

WEST WINDSOR-PLAINSBORO REGIONAL SCHOOL DISTRICT

Restart and Reopening Plan: July 28, 2020



Dear WW-P Community,

The start of the 2020 - 2021 school year is quickly approaching and we can safely state that this school reopening will be unlike any we have seen. Throughout this summer, representatives of our district administration, staff members, school nurses, and counselors have spent hundreds of hours meeting and planning to ensure that: 1) the health, safety, and emotional well-being of our students and staff members are protected; 2) continuity and advancement of student learning will occur; 3) parental choice in instructional format is offered; 4) training and support is provided to prepare staff for a hybrid or virtual instructional format; and 5) protocols and processes are created to mitigate the transmission of COVID-19.

As you read through the following WW-P Restart and Reopening Plan, it is important to understand that the document serves to provide a high level overview of our district's reopening strategies. The plan further serves to ensure compliance to the NJ Department of Education's requirements of the "The Road Back" plan. The WW-P Restart and Reopening Plan is a living document that will be modified as health circumstances, guidance, and conditions shift within our communities, the state and nation. Throughout our planning, every effort is being made to ensure the health, wellness, and safety of our students and staff.

To that end, subcommittees were created to look at every aspect of a day in the life of students and staff and how that will change both for those who are attending classes in person and those who are virtual. Topics included transportation, grading, morning drop-off, ensuring equity, COVID-19 symptom reporting, funding, staffing needs, requirement of PPE, enhanced cleaning protocols, scheduling, food distribution and more.

The document that follows is based upon the guidance provided by the NJ Department of Education, guidance on school reopening provided by the Centers for Disease Control and Prevention (CDC), the American Association of Pediatrics, and the New Jersey Department of Health. The New Jersey Department of Education's "The Road Back" provided school districts with a guiding document that discussed the "anticipated minimum standards" (items that must be incorporated) and "considerations" (components that should be incorporated into district thinking when planning to reopen). "The Road Back" states, "... absence of a shift in the public health data, school buildings will open in some capacity for in person instruction and operations in the Fall." (pg. 6) In addition, on July 20, Governor Murphy announced, "The Department of Education will be releasing guidance allowing for parents to choose all-virtual learning for their children." The plan that follows will serve as WW-P's "How To" guidebook to open our schools for the 2020-21 school year and complies with the NJ DOE's expectations for districts. It is important to note that as our current situation continues to evolve, this document will evolve with it. Further, this document is not intended to answer every question, but rather to provide a high-level framework for the standard operational protocols that the school district intends to implement for our 2020 - 2021 school year.

WWPRSD
Restart and Reopening Plan
Executive Summary

“What will school look like in the fall?” is still the main question on the minds of parents/guardians, staff, and students. The District is planning to educate students with two models: 1) All-Virtual model, in which students would do all of their classes virtually, and 2) In-Person Hybrid model, in which students would alternate between doing a week of half-day instruction in school and a week of full virtual instruction. Parents were asked to select a model for their children. The District is developing detailed plans for each school-level (elementary, middle, high) based on those selections, while also preparing for the possibility that we may need to quickly pivot to an all-virtual model for all students, should the need arise.

The general schedules for the school-levels are described below. Many factors were considered in developing these schedules, including consistency for students/parents/staff, bus transportation, and employee association contracts.

Elementary: 8:50 a.m. - 3:30 p.m.

- In-person hybrid students:
 - Our in-person hybrid students will be assigned either “Hybrid 1” or “Hybrid 2” and rotate weekly between attending in-person instruction based on the District’s early dismissal hours and a week of virtual instruction.
 - In-person hybrid students will follow an early dismissal schedule from 8:50 a.m. - 1:00 p.m. and will then return home for two virtual classes. After dismissal, students will be provided with travel time and a lunch break. Then the students will participate in virtual instruction will continue until the end of the school day.
 - On students’ “virtual week,” they will follow their assigned schedule and attend virtual classes.
 - For our elementary students, the morning classes will begin with a morning meeting and then reading, writing, and math will follow. Elementary students will also receive at least one onsite special area class daily. The afternoon virtual instruction will include science, social studies, and special areas.
- All-virtual students:
 - Students participating in an all-virtual experience will receive instruction from 8:50 a.m. - 3:30 p.m.
 - Breaks will be incorporated into the school hours above to coincide with our hybrid student’s recess break (elementary only), travel and lunch times.
 - The morning classes will begin with a morning meeting and then reading, writing, and math will follow. Students will participate in at least one virtual special area class daily.
 - The afternoon virtual instruction will include science, social studies, and special areas.
- The anticipated schedule can be found in [Appendix A](#).

