p. Reach out to families/students through email and/or Google voice number
- q. Communicating with staff (teachers and CST) to discuss student concerns,
 - 1. I&RS concerns, at risk students, 504 updates.
 - 2. Middle school counselors could work on scheduling for high school.
- r. Elementary counselors could work on their grade at risk forms.
- s. Counselors could be updating and working on student tracking in RTI and 504 direct.
- t. Reading student reflections or assignment feedback from assigned student work.
- u. Counselors can work on restorative practices to implement in school - collaborating with fellow counselors and teachers.
- v. Lesson planning and development for guidance concepts.
- w. Professional Development, book reviews/ online webinars.
- x. Middle school counselors check in with possible retention students
- y. Work on chronic absenteeism data and initiatives.

III. SAC counselor

SAC Packets for each student including but not limited to:

- i. Mindfulness Exercises
- ii. Mediation Exercises
- iii. Breathing/Yoga Exercises
- iv. Self-Care Strategies- Nutrition
- v. Vaping Education (Nicotine and THC)- Don't Get Vaped In
- vi. Teen Resource Page (websites, phone numbers)
- vii. Reflection Logs
- viii. Self-Check In Logs
- ix. Coping / Resiliency Skills
- x. Grief Resources
- xi. Future Concerns Sheet
- xii. Cyberbullying / Social Media Sheet
- xiii. Overview of Substance Abuse- (Brain Development)

- xiv. Overview of Mental Health
- xv. Healthy Relationship Boundaries Sheet
- xvi. Consultation through video chat and phone calls
- xvii. Check Submitted Worksheets
- xviii. Online PD Workshops / Webinars / Research

IV. Nurses

- a. Complete Kindergarten Registration Health Folders
- b. Complete transfer of health screening results to A-45s
- c. Update Awareness List
- d. Replenish Blood borne Packets for Teachers
- e. Start paperwork to give to parents in June for **2025-2026** school year Medication forms, Food Allergy Action Plans, Asthma Action Plans, Seizure Action Plans, EpiPen designee and Emergency Action Plans.
- f. Review policies and update accordingly via phone with nurses on committee
- g. Complete transfer of health screening results
- h. Coordinate Athletic physical packets for Spring sports
- i. Complete Ed-data supply order
- j. Review policies and update accordingly via phone with nurses on committee
- k. Coordinate Athletic physical packets for Spring sports
- l. Complete supply order

V. Educational Assistants

- a. Will communicate on a daily basis with their room teachers to plan activities and coordinate lessons for their students including but not limited to:
 - i. Inclusive learning
 - ii. Behavior management
 - iii. Social emotional learning
 - iv. IEP implementation
 - v. Roles and responsibilities
 - vi. Grading Assignments
 - vii. Preparing reports

Free and Reduced Lunch Program

School meals will be available for pick up at designated school locations for all families at a designated day and time. The anticipated meal distribution will occur during the hours of

11:00 AM to 1:00 PM and the information will be disseminated via ThrillShare, District website, and the Facebook page.

All food orders will be placed as needed depending on the length of closure. All prepared meals and menus will follow the required guidelines set by the NJDA and will follow the safety and sanitation guidelines of the local health department.

Attendance

The guidance for remote instruction in school year **2026-2027**, including what constitutes a school day in session, was issued on August 13, 2020 through E.O. No. 175. As stated in E.O. No. 175, a school day, whether in-person or remote, must consist of at least four (4) hours of active instruction, exclusive of recess periods or lunch periods, and which may include synchronous and/or asynchronous instruction to students by an appropriately certified teacher. One continuous session of two and one-half hours may be considered a full day in kindergarten, pursuant to N.J.A.C. 6A:32-8.3, but a full school day of kindergarten must be at least four hours long in districts formerly designated as Abbott school districts. Districts must ensure the requirements set forth in N.J.S.A. 18A:7F-9 for a 180-day school year are met. Finally, per N.J.S.A. 18A:35-4.31 districts must provide a daily recess period of at least 20 minutes for students in grades kindergarten through five.

