

Princeton Public Schools



Live to Learn, Learn to Live

Restart and Reopening Plan
2020-2021

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INTRODUCTION

The Princeton Public School District is committed to educating our students with health, wellness, and safety as a primary concern. As the state begins to open its doors with new guidelines in place, the District recognizes its ability to provide in-person instruction will be severely impacted.

PURPOSE

This plan provides guidance to the Princeton Public School District and serves as the plan for reopening. This plan does not replace or supersede any laws or policies; it simply serves to assist in addressing additional concerns, challenges, and considerations specific to reopening with new guidelines in place.

DEMOGRAPHIC DATA

In order to effectively plan, the demographics of the Princeton Public School District must be considered. Currently, there are 3,789 students in the District. Of those students, 604 (15.9%) are considered Special Education students. 177 (4.6%) of students are English Language Learners. The District also has 493 (13%) participating in the federal meals benefit program.

REOPENING CONSIDERATIONS AND RESPONSE

COMMUNICATION

The Superintendent will work closely with the Communications Assistant to ensure all information regarding the District’s state of organizational readiness is communicated to the school community.

PANDEMIC RESPONSE TEAMS

The Princeton Public Schools Pandemic Response teams meet the minimum requirements. Certain schools have added additional personnel that go above and beyond.

Princeton High School	JW Middle School
Jessica Baxter, Principal	Jason Burr, Principal
Dave Rosenfeld, Child Study Team Member	Edwina Hawes, Child Study team member
Kristina Donovan, Counselor/Mental Health Expert	Kristina Donovan/Vanessa Bernal, Counselor/Mental Health Expert
Lisa Goldsmith, School Nurse	Kathleen Bihuniak, School Nurse
Scott Goldsmith, School Safety Personnel	Christian Hernandez, School Safety Personnel
Diana Lygas, Member of School Safety Team	Louise Hoffman/Aliya Ali, Member of School Safety Team
Glenn Crawford, Custodian	Hector Lamos, Custodian
Shazia Manekia, Parent	Kim Marks/Veronica Foreman, Parents
Jen Bigioni, Teacher	John McCann, Teacher
Bob Corell, Teacher	Ashely Smith, Teacher
Renee Szporn, Teacher	
Courtney Crane, Teacher	

<p>Lenora Keel, Social Worker Sasha Weinstein, Parent Crystal Riddick, Supervisor Jared Warren, Assistant Principal Rashone Johnson, Assistant Principal Maggie Cruz, Nurse Lisa Peters, CST Jen Kuntz, CST Paulo Velasco, Counselor</p>	<p>James Sweeney, Teacher Jennifer Simon, Teacher Janet Gaudino, Teacher Matthew Halfacre, Teacher Yerana Valentine, Teacher</p>
<p>Community Park Dineen Gruchacz, Principal Liz Marmo, Child Study team member Liz Cameron, Counselor/Mental Health Expert Vera Maynard, School Nurse Mona Jain, School Safety Personnel Ryan Weigand, Custodian Brona Kane, Parent Mary Gutierrez, Teacher Rosie Paco, Teacher Marian Figueroa-Toro, Teacher Katie Sampson, Teacher</p>	<p>Littlebrook Elementary Luis Ramirez, Principal Holly Javick, School Nurse Billionaire Rhee, School Safety Personnel Julio Sierra, Custodian Kati Dunn, Parent Ted Holsten, Teacher Jeanine Ryan, Teacher Carole Braun, Instructional Aide Sonja Ernst, Parent Beth Martinetti, Parent Hal Friedlander, Parent Mona Shah, Parent Corinne Ryan, Parent</p>
<p>Johnson Park Elementary School Angela Siso Stentz, Principal Elizabeth Dyeovich, School Nurse Michael Paparesta, School Safety Personnel Erin Ketterer, Member of School Safety team Jim Abbott, Custodian Imani Rosario, Parent Susan Heller, Teacher Christina Maloney, Teacher Julie Frank, Teacher Tyler Kukla, Teacher Jen Crowder, Teacher Sharon Vunk, Teacher Lauren Palumbo, Teacher Leslie Germaine, Teacher Maureen Augustin, Teacher Sadaf Abbasi, Instructional Aide Taylor Tria, Instructional Aide Aide Pat Lenihan, Supervisor Michele Cowell, Secretary Kimberly Ramsay, Instructional Aide Patricia Schwarte, Instructional Aide</p>	<p>Riverside Elementary School Mark Shelley, Principal Emily Keefe, Child Study team member Ben Samara, Counselor/Mental Health EXPert Sarah Gooen-Chen, School Nurse Sara Leta, Member of School Safety team Patrick Cavanagh, Custodian Shana Elga, Parent Karen Athanassiades, Teacher Kirsten Bertone, Teacher Anne Kiesewetter, Teacher Gita Varadajaran, Teacher Devon Markowski, Teacher Alison Unkert, Teacher Jen Lennon, Teacher Indra Barnwell, Secretary Lisa Colombero, Secretary Mary Beth Bardachino, Instructional Aide Shilpa Narula, Instructional Aide Danielle Boyle -- Parent Bram & Rakia Reynolds, Parents</p>

District Pandemic Response team – includes a member of each school team

- Barry Galasso, Interim Superintendent
- Robert Ginsberg, Assistant Superintendent
- Mike Volpe, Assistant Superintendent
- Matt Bouldin, Business Administrator
- Micki Crisafulli, Director of Student Services
- David Harding, Director of Plant and Operations
- Jessica Baxter, PHS Principal
- Jason Burr, JWMS Principal
- Dineen Gruchasz, Community Park Principal
- Luis Ramirez, Littlebrook Principal
- Angela Siso-Stentz, Acting Johnson Park Principal
- Mark Shelley, Riverside Principal
- Lisa Goldsmith, Nurse
- Elizabeth Dyeovich, Nurse
- Kristina Donovan, Supervisor of Counseling
- Tom Marrero, Parent
- Lanniece Hall, Parent
- Shilpe Pai, Parent
- Rob Helmrich, School Doctor
- Beverly Radice, School Doctor

Pandemic Response Team Responsibilities

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols as needed.
- Providing staff with needed support and training.
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posted by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

CONTINUITY PLAN

REQUIREMENTS TO REOPEN

The *Continuity of Learning* section is tempered by the recognition that uncertainties remain regarding the degree to which the District will be able to return students to brick and mortar education. Progress along the State’s multi-stage restart strategy will continue to dictate the broad parameters under which sectors of New Jersey’s economy and society may reopen, including New Jersey schools.

SCHEDULING

The District’s reopening plan will account for resuming in-person instruction in some capacity. Scheduling decisions will be informed by careful evaluation of the health and safety standards and the most up to date guidance from the New Jersey Department of Health (NJDOH), as well the stakeholder input on the needs of all students. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.

According to the Road Back Plan, “Hours of instructional time are not defined as a student’s time spent in front of a teacher or in front of a screen, but time engaged in standards-based learning under the guidance and direction of a teacher.” The New Jersey Department of Education (NJDOE) recommends districts prioritize flexibility and creative planning to maximize opportunities to learn with considerations for what is developmentally appropriate for a student’s grade level and accommodate the varying levels of parent or guardian support during at-home instruction.

Systems which support in-person, fully virtual and hybrid learning will serve as the foundation for the development of a strategic plan for delivering instruction to students in alignment with the following core guiding principles:

- Lead with the health, safety, and wellness of students and staff as the top priority.
- Maintain the continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibly accommodate the needs and varying circumstances of all learners.

The NJDOE has recognized that a one-size fits all plan to accommodate hybrid or remote learning is neither feasible, nor appropriate, and has committed to supporting school leaders in developing their plans to reopen schools.

GENERAL GUIDELINES FOR SAFETY, HEALTH, AND WELLNESS

In all stages and phases of pandemic response and recovery, schools must comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines. Schools must also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand washing, and the use of face coverings.

Basic physical safety needs

- Social and emotional strategies will be incorporated to support student and staff safety, health, and wellness.
- Environmental factors that can impact educators' capacity to teach and students' capacity to learn have been considered and incorporated.
- PPS has developed protocols for social distancing on buses and will ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- PPS will create contingency plans as needed for considering the needs of medically vulnerable students and staff and learners with special needs within the plans for hybrid and virtual instruction.
- PPS has developed plans to pivot to completely virtual learning to ensure a smooth transition if necessary and ensure students and staff have everything they need to transition on short notice.
- PPS has adopted a protocol for screening students and employees for symptoms of COVID-19 and history of exposure and will strive for social distancing within the classroom and on school buses.
- Physical distance of 6' will be followed.
- PPS has adopted cleaning and disinfecting procedures.
- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Schools will allow for social distancing within the classroom to the maximum extent practicable. This is achieved by ensuring students are seated at least 6 feet apart and considering the flow of student traffic around the room.
- Students will be required to wear face coverings and are required to maintain social distancing from others. Should a mask not be allowed due to a medical concern, a note must be provided. Accommodations will be made, such as the requirement to wear a face shield.

CDC Health and Safety Guidelines

In all stages and phases of pandemic response and recovery, the CDC recommends actions, which Princeton Public Schools has incorporated into the reopening plan:

- Establishing and maintaining communication with local and state authorities to determine current mitigation levels in your community
- Protecting and supporting staff and students who are at higher risk for severe illness, such as providing options for telework and virtual learning
- Following CDC's Guidance for Schools and Childcare Programs
- Promoting behaviors that reduce spread
- Stay home requirement when appropriate
- Hand hygiene and respiratory etiquette
- Face coverings
- Signs and messages
- Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years

and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised
- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

Screening, PPE, and Response to Students and Staff Presenting Symptoms

PPS will safely and respectfully screen students and employees for symptoms of and history of exposure to COVID-19. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. If the district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, we will immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

The protocol for screening students and employees upon arrival for symptoms and history of exposure will include the following:

- Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.
- All screening practices will consider students with disabilities and accommodations that may be needed in the screening process for those students.

Protocols include:

- Establishment of an isolation space in each school. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
- Following of current Communicable Disease Service guidance for illness reporting.
- Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
- Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
- Continuous monitoring of symptoms.

- Re-admittance policies consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Services Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19
- Written protocols to address a positive case.
- Encouragement of parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
- Requirement of school staff and visitors to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- Requirement of students to wear face coverings when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Accommodations will be considered should medical documentation be presented to justify a modification to the district's requirement for students to wear a mask.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, entry to the school/district facility may be denied.

Additional Protocols:

- Students and staff will be asked to leave or not come into school if they or a member of their immediate household test positive for COVID-19.
- Students or staff members may be asked to be medically excluded should they exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:
 - A fever of 100.4° F or greater
 - Cough
 - Shortness of breath or difficulty breathing
 - Chills
 - Repeated shaking with chills
 - Muscle pain
 - Headache
 - Sore throat
 - New loss of taste or smell
 - Fatigue
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea

Personal Protective Equipment (PPE)

Special consideration will be given to protection for staff members, such as school nurses, custodians, and some special education teachers, paraprofessionals and service providers, who will be in close contact with students or will handle waste materials.

- Cloth face coverings protect others if the wearer is infected with COVID-19 and is not aware.
- Evidence continues to mount on the importance of universal face coverings in interrupting the spread of COVID-19.
- For individuals who have difficulty with wearing a cloth face covering and it is not medically compromised to wear a face covering, medical documentation must be provided, and an accommodation of a face shield may be considered.
- For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. The district will provide products (e.g., face coverings with clear panels in the front) to facilitate student learning among these populations, if the PPE is available.
- Students and staff will be trained in how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene when removing for meals and physical activity, and for replacing and maintaining (washing regularly) a cloth face covering.
- School health staff will be provided with appropriate medical PPE to use in health suites. This PPE includes N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection.
- School health staff will be made aware of the CDC guidance on infection control measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible.
- The CDC recommends that nebulizer treatments at school should be reserved for children who cannot use or do not have access to an inhaler (with spacer or spacer with mask).
- If required while waiting for a student to be picked up to go home or for emergency personnel to arrive, when using nebulizer or a peak flow meter, school health staff will wear gloves, an N95 facemask, and eye protection.
- Staff will be trained on proper donning and doffing procedures and follow the CDC guidance regarding precautions when performing aerosol-generating procedures.
- Nebulizer treatments and suctioning should not be performed.
- Nurses will communicate with parents and physicians to consider prescribing only MDI inhalers with spacers for students with reactive airways during school hours.
- Aerosol nebulization is considered to be a high risk for transmission and requires gown, gloves, N95 respirator, and eye protection and a negative airflow room is preferred
- Rooms will be well ventilated, or treatments will be performed outside. After the use of bronchodilators, the room will undergo routine cleaning and disinfection.

Health Screening and Temperature Check

- Parents will be instructed to keep their child at home if he/she is ill.
- Any student or staff member with a fever of 100.4 degrees or greater or symptoms of possible COVID-19 virus infection should not be present in school.
- Each day parents will be asked to report on symptoms and temperature checks done at home. Procedures using phone systems or online reporting rely on parent reporting and may be most practical but possibly unreliable, depending on an individual family's ability to use these communication processes, especially if not made available in their primary language. Although imperfect, these processes are the most practical and likely to identify the most ill children who should not be in school.
- School nurses will be equipped to measure temperatures for any student or staff member who may become ill during the school day and will have an identified area to separate or isolate students who may have COVID-19 symptoms.

Physical Distancing Measures

- Physical distancing or “social distancing” will be adhered to following the Centers for Disease Control and Prevention (CDC) recommendation that schools "space seating/desks at least 6 feet apart when feasible."
- Social distancing is critical to lowering risk of spread of COVID19. The primary goal of social distancing is to decrease the potential transmission through respiratory droplets by persons in close proximity.
- Face masks will be required.
- Classroom capacity will be limited to no greater than 50% capacity or the assurance of 64 square feet per person, whichever is less.
- Visitors, including parents, will be discouraged from entering the school building.
- Physical barriers, such as plexiglass, will be provided in reception areas and spaces where the environment does not accommodate physical distancing, and congregating in shared spaces, such as staff lounge areas is discouraged.

Extracurricular Activities and Use of Facilities Outside of School Hours

- Beginning from the time of the School Related Closure through the conclusion of the public health crisis, PPS intends to limit the utilization of facilities for all outside groups. This includes all evening and weekend hours.
- Should any extracurricular activities be allowed for school related purposes, any visitor, spectator, or participant must comply with applicable social distancing requirements and hygiene protocols.
- Signage encouraging social distancing and masks will be posted.
- Any utilization of school facilities must follow district guidance on health and safety protocols.

Suspected COVID-19 Case

- Nurses and administrators will coordinate with local health officials. Once learning of a COVID-19 case in someone who has been in the school, the Princeton Health Dept. will be notified immediately. Local health officials will help administrators determine a course of action.
- Local health officials' recommendations for the scope (e.g., a single school, multiple schools, the full district) and duration of school closure will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.
- Dismissing students and most staff for 2-5 days will be considered. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the local health officials to help the school determine appropriate next steps, including whether an extended closure is needed to stop or slow further spread of COVID-19.
- The District will coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure to staff, students and community.
- In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act and the Family Education Rights and Privacy Act.
- Staff will close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Staff will open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- The school district will seek guidance from local health officials to determine when students and staff should return to schools and what additional steps are needed for the school community.
- In addition, students and staff who are well but are taking care of or share a home with someone with a case of COVID-19 should follow instructions from local health officials to determine when to return to school.

Teach and reinforce healthy hygiene practices.

