

# WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT

Emergency Virtual or Remote Instructional Programs  
Required by P.L.2020, c.27



## Remote Learning Plan at a Glance

<b>Part I: Introduction</b>	<b>3</b>
Remote Instruction Plan for School Closure	3
<b>Part II: Equitable Access to Instruction for All Students</b>	<b>3</b>
Overview of Schedule Design:	4
Technology and Connectivity	5
<b>Part III- Provisions for Special Education and Related Services for Students with Disabilities and Services Supporting English Language Learners (ELL)</b>	<b>6</b>
Special Education	6
English Language Learners	7
<b>Part IV- Provisions for School Nutrition Benefits or Services of Eligible Students</b>	<b>8</b>
<b>Part V- Instructional Supports and Other Considerations</b>	<b>8</b>
Multi-tiered Systems of Support (MTSS) – A Schoolwide Framework for Selecting, Delivering, and Evaluating the Success of Student Supports and Interventions	8
Curriculum, Instruction and Assessments	9
Social Emotional Learning, Mental Health, and Wellness	11
Facilities Cleaning Practices	15
Transportation	15
Athletics and Extracurricular Activities	16
Childcare/EDP	17

## **Part I: Introduction**

The 2023 – 2024 school year brings a full return to in-person instruction. As per the New Jersey Department of Education (NJDOE) and Governor Murphy, virtual instruction is no longer allowed. In the Road Forward, the NJDOE stated, “Local Education Agencies (LEA) must plan to provide full-day, full-time, in-person instruction and operations (beginning in) the 2021-2022 school year.” However, the district is also required to annually approve an Emergency Virtual or Remote Instruction Plan as designated under Chapter 27. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, public health emergency, or directive by the appropriate health agency or officer to institute a public health-related closure. The West Windsor Plainsboro Regional School District has developed the below plan to ensure the District satisfies the requirements governed under Chapter 27.

### **Remote Instruction Plan for School Closure**

The West Windsor – Plainsboro Regional School District has developed an educational plan for remote instruction when schools need to be closed due to the conditions and criteria outlined in the “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instructional Programs for the 2021-2022 School Year” broadcast. This plan includes guidance in the event of a declared emergency resulting in a district-wide closure. P.L.2020, c.27 enabled the continuity of instruction in the event of a closure lasting more than three consecutive days, so that districts could use virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A 18A:7F-9.

Although the District contends that there is no substitute for students and staff to be learning and teaching in school, respectively, this plan will ensure meaningful remote education for students through online instruction and project-based learning opportunities. This plan will also articulate provisions for how meals will be distributed to eligible students, how special education related services will be provided, and how ESL services will be provided by the District.

## **Part II: Equitable Access to Instruction for All Students**

For the 2023 - 2024 school year, virtual or remote instruction will be provided to students if an approved situation arises. District staff will post information and assignments, as well as instruction and feedback, through Google Classroom, Zoom, Google Meets, posts on the District website, and/or email. Educational activities and materials will be differentiated to meet the learning needs of the specific grade level class or student.

The following information will designate more specifically how instruction will occur each designated school day according to the Remote Instruction Plan:

### **Curriculum and Instruction: In-Person Instruction**

School Hours: Regular School Day

High Schools	7:40 a.m. - 2:50 p.m.
Middle Schools	7:40 a.m. - 2:50 p.m.
Grades 1-5	8:40 a.m. - 3:15 p.m.
Kindergarten	8:40 a.m. - 3:15 p.m.

## **Delivery of Instruction**

The District believes every individual has intrinsic worth, that embracing diversity enriches and empowers our community, and that people reach their full potential when encouraged to believe it is possible. Therefore, the District will guide and support student growth, empowering them to value their individual learning journeys. During these unique circumstances, this includes developing a process for schools to create and implement equitable learning experiences for each student based on their needs.

Based upon the fact pattern presented that may precipitate an Emergency Virtual or Remote Instructional Program, the following continuum of instructional programs could be offered:

1. Full Day all In-Person
2. Full Day In-Person and Full Day Virtual (Parent Choice) \*
3. ½ Day In-Person and ½ Day Virtual (Parent Choice with No In-School Lunch) \*
4. Full Virtual

Due to the influence and impact of the COVID-19 virus on the educational system, the District has remained focused on the following guiding principles:

- Health, safety, and wellness of students and staff is a top priority.
- Maintain continuity of learning.
- Facilitate equity and ease of access to communications and resources.
- Flexibility to accommodate the needs of all learners.