Consistent with E.O. No. 175, when determining attendance for remote instruction, teachers will consider both the number of instructional hours in a school day as well as student participation in their assigned instruction. For attendance, teachers may employ multiple ways to determine whether a student in a remote learning environment is present or absent, including attending check-ins through the internet or telephone, logging in to online learning platforms, or

monitoring student submission of assignments. The student will be marked as PV (present virtual) in this situation in our student management system

Teachers will monitor student performance and attendance on a daily basis. Teachers are expected to communicate with families regularly during this time including the utilization of Class DoJo, Remind (app), Google Classroom, email, phone, and open hours (virtual meetings) for students/families to communicate with the teacher. Teachers will be expected to communicate with parents when a student is not participating in online instruction and/or submitting assignments. If failure to comply with attendance and participation continues, the teacher will communicate their concerns to a school counselor. The school counselor and the teacher will work with the parent and student to develop an intervention plan to get the student involved, engaged, and learning. The teacher will determine what credit is to be awarded to a student for make-up work. Where class participation is a factor in the learning process, the teacher may consider a student's absence in determining a final grade, except when the absences are for the observance of a religious holiday or absence for a student's suspension from school. Those incidences will not adversely affect the student's grade. If barriers persist, the teacher and counselor will work with their building principal to remove the barriers. If they continue, the teacher may record an incomplete grade for a student who has not had a full opportunity to make up missed work. If the student is in secondary school, they may be dropped from a course or denied credit if they accumulate eight or more absences in a semester course, or sixteen or more absences in a full-year course. Regardless of the reason for the absence, all absences will count toward the total except those due to the observance of a religious holiday, those excused in accordance with school register reporting requirements, or those resulting from a student's

suspension. Once all appropriate steps have been taken, and in accordance with the code, a referral to the principal and/or the filing of truancy charges should be made if necessary.

Students with excessive absences may be denied participation in co-curricular activities and/or athletic competitions. However, no student who is absent from school for the observance of a religious holiday may be deprived of any award or eligibility for the opportunity to compete for any award because of the absence(s). All secondary students will have the opportunity to attend credit recovery through the district's Achieve Beyond Program.

Addressing English Language Learners

New Jersey's Administrative Code (N.J.A.C. 6A-15-1.6) requires that school districts provide a bilingual program, English as a second language (ESL) program, or English language services (ELS). Upon the need to provide remote instruction, the district will continue to implement services to its ELL population through electronic means. The ELL population will be afforded and required to follow the same instructional academic procedures as outlined above as the regular education students. In addition, as outlined above all procedures of Special Education Bilingual/ESL students will follow the outlined instructional procedure above for special education students in accordance with the students' IEP. All district personnel will include the bilingual/ESL population within their monitoring and remote instructional job responsibilities outlined above.

The Bilingual/ ESL population will adhere to the district's remote instruction, academic and instructional expectations, free/reduced lunch program and attendance procedure established. The district has one-to-one digital technology from grades 4-12. All 4-12 grade students are given Chromebooks at the start of the school year. PreK-3 will receive paper-based instruction

provided by the bilingual/ ESL teacher and electronic devices will be distributed upon need. The district will utilize all available electronic resources to communication with its Bilingual/ ESL population, including its website, ED connect, email and social media. In addition, the district will provide all school materials in the primary language of the family and secure interpretive services when needed.

The district's ELL identification process includes measures of both content and language proficiency and development is overseen in collaboration with the Office of Curriculum and Instruction, the Bilingual/ ESL supervisor and the Bilingual/ESL teachers. The home survey and other parent communication is provided in both the written English and Spanish language. The district will provide the material in another language at the request of the family or the district's awareness of their need. The Records Review Process NJDOE ELL Entry and Exit: the Bilingual/ESL teacher conducts Step 2, of the bilingual/ESL identification process. Bilingual/ESL identification begins as early as the preschool level. The procedural identification process will remain.

The district provides a high-quality, evidence-based curricular LIEP design and harnesses the value of family engagement to all Pre-Kindergarten to 12th grade. All ELL students are enrolled in the required courses, with support, to prepare them to meet the New Jersey Student Learning Standards (NJSLS) for high school graduation. Penns-Grove -Carneys Point Regional School District provides Bilingual tutorial and Hi-Intensity ESL LIEP programs. The district will continue to review the master schedule to ensure that ELL students have access to the full curriculum, including Advanced Placement (AP), Gifted & Talented (G&T) and are able to participate in school-based, extracurricular activities, related to academics, sports, arts, life skills and internship, volunteering, 21st Century Learning, and our Title 1 extended day programs.