Middle and High: 7:40 a.m. - 2:50 p.m.

- In-person hybrid students:
 - Our in-person hybrid students will be assigned either “Hybrid 1” or “Hybrid 2” and rotate weekly between attending in-person instruction based on the District’s early dismissal hours and a week of virtual instruction.
 - In-person hybrid students will follow an early dismissal schedule from 7:40 a.m. - 12:05 p.m. and then return home for two virtual classes. After dismissal, students will be provided with travel time and a lunch break. Then the students will participate in virtual instruction will continue until the end of the school day.
 - On students’ “virtual week,” they will follow their same schedule and attend virtual classes.
 - Middle school students will be divided into cohorts by team. Staggered passing time will be implemented to minimize the number of students in hallways during transitions.
 - High school students will follow a four day rotating schedule of four 60 minute periods in the morning (70 minutes for the first period to allow for health checks) and two 45 minute periods following travel and lunch time. Staggered passing times will be implemented to minimize the number of students in hallways during transitions.
- All-virtual students:
 - Students participating in an all-virtual experience will receive instruction from 7:40 a.m. - 2:50 p.m.
 - Breaks will be incorporated into the school hours above to coincide with our hybrid students’ travel and lunch times.
- The anticipated schedules can be found in [Appendix B](#) and [Appendix C](#)

WW-P Learning Models Overview

	In-Person Hybrid Model	All-Virtual Model
Schedule	<ul style="list-style-type: none"> ● One week of half day in-person instruction and half day virtual instruction and one-week of full virtual instruction ● All efforts will be made to ensure that siblings will be assigned the same in-person instruction/ virtual weeks 	<ul style="list-style-type: none"> ● Full school day of virtual instruction, 5 days per week
Instructional Method	<ul style="list-style-type: none"> ● Standards-based lessons 	<ul style="list-style-type: none"> ● Standards-based lessons

	<ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Individualized support 	<ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Individualized support
Special Services	<ul style="list-style-type: none"> ● Services provided according to student IEP 	<ul style="list-style-type: none"> ● Services provided according to student IEP
Health/Safety Protocols	<ul style="list-style-type: none"> ● Daily health screenings questionnaires ● Daily temperature checks ● Cloth face masks required and provided for students and staff (surgical masks available for backup) ● Time made available for hand washing and reinforced ● Contact tracing ● Follow NJ DOE/NJ DOH/CDC guidelines 	<ul style="list-style-type: none"> ● Not applicable
Building Safety Measures	<ul style="list-style-type: none"> ● Social distancing of 6 feet ● Hand sanitizer available ● Enhanced facility/bus cleaning procedures ● Cohorting/staggering classroom release ● Follow NJ DOE/NJ DOH/CDC guidelines 	<ul style="list-style-type: none"> ● Not applicable
Transportation	<ul style="list-style-type: none"> ● Transportation provided to those students who have not opted out 	<ul style="list-style-type: none"> ● Not applicable
Food Services	<ul style="list-style-type: none"> ● Lunch will not be served ● Food distribution provided to those receiving food benefits 	<ul style="list-style-type: none"> ● Food distribution provided to those receiving food benefits
Student Assessment	<ul style="list-style-type: none"> ● Variety of assessment tools to determine strengths/readiness/learning loss ● Ongoing formalized assessments to monitor student progress and goal achievement 	<ul style="list-style-type: none"> ● Variety of assessment tools to determine strengths/readiness/learning loss ● Ongoing formalized assessments to monitor student progress and goal achievement
Extended Day Program (EDP) (for grades PreK-8)	<ul style="list-style-type: none"> ● This is currently under development for 	<ul style="list-style-type: none"> ● Not applicable

	extended care as well as hybrid student's virtual week	
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Throughout the summer we will continue to plan for the 2020 - 2021 school year. No matter which instructional model parents have selected, the goal of the school district is to create an atmosphere grounded in educational growth, mental and physical safety, and a schedule that provides structure and normalcy in a time of crisis and concern.

It is important to remember that the plan that follows represents the understanding and thinking as of July 28, 2020. The District's planning will continue to unfold throughout the summer and additional information will be forwarded to parents as we near the opening of schools on September 8, 2020. Updates, with greater detail regarding everything from building preparations and nursing protocols to transportation and scheduling, will be shared with the WW-P community as we continue to build upon our plan.