## **Overview of Schedule Design:**

### **1. Full Day In-Person Model**

Full day all in-person instruction provided for all students.

### **2. Full Day In-Person and Full Day Virtual (Parent Choice)**

Should the Governor and NJDOE allow for parental choice the District will be prepared to pivot our instructional model that would include: full day in-person instruction or full day virtual/remote instruction.

### **3. ½ Day In-Person and ½ Day Virtual (Parent Choice with No In-School Lunch)**

Should the Governor and NJDOE allow parents to choose a learning model, the District would be prepared to pivot to an instructional model that would include: ½ day in-person instruction and ½ day of virtual/remote instruction or full day virtual/remote instruction. This model would be utilized if there was a concern about the spread of COVID during lunches and the District needed to move away from in-person meals.

This plan is based upon the following considerations:

- Schools would be physically open on a modified schedule.
- The modified schedule would be based upon the previously established early dismissal schedule.
- Lunch would not be served on campus. Food distribution will continue for families that qualify for assistance.
- Special Education programming would be based on each child's IEP. Programs and related services for students with the most significant needs across all grade bands would be provided in-person, to the fullest extent possible, while adhering to CDC distancing guidelines.

#### **4. Full Virtual Model**

Virtual learning model for 100% of students would include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. This model would be implemented as a last resort due to health and safety concerns. Furthermore, this model may be utilized after prolonged school closures such as Thanksgiving, Winter Recess, and Spring Break if allowed by the Governor and/or NJ Department of Education.

Additionally, this model may be used with the permission of the local health official when a determined COVID or other health outbreak should occur.

#### **School Day Attendance**

All attendance will be recorded in Genesis. For the remote learning model, students must be present on the Zoom/Google Meet session to be marked as present. Teachers will contact the parents/guardians when attendance issues are a concern. If attendance concerns continue, teachers should contact the school counselor and then the school principal.

#### **Technology and Connectivity**

The District will continue to strive to ensure that every student has access to a device and internet connection and prioritize the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.

The District has conducted a needs assessment to determine the number of students that would require district-provided devices and/or internet access. The results of the needs assessment will inform the District's efforts to ensure that all students are able to access all components of virtual and hybrid learning environments. The District would prioritize the purchase and roll-out of devices and/or connectivity that may improve learning based on the results of the needs assessment.

The District will continue to consider the technological needs of all students, including those with learning disabilities, assistive technology needs, and language barriers. Additionally, we will consider the needs associated with deployment of necessary technology, including student and parent training and acceptable use policy implementation.

## **Technology and Instruction**

The District has identified a consistent technology that would be used throughout the District in a virtual instruction model and provide training in the use of all platforms. Additional District considerations include:

- Providing accessible, and user-friendly resources or training for parents/caregivers and community members for the safe use of the technology.
- Ensuring that novice provisional teachers, teachers new to the District and other new staff have sufficient training in the technologies that will be used.

## **Part III- Provisions for Special Education and Related Services for Students with Disabilities and Services Supporting English Language Learners (ELL)**

### **Special Education**

Every child and adolescent with a disability is entitled to a free and appropriate education including 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 and the needs of the individual child 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, the District must 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 must be critical points of discussion for every return-to-school scenario. The NJDOE recommends that school districts consider the following when addressing the education of students with disabilities for the 2022-2023 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 teams should review student data/student progress to determine whether critical skills were lost during the period in which virtual instruction was being provided to students and determine the need for additional services to address learning loss.
- IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.
- The District documents IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications.
- 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.
- The District has procedures in place to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities.

### **English Language Learners**

English Language Learners (ELLs) are entitled to support and services for their literacy and language acquisition development from their English as a Second Language (ESL) teacher as well as from their classroom and/or subject area teachers. These supports and services include authentic, immersive literacy experiences in their target language and their native language as well as explicit, skills-based instruction in the four language domains: reading, writing, listening, and speaking through a high-intensity instruction model. In addition, because the ability to communicate does not start, nor does it end, with language acquisition and because communication is inextricably linked to culture, ELLs gain an awareness of and appreciation and respect for the multiplicity of cultures represented in the ESL classroom and the wider school population. Finally, in order to meet the needs of ELLs, a Social Emotional Learning (SEL) approach is a critical component of an effective ESL program as ELLs come to our schools with a diverse range of experiences, developmental levels, academic abilities, and educational backgrounds.