- Staff will be trained on healthy hygiene practices, so they can teach these to students.
- Staff will ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after nose blowing, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, the use of an alcohol-based hand sanitizer that contains at least 60% alcohol will be allowed.
- CDC offers several free handwashing resources that include [health promotion materials](#), information on [proper handwashing technique](#), and [tips for families to help children develop good handwashing habits](#).
- The District will ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissue) to support healthy hygiene practices.

Intensify cleaning and disinfection efforts.

- Surfaces and objects that are frequently touched will be routinely cleaned and disinfected. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Custodians will clean with the cleaners typically used.
- The District will provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use.
- The District will ensure adequate supplies to support cleaning and disinfection practices.

Monitor and plan for absenteeism.

- School administration will review the usual absenteeism patterns among both students and staff of their school.
- District administration will alert local health officials about large increases in student and staff absenteeism, particularly if absences appear due to respiratory illnesses (like the common cold or the “flu,” which have symptoms similar to COVID-19).
- Students and staff will be encouraged to stay home when sick, even without documentation from doctors. The District will use flexibility, when possible, to allow staff to stay home to care for sick family members.
- The District has identified critical job functions and positions and has planned for alternative coverage by cross-training staff.
- The District will determine what level of absenteeism will disrupt continuity of teaching and learning through the monitoring process.

Assessment of group gatherings and events. Postponement of non-critical gatherings and events.

- The District has canceled all upcoming gatherings and large events for our school community (e.g., assemblies, field days, spirit nights, athletic events).
- The District will monitor future event and, in consultation with local health officials, will determine which events can be held safely

Requirement of sick students and staff to stay home. Establishment of procedures for students and staff who are sick at school.

- The District will issue frequent reminders to staff, students and parents to stay home if they are not feeling well .
- Administration and school nurses will ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.
- Nursing staff will keep sick students and staff, particularly those with symptoms of respiratory illness, separate from well students and staff until they can leave. Each school has established areas where these individuals can be isolated from well students and staff until they can leave the school.

Social distancing strategies in schools:

- Schools will not engage in field trips, assemblies or other large group gatherings
- Schools will cancel or modify classes where students are likely to be in very close contact.
- Schools will increase the space between desks and rearrange student desks to maximize the space between students.
- Schools will avoid mixing students in common areas.
- The District will reduce congestion in the health office by creating an isolation area for students with possible symptoms of COVID-19.
- Schools will limit nonessential visitors by limiting or canceling event that require volunteers for classroom activities, mystery readers, cafeteria support, and other activities.
- The district will educate staff, students, and their families about the need to social distance and explain why this is important.

Adequate Supplies

- The District will support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, and cloth face coverings (as feasible).

Signs and Messages

- The District will post signs throughout all buildings in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures.

Cleaning and Disinfection

- Department of Buildings and Grounds will clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- Bus drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings) and will clean and disinfect school buses or other transport vehicles.
- District Building and Grounds department developed a schedule for increased, routine cleaning and disinfection.
- Buildings and Grounds Department will ensure safe and correct use and storage of cleaning and disinfection, including storing products securely away from children and will use products that meet EPA disinfection.
- Cleaning products will not be used near children, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects

- Teachers will discourage sharing of items that are difficult to clean or disinfect.
- Teachers will keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Schools will ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Teachers will avoid sharing electronic devices, toys, books, and other games or learning aids.

Ventilation

- The facilities department will ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible.

Water Systems

- Drinking fountains will be cleaned and sanitized but the district encourages staff and students to bring their own water to minimize use and touching of water fountains.

Modified Layouts

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.

Physical Barriers and Guides

- The District will install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Schools will provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

Communal Spaces

- Schools will close communal-use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, will stagger use and clean and disinfect between use.

Contact Tracing

Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. Close contact is defined as being within six feet for a period of at least 10 minutes. It is a long-standing practice and is an integral function of local health departments. All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district, have been provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. PPS will collaborate with the local health department and engage their school nurses as we develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Our contact tracing protocol will:

- Be developed in consultation with the local health department and with school nurses employed by the Board;
- Identify the criteria an individual must meet in order to activate the Board's contact tracing policy;
- Provide the district's responsibilities regarding notification of:
 - The local health department;
 - Staff, families and the public;
 - Identify the school and district's role in assisting the local health department to conduct contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Ensure adequate information and training is provided to school and district staff as necessary to enable staff to carry out responsibilities assigned to them under the policy; and
- Adhere to all applicable federal and state requirements regarding privacy of educational records (e.g. FERPA).
- Designate a staff liaison or liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy
- Include open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure could assist school districts provide prompt notification.

SOCIAL EMOTIONAL LEARNING, MENTAL HEALTH, AND WELLNESS

Social Emotional Learning (SEL)

Social emotional learning (SEL) will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. To this end, Princeton Public Schools has thoughtfully planned around the well-being of educators, so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and

empower educators' and staff's strengths.

To this end, the district Social Emotional and Health team has made plans (See appendix I) in preparing for school reopening including the following practices:

- Multi-tiered domain response that included physical health, social health, emotional / behavioral health, and trauma informed practices.
- The evaluation of staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school.
- Facilitating opportunities for connection and reflection among students, families, and staff (i.e., virtual town-halls, small group online meetings, surveys, etc.).
- Establishment of systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family is able to connect with for any needed support.

- Establishment of access to mental health and trauma supports for adults and students, which may include establishing partnerships with outside entities and agencies.
- Creation of opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- Commitment to training around topics such as:
 - Potential increases in bullying behavior;
 - Grief, loss, and trauma;
 - Mental health and supportive behaviors;
 - Bias, prejudice, and stigma;
 - Preparedness, hope, and resilience; and
 - Fear and anxiety.

Trauma-Informed Social and Emotional Learning

PPS has organized and prepared for the next school year by acknowledging the potential trauma that staff and students have faced during the COVID-19 school closures. Trauma-informed SEL is an approach to fostering youths' social-emotional development with practices that support all students but is particularly inclusive and responsive to the needs of children and youth who have experienced trauma. The district has worked to establish reliable learning environments where students who have experienced adversities and trauma:

- feel supported and connected;
- are welcome to explore their strengths and identities;
- can exercise their agency;
- can develop meaningful, positive relationships with adults and peers; and
- have access to the mental health supports they need.

School Climate

School climate refers to the quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals,

values, interpersonal relationships, teaching and learning practices, and organizational structures. The district maintains a school climate team in each school tasked with the following:

- Prioritizing the health and emotional well-being of staff and students above all else;
- Assessing the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address identified needs; and
- Planning to provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year.
- Providing school leaders and teachers with resources on SEL and trauma.
- Connecting with students and families to provide any needed supports.

For teachers:

- Embedding SEL skills and strategies in remote learning with students.
- Providing students with opportunities to connect with other students (within learning and socially).
- Being aware of any changes in student behavior and report concerns pursuant to district policy.

For student support staff:

- Providing professional development to colleagues in areas of expertise and attend professional development to obtain greater understanding.
- Supporting school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.

Mental Health & Wellness Supports

Feedback from educators, parents, school administrators, mental health professionals, and students suggests that COVID-19 will have significant psychological and emotional impacts on students. Additionally, PPS recognizes the potential negative social and emotional impact on students and staff in an environment that requires minimized social interactions, face coverings, and significant hygiene/cleaning protocols. Appropriate resources and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19. (See appendix I)

School Counseling Services

PPS commits considerable resources to the social, emotional, and personal development as well as the intellectual and physical growth of students. A comprehensive school counseling program is an integral component of the district's mission and is based upon standards in academic, career, and personal/social development. District-wide, there are 14 school counselors, one dean of students and one student assistance counselor who promote and enhance the learning process for all students in PreK through Grade 12.

School and student assistance counselors (SACs) are vital members of the educational team. School counselors assist students in the areas of academic achievement, personal/social development, and career development while SACs provide prevention and early intervention services to help students and their families receive the help and resources needed for improving overall well-being.

Trinity Counseling Services

PPS will continue to leverage a partnership with Trinity Counseling Services which provides licensed mental health clinicians to support students, families, and staff as follows:

- Access to Mental Health Services
- Collaboration with Mental Health Providers
- Mental Health Awareness & Education
- Consultation to Support Current Practices

Referrals are made via school counselors and the school's administrative team.

Child Study Team

Special Services works collaboratively with district staff, parents, and students to provide a free and appropriate public education to any student with a disability, ages 3 through 21, who is determined to be eligible for special education programs and/or services, per *N.J.A.C. 6A:14*. The administrative team provides leadership for a wide range of professional staff members and support personnel, including school psychologists, learning consultants, social workers, speech/language specialists, occupational therapists, physical therapists, sign language interpreters, special education teachers, and instructional assistants.

The Princeton Public School District provides a continuum of special education and related services to eligible students, including out-of-district programs in public and private settings, in-district self-contained classes, resource in-class and pull-out replacement programs, general education programs with appropriate accommodations and modifications, related services, and home instruction. All programs and services are based upon individual student needs as determined by each student's individualized education plan (IEP).

Intervention & Referral Services

All Princeton Public schools have an Intervention and Referral Service (I&RS) for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties and to assist staff who have difficulties in addressing students learning, behavior, or health needs. I&RS services are part of a larger district Multi-Tiered Systems of Supports (MTSS), a framework of academic and behavioral supports and interventions to improve student achievement.

Mental Health Screenings

The district has well-established procedures for identifying students in need of individualized mental health interventions. All counselors and crisis teams are trained on those protocols. Students/staff with mental health concerns as identified from appropriate health and wellness screenings and/or

via parent/staff referrals will have access to the school's wellness room where appropriate counseling support will be available and additional mental health screening will be provided as necessary.

Columbia Suicide Assessment Protocol

The District has supported all school counselors in The Columbia Protocol (C-SSRS) Certification and Training. The Columbia Protocol (C-SSRS) is designed to teach counselors how to help an adolescent who is experiencing a mental health crisis.

Self-Care

The District is committed to educating, promoting, and supporting a culture of care for students, families, and staff. [Self-care](#) practices are intentional activities for the purposes of caring for one's mental, emotional, and physical health.

Wellness Web-Page

As part of the District's commitment to supporting the health and well-being of our school community, the purpose of PPS Health and Wellness-page is to promote the understanding that wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life. Students, families, and staff are encouraged to embed these self-care resources into their daily routine.

Student and Family COVID-19 Resources

PPS continues to update and provide [resources](#) to students, families, and staff during COVID-19 pandemic and related school closure. The PPS Counseling Department has a webpage for mental health and COVID supports

OPERATIONS AND FACILITIES

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Transmission of coronavirus in general occurs much more commonly through respiratory droplets than through fomites. Current evidence suggests that novel coronavirus may remain viable for hours to days on surfaces made from a variety of materials. Cleaning of visibly dirty surfaces followed by disinfection is a best practice measure for prevention of COVID-19 and other viral respiratory illnesses in community settings.

Protocols are in alignment with the guidance provided by the CDC: <https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

Cleaning and Disinfection

As per the American Association of Pediatrics (AAP), “The main mode of COVID-19 spread is from person to person, primarily via droplet transmission. For this reason, strategies for infection prevention should center around this form of spread, including physical distancing, face coverings, and hand hygiene. Given the challenges that may exist in children and adolescents in effectively

adhering to recommendations, it is critical that staff are setting a good example for students by modeling behaviors around physical distancing, face coverings and hand hygiene.”

PPS will maintain the following guidelines:

- Cleaning will be performed per established protocols followed by disinfection when appropriate.
- Normal cleaning with soap and water decreases the viral load and optimizes the efficacy of disinfectants.
- The use of EPA approved disinfectants against COVID-19 will be used.
- In general, elimination of high-touch surfaces is preferable to frequent cleaning.
- Eliminate the use of lockers, particularly if they are located in shared spaces or hallways.
- When elimination is not possible, surfaces that are used frequently, such as drinking fountains, door handles, sinks and faucet handles, etc., will be cleaned and disinfected at least daily and as often as possible.
- Bathrooms, in particular, will receive frequent cleaning and disinfection throughout the school day and a thorough cleaning will be performed after students and staff leave the building at the end of the day.
- Shared equipment will be kept to a minimum (computer equipment, keyboards, art supplies, and play or gym equipment) and will be disinfected.
- Hand washing will be promoted before and after touching shared equipment.
- Outdoor playgrounds/natural play areas may be closed. Should they reopen, hand hygiene will be emphasized before and after use of these spaces. Outdoor play equipment with high-touch surfaces, such as railings, handles, etc., will be cleaned and disinfected regularly if used continuously.

Facilities Cleaning Procedures to Reduce the Spread of Contagion

The building principal, in consultation with the Buildings and Grounds Department supervisor, have developed a procedure for increased, routine cleaning and disinfection. The procedure includes cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

Student Flow, Entry, Exit, and Common Areas

- If physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, PPS will require utilization of face coverings.
- Buildings will be outfitted with technology that allows for rapid and discrete contactless temperature assessments.
- Physical guides, such as tape on floors or sidewalks and signs on walls, will be utilized to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).
- We will work to minimize interaction between students during arrival and dismissal times.
- Established separate entrances and exits to school facilities where possible.
- Created “one-way routes” in hallways.

Pre-Kindergarten (Pre-K) Operations

In Pre-K, the focus will be placed on more effective risk mitigation strategies for this population. These include hand hygiene, infection prevention education for staff and families, adult physical distancing from one another, adults wearing face coverings, personal protective equipment (where appropriate), physical barriers in the classroom, cohorting, and spending time outdoors.

Elementary Schools Operations

- Students will wear face coverings.
- Seating will be placed 6 feet apart.
- Classes will be placed in cohort groups to minimize crossover among children and adults within the school.
- Time outside will be maximized.

Secondary Schools Operations

- Universal face coverings in middle and high schools to maintain a 6-foot distance (students and adults).
- Particular avoidance of close physical proximity during transitions
- Cohort classes with limited cross-over of students and teachers to the extent possible.
- We will make every effort to minimize movement of students and staff when physically present in buildings
- Utilization of outdoor spaces when possible.
- Teachers will maintain 6 feet from students when possible and if not disruptive to the educational process.

Hallways

- Creation of one-way hallways where possible to reduce close contact where needed for social distancing reasons, as possible.
- Physical guides will be used, such as tape, on floors or sidewalks to create one-way routes.
- We will make every effort to minimize movement of students and staff when physically present in buildings.
- Staggering class periods, or movement between classrooms. If students must move between classrooms an extra effort will be made to limit the number of students in the hallway during transitions.

Recess/Physical Education

School staff will complete an inventory of outdoor spaces and mark off areas to ensure separation between students. School administration will determine if closure of outdoor equipment is warranted. Recess will be staggered by groups and staff will disinfect playground equipment and other shared equipment between uses. Locker rooms will be closed, and students will be encouraged

to wear comfortable clothing and safe footwear to school, so they can participate in physical education classes without needing to change.

Bathrooms

- Staff will ensure the avoidance of crowds by limiting the number of students who can enter at a time.
- Staff members will be designated to enforce limited capacity and avoid overcrowding.
- Doors will be propped open to avoid touching handles.
- Drinking fountains will be cleaned and sanitized but staff and students will be encouraged to bring their own water to minimize use and touching of water fountains.
- Floor markings in hallways outside bathrooms will help space, six feet apart, those waiting to enter.