Additionally, as guidance, mandates, and regulations from the NJ Department of Education, NJ Department of Health, Centers for Disease Control and Prevention, and the Governor of New Jersey is updated the district will continue to reflect and modify our planning accordingly.

Ultimately, the safety, health, and wellness of our school community, students, and staff will drive every decision as we welcome our school family back for a wonderful, albeit challenging, new school year.

It is an honor to serve the WWPRSD school community.

Sincerely,

David Aderhold, Ed.D.
Superintendent of Schools

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INTRODUCTION

The West Windsor-Plainsboro Regional 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 our ability to provide in-person instruction will be severely impacted.

I. PURPOSE

This plan serves as the reopening guidance for the West Windsor - Plainsboro Regional School District. 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.

II. DEMOGRAPHIC DATA

In order to effectively plan, the demographics of the West Windsor-Plainsboro Regional School District must be considered. Currently, there are 9,478 students in the District. Of those students, 881 (9.3%) are considered Special Education students. 329 (3.5%) of the total student population are English Language Learners. The District also has 454 (4.8%) Free and Reduced Lunch students.

III. ORGANIZATIONAL STRUCTURE FOR RESPONSE

A. COMMUNICATION

The Superintendent will work closely with the Director of Communications to ensure all information regarding the District's state of reopening is communicated to the school community.

B. PANDEMIC RESPONSE TEAMS

During the pandemic outbreak, the following teams were created:

- Crisis Response Team (in the event of traumatic loss during the pandemic)
 - Superintendent of Schools
 - Assistant Superintendent of Pupil Services/Planning
 - Assistant Superintendent of Finance
 - Assistant Superintendent of Curriculum and Instruction
 - Director of Human Resources
 - Director of Counseling, Health and Wellness
 - District administration and staff as deemed necessary
 - Members of the Building and District Crisis Response Team
 - School Counselors
 - School Nurses
 - Members of the Child Study Team and Counseling Department
 - Rutgers University Behavioral Health Care
- Curriculum Planning Team
 - Superintendent of Schools
 - Assistant Superintendent of Pupil Services/Planning
 - Assistant Superintendent of Curriculum and Instruction

- Supervisors, Directors, Assistant Principals, and Principals
- Teacher Resource Specialists K – 12
- Classroom Teachers
- Special Education Planning Team
 - Director of Special Education
 - PK-3 Supervisor
 - 4-8 Supervisor
 - 9-12 Supervisor
- Communications Team
 - Superintendent of Schools
 - Director of Communications
 - Public Information Officer
 - District Videographer
 - Administrative Assistant to the Superintendent/Pupil Services
- Operations Team
 - Building and Grounds
 - Transportation
 - Food Services
 - Business Office
 - Payroll and Accounts Payable
 - Technology
- Security Team
 - Class III Police Officers
 - Eyes on the Door

C. REOPENING TEAM

- Governance Committee
 - Pandemic Response Team
- Operations and Facilities Committee
- Health and Wellness Committee
- Instructional Program Committee

Pandemic Response Team

WW-P will utilize our existing School Climate Teams to serve as our school-based Pandemic Response Teams in each school to centralize, expedite, and implement COVID-19-related decision-making. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the District.

The Pandemic Response Team is responsible for:

- 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 communities and to the District.
- Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

IV. CONTINUITY OF LEARNING

A. REQUIREMENTS TO REOPEN

Many uncertainties exist regarding the degree to which districts 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.

The New Jersey Department of Education (NJDOE) has mandated that school districts' reopening plans must account for resuming in-person instruction in some capacity. The District has and will continue to carefully evaluate health and safety standards along with 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 and the realities of the District. School district policies for attendance and instructional time may require modifications for the 2020-2021 school year.

According to the New Jersey "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.

The NJDOE's requirement that school districts create 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 virtual 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 Centers 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

- Heightened cleaning and disinfecting procedures specifically for COVID-19 will be adopted.
- School staff and visitors will be required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
- 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 physician's note must be provided. Accommodations will be made, such as the requirement to wear a face shield.
- Protocols will be developed for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.
- Contingency plans, as needed, will be created for considering the needs of medically vulnerable students, staff, and learners with special needs when developing plans for hybrid, virtual, and in- person instruction.
- Plans to pivot to all-virtual learning, if required, will be developed to ensure a smooth transition and ensure students and staff have everything they need to transition on short notice.
- Protocols for screening students and employees for symptoms of COVID-19 and to track their history of exposure will be established.
- Protocols will be established and will strive for social distancing within the classroom.
- Physical distance of six (6) feet will be followed.
- Social and emotional strategies will be incorporated to support student and staff safety, health, and wellness.