### **ELL Delivery of virtual and hybrid instruction**

- ELL 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. 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 are flexible with due dates, provide choice assignments, and give students the option of either a written or oral response.
- Clear communication is provided with ESL parents/guardians.
- Provide professional development to ELL teachers, administrators, and counselors on strategies to support English Language Learners.

#### **Part IV- Provisions for School Nutrition Benefits or Services of Eligible Students**

##### **School Nutrition – Food Services: Ensure Continuity of Meal Programs**

Food service operations are managed and provided through Sodexo. Appropriate social distancing and safety measures are implemented for meal delivery and pick-up.

Food insecurity remains an ongoing concern for the reopening of schools. The District will continue to work with our food service vendor (Sodexo) to consider ways to distribute food to students who qualify for free and reduced lunch.

- During a closure, students who receive free or reduced lunch would receive a meal distribution on a weekly basis.
  - Delivery of meals would be made for families who receive a food benefit and are unable to pick-up weekly meals.

\*This plan will be revised and adjusted as needed.\*

#### **Part V- Instructional Supports and Other Considerations**

##### **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. The District uses a collaborative team approach that allows ALL students to be successful academically, socially and emotionally in

West Windsor Plainsboro Regional School District  
Remote Learning Plan



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, pre-assessments, 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 as appropriate.

### **Curriculum, Instruction and Assessments**

The District remains committed to providing the highest quality educational experience aligned to the WW-P Strategic Goals for all students:

Understanding that all students have diverse needs, backgrounds, and approaches to learning, we will integrate tools and structures to appropriately challenge and enable students to realize their full potential.

Embracing a rapidly changing world, we will empower learners to assume active roles in their communities, to face and engage global challenges and to contribute proactively toward a more peaceful, just, inclusive, and secure world.

Recognizing that children need to balance physical, social, emotional and academic needs, we will maintain a supportive culture and build structures for the health, safety, and well-being of the Whole Child.

West Windsor-Plainsboro Regional School District will cultivate a diverse and inclusive community where members of every race, sexual orientation, gender, gender identity, ability, religion, socio-economic class, ethnicity, and national origin are welcomed, valued, respected and celebrated.

The following supports will continue to be in place:

#### **Curriculum:**

- Continue to identify students' strengths and areas for growth accordingly and make adjustments as needed to ensure all students meet grade-level and content-specific New Jersey Student Learning 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 and Teacher Resource Specialists, continue to provide support for teachers in making any necessary adjustments, and in continuously improving the quality of instruction to meet all learners' needs.

- Collaborate with school leaders and educators to determine what types of support is needed for effective pedagogical approaches during instruction and to continue to develop and build skills essential in this ever-changing, evolving world.
- Determine structures for the collaborative creation and crowdsourcing of content for learning (e.g., district-created, teacher-created, and a mixture of district-created and teacher-created).
- Utilize Google Suites, in addition to other District-approved technology, K-12 to facilitate learning, manage coursework, and communicate with students.
- Utilize Classlink to minimize the number of log-ins for platforms/resources used to reduce the learning curve for students and teachers and provide efficient access.
- Utilize a process 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.

### **Instruction:**

- Continue to plan standards-based lessons to meet the needs of students at various levels, ensuring that teaching and learning are made accessible to all students.
- 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:
  - Use technology in the service of learning
  - Build student understanding by linking together concepts within and across grade-levels and content areas
  - Provide a variety of learning opportunities, including support for struggling learners as well as enrichment activities
  - Leverage student interest
  - Address real-world issues
- Provide 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, pacing, and delivery, timely and actionable feedback based on ongoing assessment) to support students’ progress toward those goals.

### **Assessment:**

- Review screening tools used at the opening of school, considering the implications of delivering these in learning environments 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.
- 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.
- These will include assessments that can be delivered in our learning environments, including but not limited to: reading assessments; TCRWP reading assessments; MAP and MAP for Fluency assessments; and observational data and matrices used by the Teacher Resource Specialists for Gifted and Talented; as well as performance-based and project-based assessments.