Attendance

- The District will consider creative, flexible solutions in attendance monitoring. Based on parent work schedules, some students may be engaging in learning in the evening. While synchronous morning meetings may be effective for some populations, PPS will provide opportunities for students to show attendance asynchronously.
- Student attendance is monitored by the teacher. The teacher will reach out to parents if a student is not attending classes and the parent has not reported them absent. If a teacher cannot validate a student absence through their communication with the parents, they will notify the counselor and/or building administration. The building administration and/or counselor will work with the parents and counselors to resolve the attendance issue. This same protocol is followed when a student is not participating in the virtual instruction.

Indoor Air Quality

Set points for our HVAC and hot water control systems have been modified to reflect a low period and will continue to be monitored daily to make sure they are operating at a low load condition. The HVAC preventive maintenance routine will continue as normal.

Water Distribution Safety

Water stagnant in plumbing systems for long periods of time could become unsafe for use. Harmful organisms like legionella can grow in plumbing if water stagnates. Unsafe levels of lead and copper can also be found. To maintain fresh water in our plumbing system, our Operations Foreman will be performing a weekly flush of all the plumbing fixtures, including urinals, faucets and water fountains.

Fire Safety and Emergency Systems

Regulatory compliance routine inspections and testing for our Fire Suppression, Fire Alarm, Fire Extinguishers, Emergency Lighting, Elevators and Emergency Generators will continue as established by Code.

Grounds Upkeep

To meet local ordinances and to prevent future major restoration of our fields, our Grounds team will continue with our normal routine schedule for mowing, trimming and maintaining our baseball and rest of the sports fields.

Cleaning Protocols

Cleaning and Disinfection Procedures During Extended Period of Closure

In the event of an extended closure schools will be cleaned and sanitized thoroughly immediately after the schools close using Virex disinfectant. After this cleaning occurs all areas will be closed off.

Cleaning Protocols for Classrooms, Offices, and Therapy Rooms

PPS will allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If schools are not able to maintain this physical distance, additional modifications will be considered.

This may include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.

- When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities
- PPS will ensure that their indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
- Recirculated air must have a fresh air component.
- Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.
- PPS will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (greater than 60% alcohol) for staff and older children who can safely use hand sanitizer.
 - At entrances and exits of buildings.
 - For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (greater than 60% alcohol).
- The District will consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance as necessary and appropriate.
- Larger rooms (i.e. auditorium, cafeteria, gym) can be used as classrooms to allow for social distancing.
- Teachers may turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart.
- The District will use outdoor classrooms where possible and when seasonally appropriate.

Transportation Cleaning Protocols

- Drivers will wipe down the entrance hand rails and highly touched surfaces morning and afternoon after each run
- Disinfecting spray of seat areas after each run
- All personnel responsible for cleaning school buses shall document the cleaning / sanitizing.
- Windows on each side of the bus will be opened and roof hatches fully to allow for proper cross ventilation. (even if AC exists and is on) if the weather allows
- Drivers and students are to wear masks. Drivers will wear gloves
- Students will remain 6 ft. from driver & other students. (exception is upon entering and exiting the vehicle) Seats will be clearly mark, indicating where to sit or not to sit.
- With masks, one student per seat, alternating left and right positions. Without masks, one student every other row, alternating sides. Clearly marked seats will show students where to sit
- Siblings may sit together to increase capacity
- Loading on the bus from back to front, Unloading from front to back
- Drivers will be assigned a dedicated or consistent set of vehicles in order to limit the number of people sharing vehicles
- Hand sanitizer, tissues, paper towels on bus
- Signs will be hung to reinforce social distancing and hygiene rules
- All transportation staff will wash hands often with soap and water for at least 20 seconds
- All transportation staff will avoid touching their eyes, nose and mouth with unwashed hands
- Avoid close contact with those who are sick
- Transportation staff will cover their cough or sneeze with a tissue, throw the tissue in the trash, then wash hands
- A designated seat behind the driver will be left available for a child whom may feel sick or is sick. The driver will radio in, so the Transportation staff can contact school, for a school nurse or staff can meet bus to assist the ill student.
- Drivers will keep passenger logs to enable contact tracing if someone tests positive for COVID-19
- In case of a positive report of Co-Vid 19, further cleaning protocols will be put in place, including additional cleanings.
- The district is requiring contracted transportation provider to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these above procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance.

School Bus Social Distancing and hygiene signs to be posted in the buses:

1. Loading on the bus from back to front, Unloading from front to back
2. Mask must be worn, one student per seat, alternating left and right positions.

3. Clearly marked seats where to sit
4. Siblings may sit together
5. Wash your hands often with soap and water for at least 20 seconds
6. Avoid touching your eyes, nose and mouth with unwashed hands
7. Avoid close contact with those who are sick
8. Cover your cough or sneeze with a tissue, throw the tissue in the trash, then wash hands

SCHOOL NUTRITION-FOOD SERVICES

Food insecurity remains an ongoing concern for the reopening of schools.

Ensure Continuity of meal programs.

The school district continues to work with the District's food service vendor (Nutri Serve) to consider ways to distribute food to students. In order to avoid spread of COVID-19, strategies are in place to avoid distribution in settings where people might gather in a group or crowd.

Meals

- PPS will not be serving breakfast and lunch at our elementary schools. Meals will be distributed one day per week as shelf stable meals in support of families. Students must eat breakfast at home and bring a snack to school. Schools will evaluate the ability to stagger snack times to allow for social distancing and disinfecting of the area between groups.
- Staff will clean and sanitize tables/surfaces between each snack time, pursuant to the protocols outlined here by the Environmental Protection Agency (EPA).
- Cafeteria staff will wash their hands immediately after removing gloves and after directly handling used student snack items.

Meals Distribution

- PPS has approximately 500 students that are divided among 7 bus routes and 5 major central locations.
- Meals are collected by each bus in the Princeton High School parking lot. The bus driver and aide stay on the bus while meal bags are being loaded.
- The busses depart, the bus driver and aide drop meals at the door of the recipient.

- A refrigerated truck goes around to 5 central locations which is within walking distance to larger groups of students. The truck sits at each location for 45 minutes. A table is placed by the rear of the truck and the recipients approach one at a time. District staff “check in” each family and announce to the distribution team the quantity and contents for the family to receive.

Hybrid Model Snack Protocol

- Families are encouraged to send students to school with a **peanut-free snack** and reusable water bottles.
- When eating in classrooms, staff and students will follow CDC guidelines (proper hand washing before and after eating, maintain social distancing.)
- Should hand washing stations not be available, hand sanitizer will be available for students and staff.
- Nutri Serve will offer a snack option for purchase.
- Weather and circumstances permitting, students will eat snacks outdoors.

CURRICULUM AND INSTRUCTION

Delivery of All-Virtual and Hybrid Instruction

We believe every individual has intrinsic worth, that embracing diversity enriches and empowers our community, and that people reach their full potential when we encourage them to believe success is possible. Therefore, we shall guide and support our students’ growth, encouraging them to value their individual learning journeys. During these unique circumstances, this includes developing a process for our schools to create and implement equitable learning experiences for each student based on his or her needs.

Overview of Schedule Design

In-Person Hybrid Model

PPS has determined two models: one for our four PK-5 elementary schools and our preschool classrooms housed at the YWCA, (Community Park School, Johnson Park School, Littlebrook School, and Riverside School) and another for our two secondary schools, John Witherspoon Middle School, grs. 6-8, and Princeton High School, grs. 9-12.

For elementary- and secondary-educational levels, all students and staff members, while physically at school, will maintain social distancing and wear face masks, the latter unless medically or behaviorally contra-indicated. We’ll conduct temperature checks of all students and staff members upon their arrival at school, where we’ll implement enhanced cleaning protocols.

For both levels, on their respective remote-day afternoons, staff members will be available for the following possible activities: direct instruction, common planning and lesson-development time, cooperative data-analysis discussions, and focused professional-development activities. Principals

will assign elementary-school siblings to the same cohort. For our secondary schools, cohort designations will reflect the alphabetical order of surnames.

Elementary-school youngsters will have snack time, and a recess-and-light-lunch period not to exceed 30 minutes. Snack and mealtimes will take place outdoors or, in inclement weather, in classrooms. These activities will serve, as well, as breaks from wearing masks, although distancing will remain in place. Our secondary schools will not have lunch periods in their schedules. We'll continue to work with our food-service company and community partners to ensure we deliver meals to food-insecure families.

We'll continue to educate our special-education students based on each child's I.E.P. We'll deliver related services in person to the extent possible while adhering to C.D.C. health-and-safety guidelines. Special education students, in most cases, will follow the same daily 8:30-1:00 in-person schedule to enable their teachers to provide direct, albeit remote, instruction to our all-remote students. However, special education students in our hybrid model will attend school four days per week, with elementary-school pupils attending on Monday, Tuesday, Thursday, and Friday and with secondary-school students attending Monday through Thursday. Both groups will participate in remote schooling one day per week (elementary: Wednesday; secondary: Friday_ to help establish norms, routines, and expectations so that, if we have to switch to an all-remote model, the transition will be seamless and the resulting instructional effective.

Per State requirements, our pre-kindergarten pupils will have a full day of school via a hybrid model. We'll follow all relevant early-childhood guidelines.

Based on current health trends, we'll cancel all field trips and after-school events and clubs at least through Dec. We'll re-evaluate this decision at that time. There will be no after-school use of facilities.

Preschool and Elementary Schools

- Our preschool and elementary schools will operate in person on a four-and-a-half-hour schedule, 8:30-1:00, four days per week: Mon., Tue., Thu., and Fri. On Wed., schooling, 8:30-1:00, will be remote.
- Cohort A will attend in-person school on Mon. and Tue. and remote schooling on Wed.-Fri. Cohort B will participate in remote schooling on Mon.-Wed. and attend in-person school on Thu. and Fri.
- Preschool students will attend in-person on Mon., Tues., Thurs., and Fri from 8:30 to 1:00 (YWCA students will attend 8:15 to 1:15). All preschoolers will engage in remote learning from 1:30 to 3:00 on Mon, Tues, Thurs and Fri. All preschoolers will engage in remote learning from 8:30 to 1:00 on Wednesdays.
- On Mon., Tue., Thu., and Fri., after the dismissal of their in-person cohort, our teachers will work directly with our remote cohort. Our remote cohort will have engaged in assigned, independent, Standards-based work earlier in the day; from 1:30 to 3:00, our teachers will deliver direct, online instruction from 1:30 to 3:00.
- On Wed., all our youngsters will participate in remote learning from 8:30 to 1:00.

- For children whose parents opt to have 100% remote-schooling—Cohort C—we'll provide a structured schedule that will parallel that of our in-school cohort. Teachers who are unable to work in an in-school environment may be their instructors.
- Children in all cohorts will participate in specials and receive supplemental instruction in all areas, including A.I.S. (accelerated-intervention services) and E.S.L (English-as-a-second - language) support.

Secondary Schools

- Our secondary schools will operate in person on a four-and-a-half-hour schedule, 8:30-1:00, four days per week, Mon.-Thu. On Fri., schooling, 8:30-1:00, will be remote.
- Cohort A will attend in-person school on Mon.-Thu. and remote schooling on Fri. during Week A. Cohort B will participate in in-person school on Mon.-Thu. and remote schooling on Fri. during Week B. Thus, all students in both cohorts will participate in remote schooling every Fri.
- On Mon.-Thu., after the dismissal of their in-person cohort, our teachers will work directly with our remote cohort. Our remote cohort will have engaged in assigned, independent, Standards-based work earlier in the day; from 1:30 to 3:00, our teachers will have “office hours” to provide for 1:1 support of students from 1:30 to 3:00.
- On Fri., all our learners will participate in remote schooling from 8:30 to 1:00.
- For students whose parents opt to have 100% remote-schooling—Cohort C—we'll provide a structured schedule that will parallel that of our in-school cohort. Teachers who are unable to work in an in-school environment may be their instructors.

All-Virtual Model

Our all virtual-model—100% remote schooling—will differ from our models that were in place from mid Mar. through Jun. With implementation of our district’s 1:1 initiative, which will place a device in the hands of every student, and of our new learning-management system, *Canvas*, Cohort C, as we’ve labeled this group of youngsters, will participate in synchronous learning, live (real-time) interaction with teachers, and mandatory participation times.

Parents may apply for their children to participate in our all-virtual model based on their learner’s medical fragility, medical concerns for a family member with whom the youngster lives, school phobia, or fear of contracting COVID-19. Parents should indicate their desire of an All-Virtual program for their children in PPS surveys.

Teachers in our all-virtual model may come from a pool of certificated staff members who, for their own reasons, have opted, with board-of-education approval, to work remotely. Cohort C teachers will meet the same professional expectations that we have for their peers, and we’ll seek ways to ensure that Cohort C students can participate remotely in activities and experiences with hybrid model learners.

STAFFING

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and child care concerns. Staff may be reassigned classes in order to accommodate new health and safety regulations and student enrollment needs.

Staffing Considerations

The following needs will be taken into consideration when determining staff assignments, including, but not limited to:

- CDC and Department of Health guidance
- Federal, State and local law and regulations
- Board policies and regulations
- Honoring contractual obligations
- Access to technology, both in the school building and at home;
- Support for the medical, social and emotional health and well-being of adults;
- Student enrollment, class size requirements and instructional needs;
- Child care concerns;
- Support in navigating hybrid models of teaching and learning (see “Professional Development” section);
- Adjustments as needed to existing roles in order to accommodate new health and safety regulations;
- Considerations (e.g., risk factors, pre-existing health conditions, etc.) should inform the assignment of staff members to engage in in-person versus virtual learning. Such information must be documented and on file with the district’s Human Resources department;
- Staff members’ certifications, experience and expertise.

In-person and Hybrid Learning Environments: Roles and Responsibilities

Because the health and safety of our students is paramount, staff schedules will include designated time to support school building logistics required to maintain health and safety requirements, including, but not limited to:

- Reinforcing social distancing protocol with students and co-teacher or support staff;
- Monitoring student movement and hallway traffic in order to maintain safety according to guidelines;
- Limiting group interactions to maintain safety;
- Supporting school building safety logistics (entering, exiting, restrooms, etc.);
- Maintaining social distancing guidelines when in classrooms;
- Schedule permitting, staff will aid with school building and safety logistics as needed;

Cohort Model

When possible, the district will implement a cohort model by identifying small groups and keeping them together (cohorting) to ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children). Limit mixing between groups if possible. This may include scheduling to accommodate cohorts of students to have recess and lunch together, passing time together, etc. or rotating teachers instead of students in order to reduce contact. Cohorting enables is to:

- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- Create a system that allows for physical distancing.
- Limit the number of students in the hallway at the same time by staggering release from classrooms.

INSTRUCTIONAL SUPPORTS

Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions

Multi-Tiered Systems of Support (MTSS) is a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. PPS uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in the least restrictive environment by making meaningful progress as determined by multiple assessments, data analysis, and research-based interventions.

Our strong core instructional program ensures all students receive the highest quality, equitable educational experience. Teachers, academic and behavior interventionists, parents, and administrators work collaboratively to support students in the learning process and provide targeted student interventions based on individual learning needs. This is done through utilizing a variety of evidence-based practices designed to improve achievement and promote positive student outcomes. Through regular progress monitoring of student performance using a variety of assessment data (including but not limited to universal screening tools, preassessments, post-assessments, formative data, and observations), teams will continue to make data-driven decisions to provide a continuum of supports, interventions, and coaching to accelerate student learning when an opportunity gap is determined. Students will continue to receive small group instruction and one-on-one interventions virtually as appropriate.