Health and Safety Guidelines for Classroom Settings

WW-P will follow social distancing guidelines to the maximum extent possible. Face coverings are always required for visitors and staff unless it will inhibit the individual's health. WW-P will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand sanitizing stations, and ensure students and staff wash hands frequently.

In all stages and phases of pandemic response and recovery, the West Windsor - Plainsboro Regional School District has incorporated the recommended actions from the CDC, which provides that school districts should incorporate the below considerations into their reopening plans:

- Establishing and maintaining communication with local and state authorities to determine current mitigation levels in the 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 when appropriate
 - Hand hygiene and respiratory etiquette
 - Face coverings
 - Signs and messages
- Reasonably accommodating 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

WW-P 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 must 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 policy for screening students and employees upon arrival for symptoms and history of exposure includes 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.
- Staff members must complete a daily health screening form and temperature check.
- Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

Protocols include:

- Each school will have an identified isolation room. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
 - Any student that is sent home for a medical exclusion due to exhibiting symptoms will continue their daily education virtually until they are medically cleared for return.
- Follow 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.
- Encourage parents to be observant for signs of illness in their children and to keep them home when they are sick.
- 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.
- Students must wear face coverings 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 need to 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° 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 should 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.

Face Coverings and PPE

- Cloth face coverings protect others if the wearer is infected with COVID-19 and is not aware.
- Cloth masks will be issued to students and staff.
- Surgical masks will be available to anyone that does not have their cloth mask available.
- 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 due to a medical condition, documentation from a physician must be provided for an accommodation to 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 consider providing 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 must 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 will include N95 masks, surgical masks, gloves, disposable gowns, and face shields or other eye protection.
- School health staff will be trained on the CDC guidance on infection control measures. Asthma treatments using inhalers with spacers are preferred over nebulizer treatments whenever possible.
- School health staff should wear gloves, an N95 face mask, and eye protection, if required, while waiting for a student to be picked up to go home, when waiting for emergency personnel to arrive, when using nebulizer, or when using a peak flow meter.
- 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.

- WW-P will follow the CDC recommendations 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).
- 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.
- When possible, rooms will be well ventilated.
- After certain treatments, the nurse's office may need to undergo additional cleaning and disinfection.

Health Screening and Temperature Check

- Parents will be instructed to keep their child at home if they are ill.
- Any student or staff member with a fever of 100 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 temperature checks done at home prior to arrival at school. Health checks will be recorded by parents. Reporting procedures will be shared with parents prior to the opening of school but may include the utilization of a Genesis form, submission via app, phone systems, or online reporting. This system will rely on parent reporting. This is one of many measures that will be utilized to identify students who are ill and should not be in school.
- School nurses should be equipped to measure temperatures for any student or staff member who may become ill during the school day and should have an identified area to separate or isolate students/staff 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 six (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 considered in reception areas and employee workspaces where the environment does not accommodate physical distancing. Congregating in shared spaces, such as staff lounge areas, will be 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, the District will limit the utilization of facilities to all outside groups. This includes all evening and weekend hours.

- Initially, in the reopening, the only extracurricular activities that will be allowed are those that can be offered virtually. 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. Protocols regarding social distancing/masks will also be communicated with neighboring schools districts.
- Any utilization of school facilities must follow district guidance on health and safety protocols.

Symptom Screening

- Temperature checks and symptom screening are a required component of our reopening processes which will be utilized to identify symptomatic staff and students. Should students or staff be identified as symptomatic, they will be excluded from entering schools.
- The District will develop plans for rapid response to a student or staff member with fever or other COVID-19 symptoms who is in the school regardless of the implementation of temperature checks or symptom screening prior to entering the school building.

What happens if there is a suspected COVID-19 case?