- 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 the prior school year (particularly for newcomer students and students with lower English language proficiency levels), and its impact on their progress. Utilize this information, along with formative, informative, and NJDOE-required assessment data to plan high-impact instruction.
- Continue to monitor the progress of students with IEPs towards learning goals, and adjust instruction based on ongoing formative and summative assessments.

**Credit Recovery/Extended Learning Programs:**

- The district has utilized both ESSER and Title I funding to provide extended learning experiences for students in after school, summer enrichment, and through the utilization of targeted remediation.

## **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, the West Windsor-Plainsboro Regional School District will thoughtfully plan around the well-being of educators in order to support the social and emotional well-being and learning needs of the 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.

To this end, the District continues to leverage a [strategic plan](#) for Social and Emotional Learning to meet the needs of students and staff. This includes recommendations from the Collaborative for Academic, Social, and Emotional Learning ([CASEL](#)) in preparing for school reopening including the following practices:

- Considering staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of students as they return to school. Schools are encouraged to examine the flexibility of their available funds to hire qualified individuals that can support these needs.
- Facilitating opportunities for connection and reflection among students, families, and staff (e.g., small group online meetings, Parent University workshops, surveys, etc.).

The District will commit to establishing protocols to:

- Establish 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 whom their family is able to connect with for any needed support.
- Be proactive in preparing access to mental health and trauma support for adults and students, which may include establishing partnerships with outside entities and agencies.
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies.
- Commit 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
- Fear and anxiety

### **Trauma-Informed Social and Emotional Learning**

The West Windsor-Plainsboro Regional School District is organizing and preparing for the next school year acknowledging the potential trauma that staff and students have faced during the COVID-19 pandemic. 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 develop meaningful, positive relationships with adults and peers
- 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
- 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 instructional opportunities with students.
- Providing students with opportunities to connect with other students (within learning and socially)
- Being aware of any changes in student behavior and reporting concerns pursuant to district policy

For student support staff:

- Providing professional development to colleagues in areas of expertise and the opportunity to 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, the District recognizes the potential negative social and emotional impact on students and staff of an environment that requires minimized social interactions, masks, 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 and health and safety protocols.

### **School Counseling Services**

The District 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 29 school counselors and four student assistance counselors who promote and enhance the learning process for all students in kindergarten 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.

### **Rutgers University Behavioral Health Care Services**

The District will continue to leverage a partnership with Rutgers University Behavioral Health Care which provides four masters level licensed mental health clinicians to support students, families, and staff as follows:

- On-site crisis intervention and screening
- Access to mental health services
- Collaboration with mental health providers
- Mental health awareness and education
- Consultation to support current practices

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

### **Special Services/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 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 District schools have an [Intervention & Referral Services Team](#) (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 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.

### **Youth Mental Health First Aid**

The District has supported over 200 staff members in [Youth Mental Health First Aid](#) training and certification. Youth Mental Health First Aid is designed to teach staff how to help an adolescent who is experiencing a mental health or addiction challenge or is in 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. The District continues to leverage partnerships with [Mindful Schools](#), [HeadSpace](#), and [Pure Edge Inc](#) to support the self-care needs of school and community stakeholders.

### **Wellness Webpage**

As part of the District's commitment to supporting the health and well-being of our school community, the purpose of [WWPRSD Wellness](#) webpage 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**

The District continues to update and provide [resources](#) to students, families, and staff during COVID-19 pandemic and related school closure.

## Facilities Cleaning Practices

### During a Time of Closure

During the period of closure, several factors require Buildings & Grounds to have an ongoing preventive maintenance program. WW-P is concentrating our plan in maintaining the following:

- **Indoor Air Quality** - Set points for the HVAC and hot water control systems have been modified to reflect lower student/staff attendance and will continue to be monitored daily to make sure they are operating optimally. The HVAC preventive maintenance routine will continue as normal.
- **Water Distribution Safety** - Water that remains 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, the operations foreman will be performing a weekly flush of all the plumbing fixtures, including urinals, faucets and water fountains.
- **Plumbing Safety** - Issues may arise where a pipe may break due to age or wear conditions, causing water leaks that could turn into unsafe humidity levels. To prevent and promptly identify such potential issues, staff will inspect all bathroom facilities and mechanical rooms at least once per week.
- **Fire Safety and Emergency Systems** - Regulatory compliance and routine inspections/testing for the 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, the Grounds team will continue with the normal routine schedule for mowing, trimming and maintaining the sports fields.