A bilingual parent advisory committee (PAC) is established in the district consisting primarily of the parents of ELLs, bilingual/ESL educators and supervisors. Members of the district's PAC contribute to the selection of the LIEP(s) type. The following topics are shared with parents of ELL students:

- Helping with Homework
- What does it mean that my child is an ELL?
- How to use technology
- Other post-graduation opportunities

In the onset of remote instruction for an extended period of time, the PAC team will convene as needed to evaluate the district Bilingual/ ESL needs.

The district and schools create a culturally and linguistically welcoming environment for students and families. In recent years, the district has hired K-12 Bilingual/Bicultural and/or ESL certified staff to match the ELL population demographic growth trends. PreK-12 certified teachers are trained in socio-emotional and/or culturally responsive teaching and learning. Processes are in place to assure the development of ESL/bilingual curricula that are aligned to the WIDA English Language Development Standards. The district routinely reviews the eligibility criteria for participation in advanced courses to ensure equitable access for ELLs and parity in participation. The district participates in the N.J. State Seal of Biliteracy. The district will continue to implement the board approved procedures to maintain the viability of the Bilingual/ESL program curricula and the Bilingual and /ESL students' success.

Stakeholders are annually engaged to analyze data, assess needs and identify root causes, identify LIEPs, and monitor progress. The following assessments and other measures are used to evaluate the effectiveness of the LIEPs;

- Class grades
- New Jersey Student Learning Assessment (NJSLA) English Language Arts (ELA) performance
- Summative assessments
 - WIDA assessments (ACCESS for ELLs, Alternative ACCESS, MODEL, Screener)

Bilingual/ESL teacher will increase the frequency in monitoring students' performance utilizing MAP and additional measures (report cards, Lexia, IXL, ALEKS, Achieve3000) and maintain accurate records of student progress to share progress reports to parents/guardians via, the parent portal, parent-teacher Google meets, and email.

All staff have been trained in Sheltered English Instruction. They are encouraged to differentiate instruction daily, and to use infuse technology whenever possible in their lessons. In the event of remote learning, teachers would be encouraged to continue this practice. Thereby, ensuring access to the same standard of education as their non-ELL peers. In the event of remote learning from the start of the school year, Sheltered English Instruction training for new staff members will be implemented via Zoom. Additionally, training for all staff will include culturally responsiveness, trauma-informed teaching, and socio-emotional learning for students affected by a forced migration from their home country. All training will take place via Zoom.

M-685 Implicit Bias and Cultural Responsiveness for Educators

Implicit bias comprises the unconscious, subtle associations you make among people; it's your automatic, positive or negative preference for someone, based on your perception of that person's race, gender, age, ethnicity and abilities. Culturally responsive teaching (i.e., culturally responsive pedagogy) integrates students' background knowledge and prior life experiences into the curriculum, into learning activities and into the classroom environment; each child's uniqueness is considered an asset and nurtured by the instructor. By taking this course, you will learn: the difference between culture, schemas and stereotypes; how stereotypes are formed;

the difference between the cognitive, affective and behavioral components of bias; the difference between implicit and explicit bias; how to minimize implicit bias through stereotype replacement, counter-stereotypic imaging, individuation, perspective taking and increased positive contact; how to respond positively to personal bias; the meaning of cultural competence and why it's important; how to become a culturally competent educator by studying history, thinking and writing reflectively, listening, visiting students' families and communities and learning from your colleagues; how to create a culturally responsive classroom by forging positive student relationships, acknowledging student differences and similarities, celebrating cultural identity, preparing student for a diverse world, promoting respect, using valid assessment measures, encouraging critical thinking, including anti-bias themes in your curriculum and implementing a "do no harm" approach in classroom; what five instructional strategies — and three techniques — you can employ to become more culturally responsive; the difference between basic interpersonal communicative skills (BICS) and cognitive academic language proficiency (CALP); what challenges English-as-a-second-language (ESL) students face when developing social language and academic language; and how you can provide linguistic support for ESL students.