- The District will coordinate with local health officials. Upon learning of a COVID-19 case in someone who has been in the school, the District will immediately notify local health officials. Local health officials will advise district administrators to determine a course of action.
- Local health officials' recommendations for the scope (i.e., 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.
- WW-P will consider a closure for students and most staff for 2-5 days. This initial short-term closure will allow time for local health officials to gain a better understanding of the COVID-19 situation impacting the school. Such a closure will allow district administration to work with 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 regarding closure decisions due to possible COVID-19 exposure and the communication of those decisions. The District will communicate with staff, parents, and students.
- 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.
- The District will clean and disinfect thoroughly.
- The areas used by the individuals with COVID-19 will be closed off and the District will wait as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. Outside doors and windows will be opened (when possible) 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 will be cleaned using a detergent or soap and water prior to disinfection.
- Based upon the advice of local health officials, the District will make decisions about extending the school closure. Temporarily closing schools is a strategy to stop or slow the further spread of COVID-19 in communities.
- 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

- Train staff on healthy hygiene practices so they can teach these to students.
- Ensure handwashing strategies include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, students/staff will use an alcohol-based hand sanitizer that contains at least 60% alcohol.
- 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](#).
- Ensure adequate supplies (e.g., soap, paper towels, hand sanitizer, tissues) to support healthy hygiene practices.

Cleaning and disinfection efforts

- Routinely clean and disinfect surfaces and objects that are frequently touched (e.g., doorknobs, light switches, classroom sink handles, countertops).
- Clean with the cleaners typically used.
- 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.
- Ensure adequate supplies to support cleaning and disinfection practices.

Monitor and plan for absenteeism

- The District will review the absenteeism patterns at schools among students and staff.
- Alert local health officials about large increases in student and staff absenteeism, particularly if absences appear to be due to respiratory illnesses (e.g., the common cold or the “flu,” which have symptoms similar to COVID-19).
- Review attendance and sick leave policies. Encourage students and staff to stay home when sick, even without documentation from doctors. Use flexibility, when possible, to allow staff to stay home to care for sick family members.
- Identify critical job functions and positions, and plan for alternative coverage by cross-training staff.
- Determine what level of absenteeism will disrupt continuity of teaching and learning.

Assess group gatherings and events (e.g., Back to School Night). Consider postponing non-critical gatherings and events

- Ensure district administration has a clear understanding of all upcoming gatherings and large events for the school community (e.g., assemblies, field days, spirit nights, athletic events). Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.
- The District will consider whether any of these events should be canceled and will speak with local health officials to help determine the best approach.
- For the 2020 - 2021 school year, or until the time of a plan for full return to in-person instruction, WW-P will cancel field trips, assemblies, and other large gatherings (such as parent meetings and special performances).

Require sick students and staff to stay home. Establish procedures for students and staff who are sick at school

- Frequent reminders to staff, students and parents will be sent to stay home if they are not feeling well
- Sick students and staff, particularly those with symptoms of respiratory illness, will be kept separate from well students and staff until they can leave. Each school will have an area where these individuals will be isolated from well students and staff until they leave the school.
- Ensure students and staff who become sick at school or arrive at school sick will be sent home as soon as possible.

Social distancing strategies in schools

- It can be difficult to achieve social distancing in athletics. Decisions regarding athletics will be made on a season-to-season basis.
- The District will cancel or modify classes where students are likely to be in very close contact. For example, in physical education or music/choir classes, the District will consider having teachers come to classrooms to prevent classes mixing with others in the gymnasium or music room.
- Student desks will be rearranged to maximize the space between students. When possible, desks will be turned to face the same direction (rather than facing each other) to reduce transmission caused from virus-containing droplets (e.g., from talking, coughing, sneezing).
- The District will avoid mixing students in common areas, when possible.
- The District will reduce congestion in the health office by using an alternate location for first aid or medication distribution.
- Nonessential building visitors and volunteers will be limited.
- The District will limit cross-school transfer for special programs and will consider using distance learning to deliver the instruction or temporarily offering duplicate programs in the participating schools.
- The District will reinforce the importance of maintaining social distance between each other in the school.

CDC's Considerations for Schools Regarding the Return to School:

- Hand Hygiene and Respiratory Etiquette
 - Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol will be used (for staff and older children who can safely use hand sanitizer).
 - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
- Cloth Face Coverings
 - Teach and reinforce use of cloth face coverings.
 - Face coverings will be worn by staff and students.
 - Face coverings serve as a mitigation strategy to protect everyone, especially when physical distancing may be difficult.
 - Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.
 - Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.

Adequate Supplies

- Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol, paper towels, tissues, disinfectant wipes, cloth face coverings, and no-touch/foot-pedal trash cans.