Curriculum, Instruction and Assessments

Because PPS is committed to providing the highest quality educational experience for all students, the following supports will continue to be in place regardless of the nature of the learning environment:

Curriculum considerations:

- Staff will continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and adjust as needed to ensure all students meet grade-level and content-specific NJSL standards;
- For administrators, continue to be aware of adjustments being made, and support teachers in making appropriate shifts in teaching and learning;
- For teacher leaders or instructional coaches, provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction in remote and hybrid learning environments;
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in remote and hybrid learning environments;
- Administrative review and update (as applicable) data privacy policies, acceptable use policies, and policies related to accidental damage, theft, and loss of technology to ensure these policies adequately address home use of devices.
- Based on the supply and demand for devices and internet accessibility, facilitate virtual learning as necessary.
- Determine structures for the collaborative creation of content for virtual learning (i.e., district-created, teacher-created, and a mixture of district-created and teacher-created).
- Utilize Canvas, in addition to other district-approved technology, PreK-12 to facilitate online learning, manage coursework online, and communicate with students, to minimize the number of online platforms used to reduce the learning curve for students and teachers and ease transitions between in-person and virtual learning.
- Utilize a matrix to vet and monitor the tools made available or recommended to ensure that the tools are appropriate for K-12 audiences and aligned to district policies, including data privacy and acceptable use.

Instructional Considerations:

- Staff will continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to students whether in an in-person, hybrid, or virtual learning environment;
- Staff will continue to utilize structures that support high levels of student engagement and foster student ownership of learning, include student “voice & choice”, and promote independent learning by designing learning experiences that:
 - Uses technology in the service of learning;
 - Build student understanding by linking together concepts within and across grade-levels and content areas;
 - Provides a variety of learning opportunities, including support for struggling learners as well as enrichment activities;
 - Leverages student interest;
 - Addresses real-world issues.
 - Provides supports that allow students to meet the requirements of grade-level and content-specific learning goals, including a variety of teaching structures (e.g., whole group and small group instruction, individual conferences, adjustment of materials,

additional support. It is also critical that we maintain a balanced curriculum with continued physical education and other learning experiences rather than an exclusive emphasis on core subject areas.

Instructional Staff Will:

- Become familiar with district online protocols and platforms.
- Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both settings.
- Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- Provide regular feedback to students and families on expectations and progress.
- Set clear expectations for remote and in-person students.
- Assess student progress early and often and adjust instruction and/or methodology accordingly.
- Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- Instruct and maintain good practice in digital citizenship for all students and staff.
- Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.
- Providing materials, manipulatives and items for at-home activities at no cost to families (particularly in preschool).
- Limiting on-line activities for preschool students.

Engaging Community

Because we believe that students are best supported when all stakeholders work in tandem through open lines of communication and partnership, the following have been taken into consideration:

- Engagement of school leaders, teachers, counselors, media specialists, paraprofessionals, child study team members and other staff as well as family and community members in conversations regarding instruction;
- Creation of a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, anticipated environments (e.g., hybrid approaches to instruction, virtual platforms, learning management systems), and expectations for interactions (e.g., connecting with students and their family);
- Crafted instructional opportunities that address the unique needs of early elementary, elementary, middle, and high school students that incorporate feedback from stakeholders;
- Understanding of how trauma and other challenges related to students' social and emotional needs can impact learning, and utilize that knowledge in creating supports for students, staff, administrators, and caregivers;
- Assessment of English Language Learners' levels of engagement and access in an in-person, virtual, or hybrid- learning environment, and adjust ensure equity of access and high levels of engagement, for both students and their caregivers;

- Creation of structures for ongoing communication with caregivers that will provide support and enable them to become “learning partners”;
- Instructional plans that are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

Assessment

For the purposes of this document, the different assessment types are defined as follows:

Pre-assessment: Assesses a student’s strengths, weaknesses, knowledge, and skills prior to instruction of new units.

Formative: A planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Interim: A comparison of student understanding or performance against a set of uniform standards within the same school year at periodic intervals, frequently at the end of a grading period. It may contain hybrid elements of formative and summative assessments, or a summative test of a smaller section of content, like a unit or semester.

Summative: A comparison of the performance of a student or group of students against a set of uniform standards to measure a student’s achievement at the end of instruction.

Summative assessments are not appropriate for evaluating the needs of students and planning instruction; therefore, educators will focus on locally developed pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment data, PPS schools will identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts. Online pre-assessments and formative assessments will be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

PPS will utilize the following strategies with respect to student assessment as schools reopen for the 2020-2021 school year:

- Staff will continually review screening tools used at the opening of school, considering the implications of delivering these in a potentially remote learning environment with respect to 1) the logistics of administration, 2) the validity of screening outcome decisions, and 3) the ways in which assessment data can be used to inform instructional decisions
- Staff will utilize a variety of assessment tools (pre-assessments, formative assessment, interim assessment, student self-assessment, summative assessments) to determine students’ strengths and readiness for instruction, particularly as it relates to any learning loss that may have been experienced as a result of school closures at the end of the 2019-2020 school year. This will include assessments that can be delivered in a remote learning environment,

including but not limited to: DRA2 Benchmark Assessment; DRA2 Progress Monitoring; DRA2 Word Study; Common Lit Formative Assessments; TCRWP reading assessments; Units of Study On Demand Writing Assessments; DIBELS; Conferencing records for reading and writing; as well as performance-based and project-based assessment

- Staff will utilize ongoing formative assessment data (e.g., assessments that are administered informally to monitor students' progress toward goals, including student self-assessment) to monitor and adjust instruction; Assess the district data on how English Language Learners experienced instruction during remote or hybrid learning (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Staff will utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction

SPECIAL EDUCATION

Every child and adolescent with a disability is entitled to a free and appropriate education and is entitled to special education services based on their individualized education program (IEP). Students receiving special education services may be more negatively affected by distance-learning and may be disproportionately impacted by interruptions in regular education. It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.

Ensuring the Delivery of Special Education and Related Services to Students with Disabilities Under the Federal Individuals with Disabilities Education Act (IDEA) and New Jersey state special education regulations, students with disabilities are entitled to special education and related services, such as accommodations and modifications to instruction, speech-language services, occupational therapy (OT), physical therapy (PT), and counseling. Since the onset of virtual instruction, the NJDOE has engaged a variety of stakeholders, including educators, related service providers and advocacy groups to gain insight, share best practices, and consider policies to support districts in providing services to students with disabilities in virtual or hybrid learning environments.

Consistent with guidance from the United States Department of Education, PPS will continue to meet their obligations to students with disabilities to the greatest extent possible. The NJDOE will continue to update school districts and receiving schools with any additional guidance from the USDE on implementation of IDEA. Specific strategies and considerations for students with disabilities have been critical points of discussion for every return-to-school scenario. In accordance with the NJDOE recommendations, PPS has considered the following when addressing the education of students with disabilities for the 2020-2021 school year:

- Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan. School districts should communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.

- IEP team review of student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams review of the impact of missed services on student progress towards meeting IEP goals and objectives and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams scheduling the completion of overdue and/or incomplete evaluations to determine eligibility for special education services.
- The use of school guidance department staff and child study team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, state, and federal opportunities to access support.
- Clear communication to parents/guardians of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by federal and state law.

ENGLISH LANGUAGE LEARNERS

ESL Delivery of virtual and hybrid instruction

- ESL instruction in grades K-12 is delivered in a blended model that includes synchronous and asynchronous learning opportunities.
- Daily materials include specific assignments for students, as well as time for independent practice of skills and/or strategies introduced.
- Asynchronous learning experiences are crafted to advance student learning that is aligned with grade-level specific NJSLs. Teachers are able to view student work in “real time” as well as to receive student work for review, and to provide feedback in a timely manner.
- ESL teachers in grades 6-12 utilize video conferencing platforms (e.g., Google Meets) to provide assignments to students and to offer individual, group, and in some cases, peer feedback.
- ESL teachers in grades 6-12 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.
- With respect to instruction that meets the needs of our ELL population, teachers are modifying and supplementing the general education by:
 - Meeting with small groups of ELLs to provide ESL-based instruction;
 - Meeting with small groups of ELLs to provide additional opportunities for immersion in English through read alouds, shared reading and shared/interactive writing activities
 - Providing time for scaffolded conversations that targets students’ specific stages of English language acquisition;
 - Meeting with students in partnership with the ESL students’ homeroom teachers to provide extra support around academic skills and strategies, especially in the areas of reading, writing and math; and
 - Meeting with students’ entire homeroom classes to model best practices in ELL instruction for homeroom teachers.

ESL Communication

ESL teachers, homeroom teachers of ESL students, and building administrators continue to maintain constant and close contact with caregivers of ESL students through:

- phone conversations
- email
- Learning Management Systems platforms

Communication centers not only on the provision of academic instruction and support, but also on addressing SEL-related concerns.

TECHNOLOGY

Technology and Connectivity

PPS has approved an initiative that will bring the student/device ratio to 1:1. Starting in September, all students in grades pre-kindergarten through 12th grade will have a device assigned to them. Students in grades Pre-K – 1st grade will be assigned an iPad. Students in 2nd grade – 5th grade will be assigned a Chromebook. In the elementary schools, every student will be able to bring their device home in the event of remote learning. When schools return to being open at full capacity, these devices will be housed in carts in the homeroom teacher’s classroom. At the middle and high school level, each student will be assigned a MacBook Air that will be used both at home and in school.

PPS has also adopted Canvas, a new Learning Management System (LMS). Canvas will provide teachers, students, and parents a common platform for locating learning resources and assignments. All online instruction will be done using this platform.

PROFESSIONAL LEARNING

The following addresses considerations for professional learning for leaders, staff, and parents in reopening PK-12 schools. It is intended to support staff in addressing the difficulties resulting from extended school building closures and in planning professional development for the new school year. Among the most critical focus areas are training to address the learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or internet access, etc.), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all students.

- Professional Learning Throughout the School Year:
 - PPS has developed training schedules and staff collaboration time in accordance with the needs of the district.
 - PPS has developed professional learning experiences that ensure high quality instruction for all students.
 - Professional learning must grow each educators’ professional capacity to deliver developmentally appropriate, standards-based instruction remotely.

- Professional learning planning should include the input and collaboration of stakeholders, including all staff, parents/caregivers and community members.
- Evaluation of robust survey results of staff, student and community members' needs was initiated over the summer to gain input from various stakeholders
- Frequently and consistently communicate with all stakeholders prior to and during the school year Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school and individual educator.
- NJDOE regulations support the inclusion of a broad range of activities in a teacher's annual professional development requirements, potentially including a variety of qualifying experiences related to alternative methods of instruction that have been necessitated by the transition to remote learning.
- PDPs are considered living documents subject to change as circumstances require.
- A comprehensive New Teacher Induction program will be provided for novice staff members in a virtual and in-person format as appropriate.

Because teachers' roles in supporting students' acclimatization to pandemic-era learning environments is so critical, the following professional learning opportunities have been offered to support teachers:

- Become familiar with district online protocols and platforms;
- Become familiar with modified and/or new assessment tools and procedures that will need to be utilized in a remote learning environment;
- Become familiar with high-quality online resources that support student learning;
- Explore impactful predictable routines and structures for students in a virtual learning environment that will maintain high levels of student engagement, including clear expectations for remote and in-person students;
- Explore instructional methods that maintain high levels of students' engagement, including but not limited to the use of "office hours" for additional support, synchronous whole and small group lessons, the use of technology to provide asynchronous learning experiences;
- Explore ways in which to deliver instruction focused on the maintenance of good practice in digital citizenship;
- Provide regular time to collaborate with colleagues, both within and across buildings in order to ensure consistency of practice, coordination of assignments, cross-curricular learning opportunities, and common lessons and modules;

Mentoring and Induction:

- Induction will be provided for all novice provisional teachers and teachers new to the district.
- One-to-one mentoring will be provided to novice provisional teachers by qualified mentors.
- Administration ensures that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
- Mentoring will be provided in both a hybrid and fully remote learning environment.
- Mentors and novice provisional teachers should agree upon the scheduling, structure and communication strategies they will use to maintain the mentoring experience.

- Use online collaborative tools to remain connected to other mentors, new teachers and administrators to maintain a sense of communal support.

Evaluation:

- The Districts will modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.
- The District develop observation schedules with a hybrid model in mind.
- Districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or fully remote system.

SCHOOL FUNDING

The impact of the COVID-19 pandemic presents many fiscal challenges for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding students will look drastically different in the upcoming school year. This section will focus on existing and pending federal and state legislation, regulations, and guidance to predict the potential impact on districts and provide targeted assistance to help districts cope. The NJDOE plans to leverage these resources to assist districts.

Districts are near the close of their FY20 budget year and have already finalized their FY21 budgets, pending any changes in final adopted budgets at the State level. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in May.

Purchasing – School districts will need to purchase items not needed in the past (e.g., personal protective equipment, infrared thermometer kiosks and large amounts of plexiglass) and experience increased demand for previously purchased goods and services. The District will collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract, through a cooperative purchasing consortium or per Local Finance Notice (LFN) 2020-06, which allows contracts to be awarded without public bidding regardless of bid threshold in the event of a public health emergency.

The District must continue to abide by the provisions of the “Public Schools Contract Law,” N.J.S.A. 18A:18A-1 et seq.

Use of Reserve Accounts, Transfers, and Cashflow – To the greatest extent possible, the District will consider making expenditures from various accounts to meet unanticipated costs and to manage their cash flow. As a result of the COVID-19 pandemic, school districts may encounter fiscal uncertainty with respect to possible disruptions in the receipt of anticipated revenues or unforeseen expenses.

Elementary and Secondary School Emergency Relief Fund

The federal “Coronavirus Aid, Relief, and Economic Security” (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.

The CARES Act enumerates 12 allowable uses for these funds. In addition to expenditures that are authorized under various federal laws (e.g., the Elementary and Secondary Education Act and the Individuals with Disabilities Education Act), the law authorizes expenditures that are more directly related to the current health emergency, including purchasing educational technology to support remote instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. We are using these funds for technology, to help with our one to one laptop initiative.

Federal Emergency Management Agency – Public Assistance

The Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency. The District has opened our case and will vigorously pursue reimbursement for Covid-19 related expenses.

State School Aid

In the wake of the COVID-19 public health emergency, revenues have declined precipitously. In a May 22, 2020 update on New Jersey’s fiscal condition, the State Treasurer announced that the State was facing a shortfall approaching \$10 billion for the balance of the current fiscal year through fiscal year 2020-2021. This revenue loss necessitated modifying the State school aid proposal for the upcoming school year that had been released on February 27. The modified proposal continues to implement the “School Funding Reform Act of 2008” (SFRA), as modified by P.L.2018, c.67 (frequently referred to as S-2). However, the total amount appropriated for K-12 State aid is essentially unchanged from the 2019-2020 school year. The State aid reductions included in the original February 27 aid notices will still occur and will be apportioned among “underfunded” districts.

Purchasing

PPS will likely need to purchase items not needed in the past (e.g., personal protective equipment or cleaning supplies to sanitize facilities) and experience increased demand for previously purchased goods and services (such as technology). Given the broad need for certain items, school districts may be able to purchase items at a lower cost by either purchasing through an established State contract, through a cooperative purchasing consortium or per Local Finance Notice (LFN) 2020-06, which allows contracts to be awarded without public bidding regardless of bid threshold in the event of a public health emergency. Districts may collaborate to create new arrangements or use one that already exists (several educational services commissions operate cooperative purchasing programs).