Facilities

The Director of Buildings and Grounds will work with the custodial staff and maintenance staff to ensure the daily upkeep of each school building. All staff will be provided the appropriate personal protective equipment needed to address the rationale for an extended closure (Covid-19, masks, gloves, etc.). A thorough cleaning of all high traffic areas will be conducted followed by the sanitation of all classrooms; including furniture, door handles, phones, receivers, computer keyboards, mice, and any other classroom materials that are typically handled by more than one person at a time. The Director of Buildings and Grounds will ensure that a thorough cleaning and sanitation of student and staff bathrooms is done on a regular and cyclical basis following student and staff return from an extended closure.

If social distancing becomes a need for students and staff to return to the building for in-person instruction, then the Director of Buildings and Grounds will work with individual principals and their custodial teams to re-configure the classroom furniture as needed. In addition, any outside work to the school buildings and/or grounds should be conducted during this time.

Other Considerations

a. Accelerated learning opportunities

- The district shall continue offering accelerated learning opportunities as outlined in the course of study through remote instruction and in partnership with the local community college.

b. Social and emotional health of staff and students

- SBYS clinicians, Guidance Counselors, School Psychologists, and School Social Workers will be available to staff and students during school closure. Any student or staff that is experiencing an emergency situation should be referred to their nearest crisis center or to Perform Care at 1877-652-7624

c. Title I Extended Learning Programs, 21st Century Community Learning Center Programs

- Adjust educational programs to accommodate social distancing and other preventive measures.

e. Credit recovery

- Credit recovery programs will continue to be offered to high school students due to failing grades or attendance on the same schedule as Achieve Beyond during the school year

f. Other extended student learning opportunities

- Program offerings such as ESY and Summer Learning would be offered to students virtually if in-person learning is not possible. Hybrid programs providing in-person/virtual instruction may also be offered during the summer months.

g. Transportation

- A limited number of buses will be available for the transport of students. All buses will operate on staggered times.
- Social distancing on buses is required.

h. Extra-curricular programs

- Sports and extracurricular clubs and activities will continue to the greatest extent possible while ensuring social distancing in classrooms, halls, cafeteria, and locker rooms.

i. Childcare

- Childcare may be provided for district personnel’s school-age child(ren). This will support the teachers and staff members’ ability to work in person. An application and administrative approval would be needed for this accommodation.

j. Community programming

- Community support and programming such as SEPEG and CPIS will continue to be held either in person or virtually on a quarterly basis. Scheduled BOE meetings will also be held in person or virtually via Zoom.

District Office Employee Name	Role
Dr. Zenaida Cobian	Superintendent of Schools
Kimberly Dickson	Administrative Assistant to the Superintendent
Christina Hunt	Business Administrator
Marie Barbara	Administrative Assistant to the School Business Administrator
Melanie Allen	Assistant School Business Administrator
Denise Wilkins	Payroll/Health Benefits Coordinator
Denise Wharton	Accounts Payable/Purchasing Clerk
Kevin Tocco	Director of Building and Grounds
Daphne Ortiz	Transportation Coordinator
Colleen Green	Director of Food Services
Michelle Santimaw	Secretary to the Director of Food Services
Dr. Sydonie Maitland	Director of Curriculum and Instruction

Colleen Flaherty	Confidential Secretary to the Director of Curriculum and Instruction
Nicole Hannah	Supervisor of Humanities
Dr. Regina Washington	Supervisor of Math and Science
Rebecca Moody	Director of Human Resources
Tara O'Neill	Confidential Secretary to the Director of Human Resources
	Director of Special Services and Early Childhood
Frances Megahan	Secretary to the Director of Special Services and Early Childhood
Arsenio Gonzalez	District Safety and Security Specialist
Building Administration	Role
Lory O'Brien	Penns Grove High School Principal
	Penns Grove High School Assistant Principal
Anwar Golden	Penns Grove High School Assistant Principal
Abner Mendoza	Penns Grove Middle School Principal
Dr. Anthony DeBonis	Penns Grove Middle School Assistant Principal
Dr. Cameron Baynes	Paul W. Carleton School Principal
Dr. Mary Kwiatkowski	Field Street School Principal
Dr. Georgette Meister	Lafayette-Pershing School Principal