Signs and Messages

- Signs will be posted in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures.

Cleaning and Disinfection

- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within the schools and on school buses at least daily or between use when possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) will be limited when possible, or items will be cleaned between use.
- Bus drivers will practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings). School buses and transport vehicles will be cleaned and disinfected based on guidance for bus transit operators.

- The Building and Grounds Department will develop a schedule for increased routine cleaning and disinfection.
- The District will ensure the safe and correct use/storage of cleaning and disinfection supplies. The district will use products that meet EPA disinfectant standards.
- Cleaning products will not be used near children. Staff will ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Each student's belongings will be kept separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assign 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.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility.

Water Systems

- To minimize the risk of Legionnaires' disease and other diseases associated with water, take steps to ensure that all water systems and features (e.g., sink faucets, drinking fountains, decorative fountains) are safe to use after a prolonged facility shutdown. Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.

Modified Layouts

- Space seating/desks at least six (6) feet apart when feasible.
- Create distance between children on school buses (g., seat children one child per row, skip rows) by utilizing staggered seating.

Physical Barriers and Guides

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

Communal Spaces

- Close communal spaces such as dining halls and playgrounds with shared playground equipment if possible, otherwise stagger use and clean and disinfect between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

Gatherings, Visitors, and Field Trips

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least six (6) feet between people if events are held. Limit group size to the extent possible.
- Strict limitations will be placed on visitors, volunteers, and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- The District will continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, and school-wide parent meetings.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.
- Identify small groups and keep them together (i.e., cohorting).
- 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.

Back-Up Staffing Plan

- Monitor absenteeism of students and employees, cross-train staff, and create a roster of trained back-up staff.
- Provide staff training.
- Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.
- Instruct staff to recognize signs and symptoms.

- Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with applicable privacy laws and regulations. School administrators may use examples of screening methods in CDC’s supplemental Guidance for Child Care Programs that Remain Open as a guide for screening children and CDC’s General Business FAQs for screening staff.
- Sick staff members or students should not return until they have met the CDC’s criteria to discontinue home isolation.

Isolate and Transport Those Who are Sick

- Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their children (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are, and follow CDC guidance for caring for oneself and others who are sick.
- Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms. School nurses and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If a staff member is calling an ambulance, they should alert them that the person may have COVID-19.

Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting.
- Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection items, including storing products securely away from children.
- Notify health officials and close contacts.
- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act.
- Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms, and follow CDC guidance if symptoms develop.

B. 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 (i.e., 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 supports 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 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
- 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 virtual 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 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, 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.

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 master's 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.

Contact Tracing

Contact tracing is the process used to identify those who come into contact with an individual who has tested positive for a contagious disease, including COVID-19. Contact tracing is a long-standing practice not only in New Jersey but around the world and is an integral function of local health departments in order to keep communities safe from the spread of disease.

All school district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the school district will be provided with information regarding the role

of contact tracing in keeping school communities safe. WW-P will collaborate with the local health department and engage school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

Upon notification that a person has tested positive for COVID-19, the local health department will call district administration. District administration will assist the health department in determining close contacts of the ill individual. The local health department defines close contact as any individual who was within six (6) feet of the ill individual for a period of at least 10 minutes.

The District will engage the expertise of our school nurses to educate the broader school community on the importance of contact tracing. The District's contact tracing protocols will:

- Be developed in consultation with the local health departments.
- Identify the criteria an individual must meet in order to activate WW-P's contact tracing policy.
- Clearly describe the responsibilities regarding notification of:
 - Local health department
 - Staff, families, and students
- Identify staff members' roles in assisting the local health department conduct contact tracing activities.
- Ensure adequate information and training is provided to staff, as necessary, so they may carry out responsibilities assigned to them under the policy.
- 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 other duties as assigned of the District's contact tracing policy.
- Create a system to enable staff, students, and families to self-report symptoms and/or suspected exposure.

C. OPERATIONS AND FACILITIES

BUILDING AND GROUNDS

The Building and Grounds Department will work to ensure that appropriate cleaning protocols are utilized at all times. Transmission of coronavirus occurs most commonly through respiratory droplets. 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 is spread 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.”

The District 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, should 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.
- Custodial schedules will be modified from the evening to the day shift to increase the number of custodians during school hours to enable more frequent cleaning routines.
- Shared equipment including computer equipment, keyboards, art supplies, and play or gym equipment will be disinfected.
- Hand washing will be promoted before and after touching shared equipment.