ATHLETICS AND EXTRACURRICULAR ACTIVITIES

Athletics – The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing guidance to allow New Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA is also convening a Sports Advisory Task Force that will be comprised of athletic directors from across the State and that will be charged with reviewing State and local health guidelines, as well as NJDOE guidance, regarding the 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

- Daily health screenings including temperature checks prior to practices or competitions for athletic staff (coaches, athletic trainers, officials and game workers) and athletes
- Eliminate the use of shared water containers
- Increased signage encouraging physical distancing and mask wearing at all athletic events if unable to keep distancing
- Communication with neighboring districts regarding district policies for spectators
- Explore limiting number of spectators at competitions
- Limited access to locker room facilities for both home and away teams to encourage physical distancing
- Increased cleaning of athletic fields, equipment and public restrooms
- Decrease the number of athletic competitions
- Limit the number of students who are traveling to opponents for competitions (travel squad etc.)
- Permit students to travel to and from athletic events with a parent or guardian with appropriate travel waiver

Extracurricular Activities- Should clubs or activities be offered, it will comply in all physical distancing policies and guidelines. Extracurricular may be limited or restricted for student and staff safety.

CHILDCARE/AFTERCARE

Child care will be needed, particularly in instances where public school schedules are modified or staggered which may increase the likelihood that families that otherwise would not utilize child care will now require it.

PPS has considered the following steps in incorporating child care considerations into their reopening process.

- Involve our contracted child care providers in your leadership and planning meetings.
- Anticipate that children will need additional social emotional supports and coping strategies during drop-off and throughout the day, particularly children who are in an unfamiliar setting with new peers and new adults.

CONTINUITY OF COMMUNICATION

During this period of pandemic outbreak, the District will heed guidance from all relevant health organizations (including but not limited to the Centers for Disease Control and Prevention, the Princeton Department of Health, the NJ Department of Education, and the World Health Organization). The District will be in constant communication with appropriate members from the State and Local Governments, the Princeton Health Department, and the Mayor of Princeton. Information will be communicated to the school community directly from the District. As always, any important information will be available on the district's website, <http://www.princetonk12.org>

CONCLUSION

In all decision-making processes, the safety and wellness of our staff, students, and families is our highest priority. Maintaining the ability to educate students in the event of an infectious disease outbreak requires additional considerations beyond traditional continuity planning. The plan we have developed will serve as a guide. The power of the guide is in the planning process. We will continue to reassess the plan as necessary.

SIGNATURE OF SUPERINTENDENT

DATE SUBMITTED TO THE EXECUTIVE COUNTY SUPERINTENDENT

Appendix I

Princeton Public Schools Social, Emotional, and Health Recommendations

The Princeton Public School Social, Emotional, and Health Committee created a tiered model of support to ensure the overall wellbeing of students, families, and staff. There are four areas of focus including Physical Health, Emotional / Behavioral, Social, and Trauma Informed. Under these focus areas there are four tiers. Tier 1 is expectations for all students, staff and families. Tier II is for most students, staff and families. Tiers III and IV focus on small groups and individual needs to provide targeted interventions to our most vulnerable populations.

Focus Area 1: Health

Tier 1

Expectations for all student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Health	Daily symptom screening- prior to arrival	Everyone Student Staff Families	Checklist of symptoms	FAQ COVID sheet (website, letter home) Nurses video to parents and staff
	Masks	Everyone	Individuals will supply	FAQ Sheet

	Face Shields	All instructional staff	<p>their own</p> <p>District will provide backup masks in classrooms</p> <p>Face shields will be provided by district</p>	<p>Nurses Video</p> <p>Staff Education- "mask breaks"</p>
	<p>Handwashing/Sanitizer</p> <p>Entry to school</p> <p>Entry to each classroom</p> <p>Before eating</p> <p>After recess</p>	Everyone	<p>Sinks with soap and water</p> <p>Sanitizer dispenser in classrooms</p>	<p>FAQ Sheet</p> <p>Nurses Video</p> <p>Staff education on timing of handwashing</p>
	Social Distance/signage	<p>Everyone (6 feet)</p> <p>Reminders for handwashing</p> <p>Hall markings to maintain social distancing</p>	<p>Facilities ordering signage - Hall floor and wall markings to maintain social distancing</p>	<p>FAQ Sheet</p> <p>Staff Education Building principals, Student Services and Facilities</p> <p>Facilities - order signage</p>
	Buses (Arrival/Dismissal)	Everyone (NJ regulations)	School staff to escort students into and out of buildings	<p>FAQ Sheet</p> <p>Principal Decision</p>
	Recess	Students	Recess Aides	<p>Staggered with social distances</p> <p>Designated play areas for class</p>
	Food/Lunch	All Students	Cafeteria Aides/Recess Aides	Staff Education

	<p>Elementary- Outside during good weather or in classrooms</p> <p>JW-Scheduled lunch periods (staggered with recess)</p> <p>PHS-Scheduled lunch periods</p>		Elementary- Disposal cans for lunches	
	<p>Class settings</p> <p>Desks 6 feet apart-forward facing</p> <p>Windows open when needed and possible</p>	Students/teaching staff	<p>Individual desks</p> <p>Face Shields (Teachers)</p>	Staff Education
	<p>Bathroom usage</p> <p>Elementary- Bathroom Aide</p> <p>JW- Bathroom Monitor</p> <p>PHS- Bathroom Monitor</p>	<p>Students</p> <p>Staff- personal bathrooms</p>	<p>No urinals</p> <p>Toilets and sinks distanced</p> <p>“Touchless” soap and water</p> <p>No hand drying blowers</p>	<p>Staff Education</p> <p>Principal schedule bathroom coverage</p> <p>Scheduled bathroom breaks</p>

Tier II
Expectations for most student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Health	Nurses office layout and triage	Nurses	<p>Separate isolation room</p> <p>Waiting area</p> <p>Face Shield</p>	Staff Education

			PPE for Nurses Triage area	
	Guidelines for students to health office	Staff	First Aid Kits for classrooms Guideline Sheet	Guideline sheet (teachers) medically indicated visits *see attached
	<p>Suspected case</p> <p>Student sent home that's symptomatic - recommend visit with primary care physician (PCP)</p> <p>Must return with note from MD or documentation of negative COVID test (free tests at CVS or Santi Pharmacy) to health office on day of return</p> <p>* To be revised as information updated per CDC and Public Health</p>	Everyone	Isolation room Mask	<p>Parental pick-up - nurse will meet parents at security</p> <p>Administration will follow-up on students return</p> <p>COVID Fact Sheet</p>

Tier III

Expectations for small groups of student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Health	<p>Positive COVID student or staff</p> <p>Isolate for a minimum of 10 days and return with clearance note from PCP</p>	Everyone	N/A	<p>School nurse - Notify Health Department</p> <p>Contact Tracing coordination with Health Dept.</p>

Tier IV
Expectations for individual student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Health	Return to school after COVID isolation or quarantine Class/teacher/staff exposed to positive case needs to quarantine for 14 days	Everyone	N/A	Notification to school of positive case Nurse - coordination with Health Dept.

Focus Area 2: Emotional / Behavioral

- These recommendations were developed based on the assumption that the district will operate using a hybrid reentry model
- For PHS, it is recommended that E and F day schedules are used, so that students have school two times a week (once in person and once remotely).
- Self-contained programs will not adhere to the aforementioned schedule.
- If the district decides to pursue an alternative structure for hybrid learning, the EBT would want to adjust its recommendations accordingly.

Focus Area 2: Emotional / Behavioral

Tier I

Supports for all students, staff, and families

Target Audience	Support	Requirements and Needs	Facilitator(s)
All	Provide links to district and community wellness resources: District Wellness Week Resources	Spanish / Mandarin translation	Technology Department
All	New technology (transition from PowerSchool to Canvas/PS) training – prior to the first day of school for staff, students, and families.	Training materials (videos, PowerPoints) and staff turn-key trainers	Technology Department C&I - PD plan

All -- Students	Ensure all students have computers and access email and the learning management system <u>before the first day of school</u>	Computers	Technology Department
All -- Students	Create “safe havens,” both in school and virtually, where students can receive support as needed, regardless of whether or not they are in the building	Develop effective and efficient communication channels for students who are not in the building	Counselors, Nurses, and CST
Elementary	<p style="text-align: center;">Recommendations</p> <ul style="list-style-type: none"> • Develop contract between teachers and families and have parents sign • Set expectations for attendance for in-person and remote learning • Provide reasonable timeline for work completion • For all four buildings, the day (when both A and B groups participate in remote learning) should be Community/Mindfulness/Executive Functioning Skills Day (e.g., teacher office hours, PD activities for teachers, work catch up, specials, counseling, social skills practice, et al.) • Develop Zoom meeting guidelines and recommendations (e.g., What is appropriate communication? What about students who are resistant to appearing on camera? Et al.) • Streamline communication and access to educational instruction and materials 	NA	Principal
Elementary	Daily morning announcements live in school building and posted on Canvas (so all students have access to the same information)	NA	Principal
Elementary	Daily morning meeting live in school building and posted on Canvas (so all students have access to the same information)	NA	Classroom Teachers
Elementary	Use of peer leaders (consistent virtual time to Zoom with 4th/5th grade buddy and K partner small groups)	NA	Classroom Teachers
Elementary	Consistent virtual scheduling	NA	Principal and Scheduling Committee
Elementary -- Parents	Weekly school newsletter (consistency across all 4 schools?)	NA	Principal

Elementary -- Parents	Scheduled office hours for parents in lieu of parent-teacher conferences (time-limited)	NA	Teachers
JW	<p style="text-align: center;"><u>Policy Recommendations</u></p> <ul style="list-style-type: none"> • Develop contract between teachers and students, require student and parent signatures • Set expectations for attendance for in-person and remote learning • Provide reasonable timeline for work completion • Develop Zoom meeting guidelines and recommendations (e.g., What is appropriate communication? What about students who are resistant to appearing on camera? Et al.) • Streamline communication and access to educational instruction and materials 	NA	Principal
JW	Homeroom daily	NA	Teachers
JW	Community/Advisory Period weekly (held during extended homeroom period or virtually)	NA	Teachers
JW	Schedule house/individual teacher office hour meetings with parents in lieu of October/November parent-teacher conferences	NA	Teachers
JW	Recommend consistency in coursework requirements for teachers instructing grade-level courses (e.g., Algebra Part I, Science 8, etc.)	NA	Supervisors
JW/PHS	Daily morning announcements broadcast both in school and virtually – so that all students and staff can access the information	NA	Administration
PHS	<p style="text-align: center;"><u>Recommendations</u></p> <ul style="list-style-type: none"> • Develop contract between teachers and students, require student and parent signatures • Weekly Community/Mindfulness/Executive Functioning Day (remotely) – when homeroom, peer group, clubs, community service, and teacher office hours would be held • Set expectations for attendance during in-person and remote learning • Set expectations for how much time should be spent completing schoolwork for each class 	NA	Administration and Supervisors

	<ul style="list-style-type: none"> • Develop Zoom meeting guidelines and recommendations (e.g., What is appropriate communication? What about students who are resistant to appearing on camera? Et al.) • Streamline communication and access to educational instruction and materials • Consider alternative approaches to grading (e.g., pass/fail) for some students or in some classes • Strive to stimulate intrinsic motivation during the learning process 		
PHS	Weekly homeroom meetings	NA	Homeroom Teachers
PHS	Virtual peer group	NA	Peer Group Teachers
PHS	Tiger News (monthly broadcasts)	Interested students	Charlie Gallagher and Scott Cameron
Staff	Well-organized online library for teacher resources	NA	Technology Media Specialist
Staff	Professional development activities related to: <ul style="list-style-type: none"> • Zones of Regulation • SEL training • Technology training • Training re: teaching remotely 	NA	Curriculum and Instruction, Administration, and Supervisors
Staff	Identify time for staff to collaborate each week (i.e., planning time) and to provide support to each other who teach the same course and/or co-teach	NA	Administration

Tier II

Supports for some students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
All	Provide enhanced communication and targeted supports, and resources to ELL students and families	Translation services	Counselors, CST Counselors, and ELL Teachers and Staff
JW	Access to JW Counselor Support Resources	NA	Counselors

PHS	Promote and facilitate remote clubs and after-school activities	NA	Diana Lygas
PHS – 9 th Grade	Peer Group	NA	Peer Group Teachers
PHS – 10 th Grade	Community Service	Menu of remote community service opportunities	Andrea Dinan
PHS	Regular teacher office hours for students seeking supplemental 1-on-1 support	Technology	Teachers
Parents and Families	Special Education PTO -- How can the group help support a successful reentry?	NA	Micki Crisafulli
Staff	Mentoring program	NA	Michael Volpe

Tier III

Supports for small groups of students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
All	Small-group counseling emphasizing social emotional learning for identified students	NA	Counselors and CST
Elementary	Small-group peer leadership program for identified students	NA	School Counselors
Elementary	Targeted parent support groups to provide training and mentorship (based on parent/family need)	NA	Principals
Staff	Train staff in the use of Zoom breakout groups to support small-group interaction and collaborative learning	NA	Curriculum and Instruction Technology
Staff	Support staff through department and grade-level meetings	NA	Administration and Supervisors

Tier IV

Supports for individual students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
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All	I&RS	NA	School I&RS Coordinator
All	504 plans (for general education students)	NA	School Counselors
All	Referral to CST	NA	CST
All	IEPs (for special education students) with appropriate accommodations, BIPs, et al.	NA	CST
All	Office hours for students	NA	Teachers
Elementary	Teacher-student mentorship (like JPal program at Johnson Park)	Teacher volunteers	Principal and Teacher Volunteers
JW/PHS	Academic tutoring through the IDEAS Center	NA	Lakshmi Gupta, Joseph Tramontana, and Andrea Dinan
PHS	Big Brother / Big Sister Program	NA	Michelle Simborski
Staff	Behavioral consultation with counselors, CST, nurses, and related service providers	NA	Counselors, CST, Nurses, and Related Service Providers
Parents	Communication with teachers, counselors, CST, et al. as needed	NA	Teachers, Counselors, CST, et al.

Focus Area 3: Social

- What is Social? Focusing on how students learn and interact with others and the society to reach their full potential.
- As the social subgroup, we focus on social development of our students including, but not limited to the following factors:
 - Cultural
 - Socioeconomic
 - Community
- Many of these recommendations are interchangeable for hybrid learning.
- For PPS, we encourage the idea to provide extra time for morning meetings, community/advisory period, and homeroom for SEL wellness.
- Social committee are also developing a google website for staff to have access to lessons, activities, and resources for social development of our students.