### 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.

- **Procedure Used** - Cleaning staff will clean and disinfect all areas such as classrooms, offices, bathrooms, common areas, shared electronic equipment (tablets, touch screens, keyboards, door handles and knobs), focusing especially on frequently touched surfaces. Cleaning staff will wear disposable gloves and masks for all tasks in the cleaning process, including handling trash.
- **Process Moving Forward** - Closed off areas visited by any person will be disinfected within 24 hours after such person has left the area(s) and cleaning staff will close it off immediately thereafter. Cleaning staff will clean and disinfect all surfaces within the area, focusing especially on frequently touched surfaces including bathrooms, doors, door knobs, electronic equipment like tablets, touch screens, and computer keyboards.

## Transportation

The District will adopt best practices for cleaning and disinfecting all vehicles used for transporting students.

- Masks must be worn by all passengers on buses, regardless of vaccination status per CDC's Federal Order. If driver, or student does not have a mask, one will be provided for them.
- Open windows to increase airflow in buses and other transportation, if possible.
- Seating capacities will return to normal, with the understanding that masks are to be worn at all times, while on board the vehicle. If occupancy allows, maximization of physical space between students will be utilized.
  - Students will be assigned seats by the end of the second week of school. A seating chart will be prepared and turned in to the transportation office by the end of the second week of school.
- Regular cleaning of buses:
  - School buses will be cleaned at least once a day, using approved sanitizing cleaners and sprays. High touch areas will be wiped down between routes.
  - The District is requiring contracted transportation providers to clean and sanitize seats, rails and frequently touched surfaces before each run. The District will collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider will collaborate with the District in establishing cleaning/sanitation protocols that are consistent with CDC and Federal Motor Carriers guidelines
- All personnel responsible for cleaning school buses will document the cleaning/sanitizing measures taken. Personnel are required to:
  - Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
  - The procedures will identify sanitizing agents that may be used and will be limited to products included on the EPA's list of products that have shown to be effective against COVID-19. These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning

## **Athletics and Extracurricular Activities**

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 2022 - 2023 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

WW-P will proceed with an athletic program for the 2022 – 2023 school year. The following procedures must be followed:

- Daily temperature checks will occur prior to practices or competitions for athletic staff (coaches, athletic trainers, officials and game workers) and athletes.
- Students will need bring a reusable water bottle
- Spectators will be required to wear masks at indoor events.



- Communication with neighboring districts regarding district policies for spectators
- 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.
- Permit students to waive district-provided transportation to and from athletic events with a parent or guardian when appropriate travel waiver forms are completed.
- All transportation guidelines will be followed; all riders will be required to wear masks and windows will be open as appropriate

Extracurricular Activities: All clubs or activities will be offered in-person.

## **Childcare/EDP**

### **Community Education**

Community Education is a division of the District that provides both before and after school programming, and enrichment programming to both children and adults. Two programs that have traditionally been offered by Community Education are the Extended Day Program (EDP) and Kindergarten Extension (KE). Community Education will offer these programs if health conditions allow. Community Education may also offer various enrichment programs for families and students.

For more information, please refer to the [Community Education](http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education) webpage: [www.west-windsor-plainsboro.k12.nj.us/departments/Community\\_Education](http://www.west-windsor-plainsboro.k12.nj.us/departments/Community_Education)

#### Quality Childcare for K-8 Students

EDP services are available, for registration, to students in kindergarten through eighth grade.

For more information on Community Education's Extended Day Program, please visit [2022-2023 EDP General Information](#).

#### After School Enrichment and Adult Education Programs

Community Education will limit the number of participants in each class to maintain social distancing. Enrichment providers will follow District protocol when entering the facilities out of school-time hours.

#### Essential Employees

The LEA will ensure essential employees are identified and a list will be provided to the county office at the time of the LEA's transition to remote or virtual instruction.