- We believe that through an effective safe re-opening of our school, PPS staff and students must also be mandated to wear masks. Without this there is no wellness. This provides a safe space for students to properly and effectively social distance. #IWearBecauseICare

Focus Area 3: Social

Tier I

Supports for all students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
All	Students must be mandated to wear masks. Without this there is no wellness. Providing a safe space for students to properly and effectively social distance. #IWearBecauseICare	Masks readily available for all students and staff working at PPS.	PPS Nurses, Administration, Valley Road
All	<p><i>Technology Education at Home:</i> If we are introducing new platforms come September, we need to start looking into educating parents and staff as early as possible. A smooth transition is key in ensuring we reduce the stress from virtual learning for both families and staff. This also increases the effectiveness of virtual classes and counseling groups.</p> <p>Providing a go-to list of the proper IT staff to reach out if an issue arises with technology.</p>	Accessible working computers and internet for our PPS students	Technology Department, staff properly trained in the new platforms willing to train other staff
All	<p><i>Back to School Night / Parent teacher conferences:</i> Holding conferences earlier to bridge that communication.</p> <p>This can be effectively done via Zoom. This will help parents access materials, connect with new teachers and understand the expectations moving into the new school year.</p>	Accessible working computers and internet for our PPS students	Principals, Teachers, Counselors, CST, Nurses
All	<i>Introducing Social Distancing Etiquette:</i> We want to help	Admin/Staff who would like to present	Teachers, Nurses, Counselors, CST, Administrators

	<p>show/explain to parents and students what that looks like:</p> <ul style="list-style-type: none"> ● Creating a video to send out district wide to our families and students. This may be 3 videos for elementary, middle and high. ● Posting friendly flyers around the school reminder to wash your hands, and stay safe distance in different languages* ● One big question is when we start the new school year with new students, how will we be able to recognize them with masks on? 	on behalf of their building.	
All (certified staff)	<p><i>Importance of SEL:</i> Holding restorative circles, relationship building activities, social story games, building trust in the beginning of the year, reframing classroom setting (have desks in a circle or new way to build a sense of safety and connectedness).</p> <p>We are recommending extending homeroom time for morning meetings for a few weeks in September to focus on SEL and build comfort, so students feel ready to learn.</p>	Social subcommittee is creating an accessible google website for teachers to find lesson plans, activities, websites, resources, etc.	Staff

Tier II

Supports for some students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
PPS Staff	<i>Staff PPS staff helping PPS staff.</i> Committee recommends implementing more PD	Technology for staff	PPS Staff

	<p>throughout the year such as the “design your own PD day”.</p> <ul style="list-style-type: none"> ● It allows a range of PD which focus on need: i.e. academics, how to use new platforms, social emotional wellness, mentoring new staff; it allows choice. ● Offering it as virtual PD days would also be beneficial to our staff who are unable to attend in-person or refer back 		
All, Students	<p><i>Bridge Program:</i> Holding 3-4 summer sessions (recorded too) to help students with the transition from elementary to middle school and middle to high school.</p> <p>It would almost be like a ‘Student Tool Box’ where they can discuss time management, executive functioning skills, stress management, digital citizenship, study skills, and other things to help prepare them. It can be created by teachers, CST, and counselors.</p> <p>We would like it to start in the Summer (Aug.) in Zoom with 2 different options.</p> <p>This will help build the sense of community and connectedness students need at this time.</p>	Technology for staff	PPS Staff

Tier III

Supports for small groups of students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
Parents	<p>Providing more parent support for our diverse parent groups.</p> <p>Parent support group ran by a professional counselor, LPC, child therapist, social worker, or community resource. Not local members.</p> <p>Provide more options counseling/support groups strongly taking into consideration diversity/language needs.</p>	Staff, outside resources	CST, School Counselors, Community Organizations

Tier IV

Supports for individual students, staff, and families

Target Audience	Support	Required Materials	Facilitator(s)
BIPOC Students	Connecting with other BIPOC (Black, Indigenous, and People of Color) students, leadership peer program K-12	Accessible working computers and internet for our PPS students	CST, School Counselors, certified staff

Focus Area 4: Trauma Informed

Tier I

Expectations for all student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Trauma	Available resources Wrap Around Services (See p. 39 of The Road Back https://www.nj.gov/education/reopening/)	Staff Parents/Guardians Students	Provided remotely and paper format in various languages	<p>Use of appropriate social media (esp. Facebook) to advertise information to students and help direct them to resources</p> <p>Advertising/providing these resources via email and other non-web-based communication types, such as by phone or text message</p> <p>Posting collective resource document on PPS “Reopening Our Schools” page, including “The Road Back” from the governor to give parents an idea of what they may expect in the fall.</p> <p>Posting resources on Canvas site. With the transition from PSL, students (and parents) may need training or a one-page FAQ on how to use Canvas, along with these resources. The switch to this platform may make adjusting to remote learning and a hybrid structure more difficult, so we should provide this as a resource, as well.</p>

Trauma	Ensuring a sense of community	Students Families	Videos	<p>Video presentations/orientations to prepare students (and families) for the school year. This is especially important for kids in transition (incoming kindergarteners, rising 9th graders, transfer students or students generally moving from one building to another), because these students won't have the same familiarity or sense of community within their new school and with their peers. They will especially need to understand school expectations in this new climate.</p> <p>Videos can review new social distancing policies and expectations as well</p>
Trauma	Trauma Training	Staff Parents/Guardians	PD Zoom sessions	All staff and parents/guardians should understand the impact on trauma and a basic understanding of what we can expect when we return
Trauma	Trauma Training	Staff	<p>Outside facilitator Starting as soon as possible through professional development</p> <p>Need a small space to create</p>	<p>Trauma informed school training of all staff to ensure we function as a trauma informed district</p> <p>Website or newsletter that has all important information in one place and is accessible by all</p> <ul style="list-style-type: none"> · Direct staff to resources on the PPS website · Create a staff section on the PPS website that is

			<p>a Restoration Room</p> <p>Couch/Table for Restoration Room</p> <p>Phone for emergencies in the room</p> <p>Pamphlets/Re sources accessible in that room</p> <p>Sanitizers/glo ves in room if needed</p> <p>Portal for music/Calm app etc....</p>	<p>easily accessible for staff (EAP info).</p> <ul style="list-style-type: none"> · STAFF Restoration room for staff for the purpose of distress and relieve. Nurse office. (30 mins maximum time) · Talk with PHS admin about a possible space for STAFF RESTORATION. · The RESTORATION ROOM supplies need to be stocked with comfortable chair, couch, coffee table, stress balls, aroma therapy, portal for music, and COVID sanitary PPE, gloves etc. · PHONE for emergencies in restoration room · Stock restoration room with resource phone numbers i.e.- mental health supports. · One FACE SHIELD for each staff · Weekly written COMMUNICATION from PPS administration (building admins and VR admins) with regards to school decisions, minutes from grade level etc. · Enforce social distance requirements (6 ft.) · HR CONSIDERATION and flexibility with regards to reasons for not returning to work · Notification of 8 sessions of EAP available
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Trauma	Daily meetings to build community/check-in/build relationships	Staff Students	<p>Elementary: Responsive Classroom Model In person: Daily for 15/20 minutes Remote: Daily for 15/20</p> <p>Middle: WIN time/homerooms? High: carving out 15/20 minutes of time within a specific subject area's class time. Science was suggested because of longer lab blocks.</p> <p>*Each grade level would benefit from an additional suggestion box for students who might not feel comfortable speaking openly during the check-in period. This can be intake for teachers, and they can refer students to counseling and other resources based on it. If remote, students can send private messages via Zoom to check in with teachers if this is more comfortable for them. Can also communicate with parents at any level to encourage them to let us know how their child is doing.</p>
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Trauma	TIE it Together: Parent town hall meetings for the purpose of Transformation, Information and Education	Parents/Guardians	Zoom Staff Facilitators	<p>Planning and implementing monthly town halls for parents/guardians and families to help them navigate through these times. Use comedy, light hearted education techniques.</p> <p>Hear parent's/guardian's feedback</p> <p>Comment section with deadline date should take place. Form can be sent out/attached as a link with flyer.</p> <p>Start in August</p> <p>Second one must happen third week in September.</p> <p>Must have town halls in English and OTHER languages spoken by families in our district.</p>
Trauma	Clear Guidelines and Outlines Shared and Posted	Families Staff	Guidelines	<p>Post and send CLEAR guidelines on expectations for teachers. Will share what parents and student can expect a teacher to complete and share daily/weekly. This will mitigate stress because everyone will know what is expected.</p> <p>Staff is all given the same information, on the same page to reduce stress of lack of communication.</p>

Tier II

Expectations for most student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Trauma	Support Groups	Teachers	<p>Outside staff available from EAP or other organizations to be available for staff during the school day</p> <p>Flyers/pamphlets/ online resources easily accessible in restoration room as well as on Website</p> <p>Outside CST help that can be faded out when crises lessen.</p>	<p>ENCOURAGE STAFF TO ATTEND EAP 8 sessions</p> <p>Outside MENTAL HEALTH SPECIALIST(S) available for each building on a weekly basis (dealing with ALL traumas)</p> <p>PD that is trauma related early in the year.</p> <p>Extra CST support as needed to ensure compliance with mandated CST work and free up school psychologists and social workers for needed trauma work.</p>
Trauma	Parent/Guardians Education	Parents/Guardians	<p>District Staff Members as Educators</p> <p>Zoom</p> <p>https://spanadvocacy.org/</p>	<p>Provide parent/guardians education on topics raised during town hall meetings. Use knowledgeable district staff members to help educate parents and support them in their role. Help them with structure, supporting children with school work, supporting children through trauma, supporting themselves through trauma.</p> <p>Encourage parents/guardians to participate in racial literacy course</p>

Tier III

Expectations for small groups of student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Trauma	Group Counseling	Students	<p>In-person: Safe, health-compliant (social distancing-compliant) group counseling space.</p> <p>Administrative support would be helpful in finding counseling spaces within each building that can adhere to social distancing.</p> <p>Assistance needed at each building level with flexibility and finding room in students' schedules for counseling. Administration will need to</p>	<p>Outside counselors to provide counseling at each building level</p> <p>If teachers receive student-based concerns from parents or if they have their own concerns, they will email or reach out directly to counseling and support staff.</p> <p>It's advised to have a specific referral form with criteria for potential participants to help streamline the process.</p>

			<p>provide support in emphasizing the need for students to have these supports.</p> <p>Remote: Zoom</p> <p>Referrals from parents/teachers to support staff for group counseling</p>	
Trauma	Family Support Groups	Parents/Guardians	Staff Facilitator	<p>Zoom groups with staff facilitators that just give parents/guardians an outlet to vent/talk/share ideas. Not an emphasis on education, just an emphasis on parent self-care and discussing the trauma.</p> <p>Facilitated by staff members with children same as people in the group.</p>

Trauma	Parent and student affinity groups/safe conversations to address racial trauma	Parents/Guardians Students	<p>Staff and outside facilitators</p> <p>In-person: a safe, socially distant space for affinity group counseling</p> <p>Remote: via Zoom</p>	<p>Students and parents/guardians should have opportunities, organized by the district, to discuss their concerns about equity, racial injustice and racial trauma in a safe group space. This can provide helpful feedback to the district about how to better support students of color. These groups were piloted and facilitated by staff and outside consultants at the end of this school year for the middle and high school students, but parents were not incorporated. Parents/Guardians could provide a protective measure for students to discuss their experiences, and we could also use these groups to educate students and families who are not of color. Including family members can also open this process up to elementary students, which is important because combating racism and encouraging anti-racism is best initiated at a young age. It is important to acknowledge that the racial injustices affecting black people and other POC are also a component of the overall trauma that students are experiencing.</p>
Trauma	Resources for counselors in all buildings to encourage anti-racism and racial literacy in already existing group counseling curricula	Staff (specifically counseling staff)	<p>Racial literacy resources to educate counseling staff and that they can incorporate into their group practice</p> <p>Outside trauma specialist available for ongoing check ins (could be virtual)</p>	<p>School counselors and other student support staff</p> <p>Outside referrals for ongoing individual counseling.</p> <p>Check-in protocol to make sure the staff member is getting all of the help/support that is needed.</p> <p>Create a safe person/group for ongoing support. Not administration.</p>

Tier IV

Expectations for individual student, staff, and families

Domain	Topic & Description	Target Audience	Supplies / Materials	Facilitators / Communication Plan
Trauma	Individual Counseling	Students	<p>In-person: safe, health-compliant (social distancing-compliant) counseling space.</p> <p>Administrative support would be helpful in finding counseling spaces within each building that can adhere to social distancing.</p> <p>Remote: Zoom</p> <p>Referrals from parents/teachers to support staff for individual counseling</p>	<p>Outside counselors to provide individual counseling at each building level</p> <p>If teachers receive student-based concerns from parents or if they have their own concerns, they will email or reach out directly to counseling and support staff.</p> <p>It's advised to have a specific referral form with criteria for potential participants to help streamline the process. Questions should also include whether teachers/parents think the individual student would benefit more from a group or individualized approach, based on their understanding of the student. Individual counseling will be emphasized for higher-need student cases.</p> <p>Start with a 6-week regular counseling structure and then, at the end of this period, re-assess with teachers, parents and individual students to determine whether further counseling or termination is needed. This would be beneficial to being able to serve more students throughout the year and alleviate the additional load on counselors.</p>

Trauma	Mentorship	Students	Identified elementary students can be connected with mentor from high school or University to help on any level: academically, socially, emotionally (wraparound/freedom school model)
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Appendix II

Princeton High School Daily Schedule: In Person and Remote Learning Schedule

4 Day in/6 Day Remote Schedule

- Aiming for a Monday through Friday in order to be consistent with transportation. This works well for September and October. We will need to adjust for November due to holidays, PD days, inclement weather days, etc.

A-L In school/ M-Z Remote

Day 1	Day 2	Day 3	Day 4	Day 5
PHS E	PHS F	PHS E	PHS F	Remote/Reading

M-Z In School/A-L Remote

Day 6	Day 7	Day 8	Day 9	Day 10
PHS E	PHS F	PHS E	PHS F	Remote/Reading

1:00PM Dismissal without Break

Class Time=60 minutes

Passing time=13-15 minutes

Homeroom will occur on the 1st E & 2nd F Day of the week (Days 1/6 & 4/9)

E Day		F Day	
Period 3	8:20-9:20	Period 4	8:20-9:20
Period 1	9:33-10:33	Period 2	9:33-10:33
Period 7	10:47-11:47	Period 8	10:47-11:47
Period 5	12:00-1:00	Period 6	12:00-1:00
Teacher Planning/Remote Office Hours 1:30-3:21		Teacher Planning/Remote Office Hours 1:30-3:21	

1 st E Day w/ Homeroom		2 nd F Day w/ Homeroom	
Period 3	8:20-9:13	Period 4	8:20-9:13
Period 1	9:25-10:18	Period 2	9:25-10:18
Homeroom	10:31-10:49	Homeroom	10:31-10:49
Period 7	11:02-11:55	Period 8	11:02-11:55
Period 5	12:07-1:00	Period 6	12:07-1:00
Teacher Planning/Remote Office Hours 1:30-3:21		Teacher Planning/Remote Office Hours 1:30-3:21	

Office Hour Rotations by Department

	Days 1 & 6 (E)	Days 2 & 7 (F)	Days 3 & 8 (E)	Days 4 & 9 (F)	Days 5 & 10
1:35-2:05	Science	Visual/Performing Arts/PE	World Languages	English	Teacher Planning
2:15-2:45	English	World Languages	Math/Business	Social Studies	Teacher Planning
2:55-3:25	Social Studies	Math/Business	Visual/Performing Arts	Science	Teacher Planning

- Learning Commons/Speech/OT/PT/School Counseling and CST by appointment
- When teachers are not providing office hours they will continue planning, giving feedback and developing content for Canvas.

John Witherspoon Middle School Hybrid Schedule 2020-2021

Master Schedule:

	Start time	End Time	Minutes
HR	8:25 AM	8:45 AM	21
Block 1	8:46 AM	9:43 AM	62
Passing			2
Block 2	9:50 AM	10:52 AM	62
Passing			2
Block 3	10:54 AM	11:56 AM	62
Passing			2
Block 4	11:58 AM	1:00 PM	62
End of day	1:00 PM	1:00 PM	275

Grade Level Schedules					
6th Grade	A	B	C	D	Virtual
HR	HR	HR	HR	HR	Virtual
Block 1	Core	Core	Core	Core	Virtual
Block 2	EP 1	EP 2	EP 3	EP 4	Virtual
Block 3	Core	Core	Core	Core	Virtual
Block 4	Core	Core	Core	Core	Virtual
7th Grade	A	B	C	D	Virtual
HR	HR	HR	HR	HR	Virtual
Block 1	Core	Core	Core	Core	Virtual
Block 2	Core	Core	Core	Core	Virtual
Block 3	EP 1	EP 2	EP 3	EP 4	Virtual
Block 4	Core	Core	Core	Core	Virtual
8th Grade	A	B	C	D	Virtual
HR	HR	HR	HR	HR	Virtual
Block 1	Core	Core	Core	Core	Virtual
Block 2	Core	Core	Core	Core	Virtual
Block 3	Core	Core	Core	Core	Virtual
Block 4	EP 1	EP 2	EP 3	EP 4	Virtual

Below is a representation of a sample 8th grade student schedule with the cohort switch:

Cohort Gold	A Day	B Day	C Day	D Day	Virtual
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
HR					
Block 1	Core	Core	Core	Core	Core
Block 2	Core	Core	Core	Core	Core

Block 3	Core	Core	Core	Core	Core
Block 4	EP 1	EP 2	EP 3	EP 4	
	A Day	B Day	C Day	D Day	Virtual
Week 2	Virtual	Virtual	Virtual	Virtual	Virtual
HR					
Block 1	Core	Core	Core	Core	Core
Block 2	Core	Core	Core	Core	Core
Block 3	Core	Core	Core	Core	Core
Block 4	EP 1	EP 2	EP 3	EP 4	
Cohort Blue	A Day	B Day	C Day	D Day	Virtual
Week 1	Virtual	Virtual	Virtual	Virtual	Virtual
HR					
Block 1	Core	Core	Core	Core	Core
Block 2	Core	Core	Core	Core	Core
Block 3	Core	Core	Core	Core	Core
Block 4	EP 1	EP 2	EP 3	EP 4	
	A Day	B Day	C Day	D Day	Virtual
Week 2	Monday	Tuesday	Wednesday	Thursday	Virtual
HR					
Block 1	Core	Core	Core	Core	Core

Block 2	Core	Core	Core	Core	Core
Block 3	Core	Core	Core	Core	Core
Block 4	EP 1	EP 2	EP 3	EP 4	

Sample 6th Grade CORE Teacher Schedule - (outlines the in-person and the remote components of each school day)

	Monday	Tuesday	Wednesday	Thursday	Friday
Connect	Connect	Connect	Connect	Connect	Connect
Block 1 62 min	Core	Core	Core	Core	30 min core A/30 min core b
Block 2 62 min	Personal Prep	Personal Prep	Personal Prep	Personal Prep	House Time
Block 3 62 min	Core	Core	Core	Core	30 min core a/ 30 min core b
Block 4 62 min	Core	Core	Core	Core	30 min core a/ 30 min core b
Lunch 1pm to 1:30pm					Personal prep for upcoming week
Block "1V" 20 min	Hybrid Virtual Check-in 1A	Hybrid Virtual Check-in 1B	Hybrid Virtual Check-in 1C	Hybrid Virtual Check-in 1D	
Block "2V" 20 min	Prep	Prep	Prep	Prep	
Block "3V" 20 min	Hybrid Virtual Check-in 3A	Hybrid Virtual Check-in 2A	Hybrid Virtual Check-in 2C	Hybrid Virtual Check-in 2D	
Block "4V" 20 min	Hybrid Virtual Check-in 4A	Hybrid Virtual Check-in 4B	Hybrid Virtual Check-in 4C	Hybrid Virtual Check-in 4D	

Possible draft for a **Friday Schedule** for Teachers and Students on the days that all students are Remote

**Students will not have EP responsibilities on virtual Fridays, they should use this time to catch up on assigned work, practice an instrument, engage in independent reading tasks, or develop their own social emotional health strategies.

8:30am - (30 min)	Connect with Homeroom...all members. SEL practices put into place to unite Remote and In-Person Learners
9:00-9:30 (30 min)	Block 1A
9:30-10:00 (30 min)	Block 1B
10:00-10:30 (30 min)	Block 2A
10:30-11:00 (30 min)	Block 2B
11:00-11:30 (30 min)	Block 3A
11:30-12:00 (30 min)	Block 3B
12:00-12:30 (30 min)	Block 4A
12:30-1:00 (30 min)	Block 4B
1 hour (Teachers ONLY)	Block 5 - Plan and post for upcoming week

(as of July 27, 2020)

Event	Time		Models			Comments
	Begin	End	Hybrid		All-Virtual	
			In-Person	Remote	Remote	
Staff in Rooms	8:00 a.m.					
Getting Ready	8:00 a.m.	8:30 a.m.	Arrival	Log In, Socialize		Interaction between B&C; A can join.
Morning Meeting	8:30 a.m.	9:00 a.m.	Community-Building, SEL, Read-Aloud			All cohorts participate together.
Period 1	9:00 a.m.	9:30 a.m.	E.L.A.	E.L.A.	E.L.A.	Possibility for combining cohorts if lesson objectives, structure, and strategies allow.
Period 2 / Break	9:30 a.m.	10:10 a.m.				
Period 3	10:10 a.m.	10:40 a.m.				
Period 4	10:40 a.m.	11:10 a.m.	Special	Special	Special	May be able to combine two or three cohorts.
Period 5	11:10 a.m.	11:40 a.m.	Math	Math	Math	Possibility for combining cohorts if lesson objectives, structure, and strategies allow.
Period 6	11:40 a.m.	12:10 p.m.				
Period 7	12:10 p.m.	12:40 p.m.	Lun/Rec	Lunch/Socialize		Some interaction between B&C; A can join.
Period 8	12:40 p.m.	1:00 p.m.	Homework & Next-Day Set-Up			All cohorts participate together.
Transition	1:00 p.m.	1:30 p.m.	Dismissal	Screen Break		
			Remote			

Period 9	1:30 p.m.	2:00 p.m.	Travel	Group I-A	Group I-B	May combine kids from across cohorts. May offer another special during Period 11 or Period 12.
Period 10	2:00 p.m.	2:30 p.m.	Group II-A	Group II-B	Group II-C	
Period 11	2:30 p.m.	3:00 p.m.	Group III-A	Group III-B	Group III-C	

	in-person schooling
	remote schooling
	integrated schooling

Appendix III

Princeton Public Schools Professional Development Institute

The **Princeton Public Schools Professional Development Institute** is supporting our collective needs to adapt quickly to teaching and learning in a different environment from what we've previously known in a pre-COVID- 19 world. Thanks to feedback and surveys completed by our P.P.S. Staff, our Re-Entry Professional-Development Committee has devised a Professional-Development Plan to address content that is essential for all staff to adapt to our emerging needs. Our professional development offerings consist of courses in four strands:

1. Technology
2. Equity
3. Pedagogy and Instructional Practices for Remote and Hybrid Learning
4. Trauma-Informed Practices

Each strand consists of **scaffolded tiers** to meet the varying needs of our P.P.S. staff. **For each strand, participants must complete the offerings in a tier to move on to the next.** *We encourage staff members to work with their supervisor to modify their P.D.P to reflect these essential strands.*

In our continuing efforts to provide ongoing opportunities for educators to improve their knowledge and skills, we invite **everyone**, including administrators, aides and teachers to participate in these courses. As in the past, courses are three (3) hours or six (6) hours in length.

Presenters

For the most part, workshop leaders and facilitators are teachers, supervisors, and administrators in our district. We also have some outside consultants to support our professional learning.

Schedule

Summer Institute July - August 2020

Technology Strand:

Canvas Our Learning Management System – Getting Started (Tier 1, three hours)

Canvas Our Learning Management System – A Deeper Dive (Tier 2, three hours)

Equity Strand:

Introduction to Equity Part A and B (Tier 1, three hours each day, six hours total) Restorative Justice Practices

Levels I (Tier 1, six hours)

Restorative Justice Practices Levels II (Tier 2, 12hours)

Exploring White Privilege: (Tier 1, three hours; administrators

and supervisors only) Addressing White Privilege: (Tier 2, three hours; administrators and supervisors only)

Opening D

Canvas Our Learning Management System – Getting Started (Tier 1, three hours) Canvas Our Learning Management System – A Deeper Dive (Tier 2, three hours)

Pedagogy/Instructional Practices:

Strategies for Hybrid and Remote Teaching and Learning - Tier 1 Executive
Functioning Strategies that Work - Tier 1

Trauma-Informed Practices

Fall Institute: September -December 2020
All Tier 2 Courses

AT A GLANCE:

Re-Entry Professional Development Plan

Tier 1

*July - September 2020

(*dates and times determined by facilitator availability) (Recorded and online sessions may be available for *some* workshops.)

Completion of Tier 1 courses in a strand are a prerequisite for taking courses in the same strand in Tier 2

Domain	Topic & Description	Target Audience	# of Hours	Facilitators
Technology	<p>How to Use Canvas (Canvas 101) <i>Setting up your basic site, including pages mandated by the Office of C&I to support hybrid and remote learning</i></p> <ul style="list-style-type: none"> - What makes an effective website design - Setting up your homepage - How to access migrated information - Linking to other sites 	All District Staff	3 Hours	Krista Galyon, Stephenie Tidwell
<p>Equity***</p> <p>***For the equity strand, our recommendation is that all educators (including instructional assistants and administrators) should take the Module 1 course which is broken up into different components to total 6 hours of instruction. Completion of this strand is a prerequisite for taking other courses in the equity strand. 1.a. will be a Canvas course that lays the groundwork/vocabulary. It is asynchronous (all others synchronous) 1.b. will be a S.E.E.D. type course addressing biases and how to recognize them and what to do (introduction level) 1.c. 1-4 are</p>	<p>Understanding the PPS Framework for Equity: The language and dispositions for our equity work around race and ethnicity, gender/sexuality, religion, immigration status, and differing abilities</p> <p>Level 1a - The Language</p> <ul style="list-style-type: none"> - District's definition of equity - Common language (e.g., race, racism, culture, antiracist, bias, cultural competence, culturally relevant pedagogy, normed values, gender identity, gender expression, sexual orientation, intersex, nonbinary, cisgender, LGBTQ) - Danielson and equity - Board policies <p>Level 1b - Understanding the P.P.S. Framework for Equity: The Dispositions</p> <ul style="list-style-type: none"> - Knowing your biases, knowing your triggers, how to mitigate them - Danielson and equity <p>Level 1c.1 - Understanding the P.P.S. Framework for Equity: The Dispositions through the Lens of Race & Ethnicity</p> <ul style="list-style-type: none"> - Danielson and equity - E.L.L. population - Exercises from current texts on anti-racism and bias <p>Level 1c.2 - Understanding the P.P.S. Framework for Equity: The Dispositions from a Lens of Gender & Sexuality</p> <ul style="list-style-type: none"> ● SOGI 1010: LGBTQ - Foley & Simon ● Danielson and equity 	All District Staff	<p>6 Hours for the entirety (30 minutes asynchronous , 5-hour discussions) Offered once a week starting week of July 27th thru the week of August 17th</p> <p>For people who do not complete during the summer, it will be offered once a month on a Monday during the school year</p>	<p>Keisha Smith-Carrington and Liz Lien</p> <p>Thomas Foley and Jen Simon</p>

specifically, focused discussions framed around the Danielson Framework. 1.d. is a summary discussion to bring the conversations to a closure with an explanation of where to go next.	Level 1c.3 - Understanding the P.P.S. Framework for Equity: The Dispositions through the Lens of Religion (Linda Sarsour's writings) <ul style="list-style-type: none"> • Danielson and equity 			
Pedagogy/ Instructional Practices	<ol style="list-style-type: none"> 1. Strategies for Hybrid and Remote Teaching and Learning, by Subject Area <ul style="list-style-type: none"> - Differentiated Instruction - Student engagement - Materials planning and distribution - Flipped classroom/learning 2. Executive-Functioning Strategies that Work <ul style="list-style-type: none"> - Development of E.F. - Strategies by age/grade - Resources 	All District Teaching Staff and Instructional Aides	3 Hours 3 Hours	Subject Area Supervisors Stacey Palant & Lisa Peters:
Trauma-informed practices	The Role Trauma Plays in the Students we teach in a Post-Covid19 World <ul style="list-style-type: none"> - What is trauma? - What does trauma look like in ourselves and our students (in person and online)? - What are common behaviors related to trauma? - What is secondary trauma and compassion fatigue? 	All District Staff	3 Hours	Sara Leta and Meredith Cooke

Tier 2

***August - November 2020**

(*dates and times determined by facilitator availability) ([Recorded and online sessions may be available for *some* workshops](#))

Domain	Topic & Description	Target Audience	# of Hours	Facilitators
Technology	<ol style="list-style-type: none"> Canvas 102 - Exploring Integration with Microsoft 365 and Google Drive Tools to support hybrid and remote learning <ul style="list-style-type: none"> - Flip grid - Pear Deck - Go Formative - Screencastify - Vidyad - Quicktime 	All District Staff	1.5 Hours 1.5 Hours each	Krista Galyon and Stephenie Tidwell Faculty K - 12 - identify faculty members who excel at using technology tools
Equity	<p>Bias in the Classroom: What It Looks Like</p> <ul style="list-style-type: none"> ● The Person You Mean to Be ● Trouble Makers <p>LGBTQ+ Inclusive Curriculum Workshop</p>	All District Staff All District Staff	6 Hours 3 Hours	Keisha Smith-Carrington and Liz Lien Thomas Foley & Jen Simon
Pedagogy/ Instructional Practices	<p>Models to Maintain Engagement</p> <ul style="list-style-type: none"> - Flipped classroom - Blended learning - Problem Based Learning - Project Based Learning - Collaborative Learning <p>Equitable Assessment Practices</p> <ul style="list-style-type: none"> - Formative Assessment - Summative Assessment - Holistic Assessment Strategies - Alternative Assessments 	All District Teaching Staff and Instructional Aides	3 - 6 Hours each 3 Hours	Faculty K - 12 - identify faculty members who excel at engagement strategies Faculty K - 12 - identify faculty members who excel at equitable assessment practices--
Trauma-informed practices	<ol style="list-style-type: none"> Developing a Personal Toolkit of Information and Resources to Help Teachers Create a Trauma-Informed Classroom as Well as Strategies to Engage in Self-care School Counseling Department Workshops: <ul style="list-style-type: none"> - Building Community through circles - Breaking down the Mental Health Barrier - Working with the Latinx Community - Wellness - Developing Resilience 	All District Staff All District Staff	3 Hours 3 Hours - (1 Hour Each - pick any three)	Sara Leta and Meredith Cooke Kristina Donovan, Jared Warren & Counselors & Child Study Team Members

Appendix IV

INTERIM GUIDANCE FOR MERCER COUNTY SCHOOL REOPENINGS Compiled by Mercer County Health Officers Association Version 07_24_2020

Our shared commitments:

- Reopening school is an enormous and complex task that needs sustained and meaningful partnerships between school districts, their health department, and their families.
- We affirm that social interaction and in-person instruction is important to our children's emotional well-being and their educational advancement. However, during a pandemic such as COVID-19, remote learning may be preferred or required to mitigate health risks.
- School reopening plans and policies will be driven by the health and wellbeing of students, their families, and their communities.
- School policies must be flexible and agile in responding to evolving information, and in collaboration with the local health department.
- Special considerations and accommodations must be made to account for the diversity of youth, especially for vulnerable populations, including those who are medically fragile, live in poverty, have developmental challenges, or have special health care needs or disabilities, with the goal of safe return to school.

Priorities for Health and Safety

Daily Screening of staff/students/visitors:

- At the start of the school year, all parents and staff will be provided with information on symptoms of COVID 19 and how to prevent its spread
- All employees will perform a daily symptom screen on themselves before leaving for work and will stay home if ill.
- All staff, students, and visitors will go through temperature checks and health assessment screening when entering school buildings in the lobby or reception area. A list of symptoms must be posted for visitors to review. A no-touch thermometer, or equivalent non-contact temperature screening device, must also be used to take visitor's temperature, along with wipes for disinfecting before and after use; and hand sanitizer for visitor usage. If a visitor has any of the listed symptoms, access must be denied to the building.
- **Screening of students before entering the building.** Staff must visually check students for symptoms upon arrival and/or confirm with families that students are free of COVID-19 symptoms.

- School districts may require a parent/guardian to conduct a screening at home each morning before the school day and report to the school if there are any symptoms.
- **Screening of students before entering school buses:** No children with symptoms should be sent on a bus. Bus drivers should be provided with a number to report symptomatic children discovered on the route.
- **Students identified on pre-entry screening to have COVID-19 compatible symptoms shall be directed to the isolation room for evaluation by the school nurse.**
- **Staff identified on pre-entry to have COVID-19 compatible symptoms shall be sent home and advised to consult with their primary care professional.**

Universal Wearing of Masks

- Students, staff, and visitors must wear masks while on the school bus, while in common areas, and while in the classroom.
- Since there may be lapses in use of masks by young children or individuals with disabilities, social distancing of 6 feet or more must continue to be maintained. If students cannot wear a mask, they must provide a doctor's note.
- Masks may be removed while eating lunch, or while engaging in intense physical activity

Social Distancing.

- To allow for social distancing within the classroom, students should be seated at least 6 feet apart.
 - When the weather allows, windows should be open to allow greater air circulation.
 - If schools are not able to maintain this physical distance, additional modifications should be in place, including:
 - physical barriers between desks and
 - turning desks to face the same direction or
 - having students sit on only one side of the table, spaced apart.
 - Increase ventilation with an additional circulation of outdoor air, using windows, doors, and/or fans.
 - High-traffic hallway use will be limited by staggering the end of classroom periods to reduce the number of students in the hallways simultaneously and by requiring masking.
- If meals are provided in the school:
- Individuals must sanitize or wash their hands before and after eating.
 - To maintain cohorting/social distancing, having lunch in the classroom is preferred. (either Grab and Go, or delivered)
 - In cafeterias, individuals should be seated in staggered arrangements to avoid “across- the-table” seating. Consider using assigned seating for students in cafeterias and other congregate settings to help assist with contact tracing when required by the health department. Tables must be sanitized between uses.

Transportation/bussing

Buses can operate with a maximum of **25% capacity**, and masks will be required of students while on the bus.

Districts should encourage alternative ways of getting to school whenever safely possible: Walk, bike, and parent drop-off

Bus drivers are required to wear face shields **and** masks when students enter/exit the bus.

The bus company shall be required to disinfect all high-touch surfaces on buses **at least twice daily**-- once in the morning after transport and once in the afternoon after the daily run.

Railings and other high-touch areas should be sanitized between each route.

- A Hand sanitizer station should be available on the bus.
- A Disinfection policy and training should be established for bus driver and attendants.

Operational Protocols/Procedures. The following considerations should be made when addressing protocols/procedures for maintaining health and safety:

- Students and staff must consistently be made aware of the signs and symptoms of COVID- Posters with signs and symptoms will posted in each classroom and continuously updated.
- Students and staff must go to the nurse immediately if feeling symptomatic.
- Each school must provide an isolation room to hold student or staff who are symptomatic

before they exit the school.

- Guidance on personal protective equipment for school nurse (NASN) can be found at: <https://higherlogicdownload.s3.amazonaws.com/NASN/3870c72d-fff9-4ed7-833f-215de278d256/UploadedImages/PDFs/Guidance-for-Healthcare-Personnel-on-PPE-Use-in-Schools.pdf>

Cleaning/Disinfecting.

- All high-contact surfaces must be disinfected regularly, including door handles, light switches, playground equipment, and student desks. Additionally, the following precautions should be considered:

- ☐ All individuals in school should sanitize or wash their hands frequently. Hand sanitizer

should be made available in all common areas, hallways, and/or in classrooms where sinks

for handwashing are not available.

- ☐ The use of shared objects should be limited when possible or cleaned between use.

- ☐ Students and staff should be encouraged to use individual water bottles from home or

disposable plastic bottles (instead of shared water fountains).

- ☐ Each school should have a Policy and training for staff on cleaning and disinfecting

Reporting of confirmed cases/contact tracing/ quarantine.

- Each school district shall notify the LHD of a designated point of contact with 2 designated back up contacts for the purposed of case investigation. Each LHD shall provide the school district with a designated point of contact for case investigations with 2 designated back up contacts.

- Regardless of exposure status, all students, staff, and visitors must mask and must maintain social distancing.

[The following section of the guidance document is adapted directly from the New Jersey Department of Health, Communicable Disease Services, COVID-19 Guidance for Reopening Childcare, July 20, 2020.] Available at:

https://www.state.nj.us/health/cd/documents/topics/NCOV/COVID_guidance_reopening_childcare.pdf

When Illness Occurs

This guidance is based on what is currently known about the transmission and severity of coronavirus disease 2019 (COVID-19). This is an evolving situation and guidance is subject to change. Please check the NJDOH and CDC websites frequently for updates.

- Children and staff with fever, cough, or difficulty breathing should be placed away from others in an **ISOLATION AREA** and asked to wear a face mask until they can be sent home.

- Whenever possible, cover children’s (age 2 and older) noses and mouths with a mask or cloth face covering.
- If a mask is not tolerated by the child, staff should use a face covering and follow social distancing guidelines (6 ft. away).
- Individuals should be sent home and advised to follow ***What to Do If You Are Sick***.
- When an individual tests positive for COVID-19, the facility should immediately notify local health officials, staff and families of a possible or confirmed case while maintaining confidentiality.
- Schools should be prepared to provide the following information when consulting public health:
 - The identity of the person with COVID-19 or probable COVID-19 (i.e. staff, student, household contact);
 - The date the person with COVID-19 or probable COVID-19 was last in the school; ○ The date the person developed symptoms and/or tested positive;
 - Types of interactions the person may have had with other persons in the school or in other locations;
 - How long their interactions were with other persons in the school;
 - If other persons in the school have developed any symptoms;
 - Information related to other group activities the person engaged in; and ○ Any other information to assist with the determination of next steps.

Individuals with Suspected or Confirmed COVID-19:

- Signs and symptoms of COVID-19 in children may be similar to those for common viral respiratory infections or other childhood illnesses.
- It is important for pediatric providers to have an appropriate suspicion of COVID-19, but also to continue to consider and test for other diagnoses.
- Individuals with COVID-19 have had a wide range of symptoms reported – ranging from mild symptoms to severe illness.
- Symptoms may appear 2-14 days after exposure to the virus. Individuals with these symptoms may have COVID-19:
 - Fever or chills, cough, shortness of breath or difficulty breathing, fatigue, muscle or body aches, headache new loss of taste or smell, sore throat, congestion or runny nose, nausea or vomiting, or diarrhea.

- This list does not include all possible symptoms. CDC will continue to update this list as more is learned about COVID-19.

- Individuals (e.g., children, care providers, or staff) who have any symptom(s) consistent with COVID-19, should be sent home or denied entry and referred to a healthcare provider for evaluation on whether testing is needed.

- Children and staff who are COVID-19 **positive** or who have symptoms consistent with COVID-19 and **have not had a medical evaluation or COVID-19 test** must not return until they have met the criteria for discontinuing home isolation (see table below).

- Individuals with an alternate diagnosis that would explain the reason for their symptom(s) should:

- Stay home and follow the NJDOH School Exclusion List for the diagnosed illness. ▪ If symptoms related to an alternate diagnosis change or worsen, the individual should consult a healthcare provider to determine next steps.

- The other individuals of the small group/cohort of the symptomatic person should also be sent home. These contacts should be instructed to quarantine and may return:

- If the ill person tests positive - after 14 days from the last exposure and no symptoms develop.

- After the ill person has an alternate diagnosis that would explain the symptoms.

- After the ill person tests negative.

<p>Individuals who have symptoms of COVID-19 AND • have tested positive (by PCR, rapid molecular or antigen testing) OR</p> <ul style="list-style-type: none"> • have not been tested (i.e. monitoring for symptoms at home) should stay home and away from others until: 	<p>At least 10 days have passed since their symptoms first appeared AND • They have had no fever for at least 24 hours (one full day without the use of medicine that reduces fever) AND • Symptoms have improved (e.g. cough, shortness of breath)</p>
<p>Individuals who have NO symptoms and have tested positive should stay home and away from others until:</p>	<p>10 days have passed from the collection date of their positive COVID-19 diagnostic test AND they have not developed symptoms.</p>

Individuals who have symptoms and have tested negative should stay home and away from others until:	24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve.
Individuals who are identified as a close contact* of a confirmed case should:	Self-quarantine and monitor for symptoms for 14 days from the last date of exposure with the confirmed case, even if contact tested negative.

*Close contact is defined as being within 6 feet for at least a period of 10 minutes.

- If a case of COVID-19 infection occurs in one defined cohort within the school, the ill person should be sent home.
 - Other staff and children in the cohort should be assessed for consideration as close contacts of that case, and if classified as close contacts, quarantined in their homes for 14 days. School nurses and administrators should review the classroom practices, physical layouts, and assess compliance with preventative measures to help inform public health decisions.
 - Public health, parents/guardians, and staff facility-wide should be informed of the situation.
 - The CDC guidance for cleaning and disinfection should be followed.
- Other cohorts within the school facility can continue to function, with daily and vigilant screening for illness occurring, and social distancing, personal and environmental hygiene measures strictly adhered to.
- If cases occur in multiple cohorts within the school, then all school may need to be suspended (see Closure section).
- The ability to keep cohort groups small and static can be helpful in identifying close contacts and may aid in determining if a facility wide closure is necessary.

School Outbreaks: A definition of an outbreak in a school setting is expected to be determined by the NJDOH CDS prior to the start of the school year

Contact Tracing

- School staff should help administration in identifying close contacts of positive COVID- 19 cases. This should be done in conjunction with the LHD. This process will require close collaboration between public health staff and school nurses and administration.

- Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.
- A contact tracing team from the local health department or the NJDOH calls anyone who has tested positive for COVID-19. They ask the patient questions about their activities within a certain timeframe, to help identify anyone they have had close contact. Those contacts might include family members, caregivers, co-workers or health care providers.
- Individuals who have recently had a close contact with a person with COVID-19 should stay home and monitor their health.

Closure

A facility may need to temporarily dismiss children and staff for 2-5 days, if a child or staff member attended school before being confirmed as having COVID-19.

- This initial short-term dismissal allows time for the local health officials and school administrations to gain a better understanding of the COVID-19 situation impacting the facility, perform contact tracing and cleaning and disinfecting the facility.
- Facilities should follow CDC guidance on how to disinfect your building or facility if someone is sick.
- If a sick child has been isolated in your facility, clean and disinfect surfaces in your isolation room or area after the sick child has gone home.
- If COVID-19 is confirmed in a child or staff member:
 - ✓ Close off areas used by the person who is sick.
 - ✓ Open outside doors and windows to increase air circulation in the areas
 - ✓ Wait up to 24 hours or as long as possible before you clean or disinfect to allow respiratory droplets to settle before cleaning and disinfecting.
 - ✓ Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, and common areas with an EPA-registered product for use against SARS-CoV-2.

- ✓ If more than 7 days have passed since the person who is sick visited or used the facility, additional cleaning and disinfection is not necessary. Continue routine cleaning and disinfection.

Facilities should work with the local health officials to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Factors for consideration for dismissal include but are not limited to: class size, age of students, ability of class to adhere to social distancing and cohorting, mask compliance, timing of case identification, number of close contacts identified, staffing impacts, and disease burden in the community.

Testing

Until more evidence about protective immunity is available, serologic test results should not be used to make decisions:

- Regarding the need for personal protective equipment.
- To discontinue social distancing measures.
- About grouping persons residing in or being admitted to congregate settings, such as
childcare, schools, dormitories, or correctional facilities.
- About returning persons to the workplace.

Table 1: Steps to Take in Response to Confirmed or Suspected COVID-19 Cases and Close Contacts *based on NJDH Guidance as of 7/22/2020*

Scenario	Immediate Action	Communication
<p>Scenario 1: A student or staff member either exhibits symptoms COVID-19 symptoms, answers “yes” to a health screening question, or has a temperature of 100.4 or above</p>	<ul style="list-style-type: none"> ○ Student/staff sent home ○ Student/staff instructed to get tested ○ Cohort/class is evaluated for exposure and possible quarantine 	<p>No action is needed</p>
<p>Scenario 2: A family member or someone in close contact with a student or staff member (outside of school community) tests positive for COVID-19</p>	<ul style="list-style-type: none"> ● Student/staff sent home ● Student/staff may be recommended to get tested ● Student/staff instructed to quarantine, even if they test negative for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) COVID-19 positive household member completes their isolation ● If student/staff test positive, see Scenario 3 (below) ● School Administration notified 	<p><i>For the involved Student Family or Staff Member:</i> Template letter: Household member or Close Contact with COVID-19 Case</p>
<p>Scenario 3: A student or staff member tests positive for COVID-19</p>	<p>Student/staff sent home if not already quarantined</p> <p>Student/staff instructed to isolate for 10 days after</p>	<p><i>For Positive Case Student Family/Staff:</i> Template Letter: COVID-19 Case</p>

	<p>symptom onset and 24 hours after resolution of symptoms, (if never symptomatic, isolate for 14 days after test date)</p> <p>School-based close contacts identified and quarantine for 14 days</p> <p>In stable elementary classroom cohorts: entire cohort</p> <p>In other setting: use seating chart, consult with teacher/staff</p> <p>School administration notified</p> <p>Health Department notified</p>	<p><i>For Student Families and Staff Members Identified as Close Contacts:</i> Template Letter: Household Member or Close Contact with COVID-19 Case</p> <p><i>For All Other Student Families and Staff Members:</i> Template Letter: COVID-19 Case in Our Community</p>
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Table 2. Steps to Take in Response to Negative Test Result

Scenario	Immediate Action	Communication
A student or staff member tests negative for COVID-19 after Scenario 1 (asymptomatic)	Student/staff may return to school 24 hours after resolution of fever and improvement in other symptoms	Student family/staff to bring evidence of negative COVID-19 test or medical note if testing is not performed
A student or staff member tests negative after Scenario 2 (close contact)	Student/staff must remain in quarantine for a full 14 days after (1) date of last exposure to COVID-19 positive non-household contact or (2) date that COVID-19 positive household member completes their isolation	No Action Needed
A student or staff member tests negative after routine surveillance testing (no symptoms and no close contact to a confirmed COVID-19 case)	Can return to school/work immediately	No Action Needed

Considerations for Closure

NJDOH is working on metrics to monitor transmission levels by region