Facilities Cleaning Procedures to Reduce the Spread of Contagion

The building principal, in consultation with the maintenance supervisor, will develop a procedure for increased, routine cleaning and disinfection. The procedure will include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used.

Student Flow, Entry, Exit, and Common Areas

- 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 six (6) feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).
- The District will work to minimize interaction between students during arrival and dismissal times.
- Establish separate entrances and exits to school facilities where possible.
- Create “one-way routes” in hallways.

Elementary Schools

- Seating will be placed six (6) feet apart.
- Students will be placed in cohort groups to minimize crossover among children and adults within the school.
- Utilize outdoor spaces when possible.
- Teachers should maintain a six (6) foot distance from students when possible and if not disruptive to the educational process.

Secondary Schools

- Physical distancing risk mitigation strategies:
 - Maintain a six (6) foot distance between students and adults.
 - Particular avoidance of close physical proximity during transitions.
 - Create cohort classes if possible, limit cross-over of students and teachers to the extent possible.
- The District will make every effort to minimize movement of students and staff when physically present in buildings.
- Utilize outdoor spaces when possible.
- Teachers should maintain a six (6) foot distance from students when possible and if not disruptive to the educational process.

Hallways (All Schools)

- Create one-way hallways to reduce close contact where needed for social distancing reasons, as possible.
- Place physical guides, such as tape, on floors or sidewalks to create one-way routes.
- The District will make every effort to minimize movement of students and staff when physically present in buildings.
- Stagger class periods, or movement between classrooms. If students must move between classrooms, extra effort will be made to limit the number of students in the hallway during transitions.
- Most schools have limited entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols.

Recess/Physical Education

- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols.
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six (6) feet for social distancing).

- Close all locker rooms to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.
- Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during recess to avoid cohort mixing.
- Students seeking a medical exclusion from physical education would need to provide a medical note.
- Currently, the District is reviewing course sequencing to determine the time in which health is offered for all students. Under current thinking, the first and fourth marking period provide the best opportunity to be outside for PE. The second and third instructional quarters would be used for health class.

Facilities Cleaning Practices

The District will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. The District will also:

- Develop a schedule for increased, routine cleaning and disinfection included in the district's policy.
- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

Examples of frequently touched areas in schools:

- Classroom desks and chairs
- Lunchroom tables and chairs
- Door handles and push plates
- Handrails
- Kitchens and bathrooms
- Light switches
- Handles on equipment (e.g. athletic equipment)
- Buttons on vending machines and elevators
- Shared telephones
- Shared desktops
- Shared computer keyboards and mice
- Drinking fountains
- School bus seats and windows

- Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).
- Regarding bathrooms:
 - Avoid crowds by limiting the number of students who can enter at a time.
 - Designate staff members to enforce limited capacity and avoid overcrowding.
 - Consider purchasing no-touch foot pedal trash cans, if possible.
 - Prop doors open to avoid touching handles.
- Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching of water fountains.

The District has created a plan to properly clean and sanitize facilities and transportation vehicles, and certify that the process has been completed as required.

- The procedures will identify sanitizing agents that may be used and should 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.
- Develop a process for the routine cleaning and disinfecting of furniture, accounting for the materials used in furniture in each school building.
- Ensure adequate supplies to support cleaning and disinfection practices.
- Ensure safe and correct use and storage of cleaning and disinfection supplies, including storing products securely away from children, and ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
- Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive:
 - Schools might need to implement short-term closure procedures regardless of community spread if an infected person has been in a school building. If this happens, the District will follow CDC recommendations including:
 - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible.
 - Open outside doors and windows to increase air circulation in the area.
 - Cleaning staff should clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces.
- It may be necessary to provide additional training to the personnel responsible for cleaning and sanitizing school buses. Topics that may need to be addressed may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).

Cleaning Protocols for Classrooms, Offices, and Therapy Rooms

- The District will ensure that our indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
- Recirculated air must have a fresh air component.
- Open windows if A/C is not provided.
- Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - In each classroom (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 (at least 60% alcohol).
- For medically fragile students and students with complex disabilities:
 - Ensure mechanisms to secure PPE prior to opening and maintain ongoing supplies, in order to remain open.
 - Strongly consider the need for additional cleaning staff to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.
 - Consider the need for heightened monitoring and frequent handwashing which will often require hand-over-hand assistance.
 - When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible.

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.

D. TRANSPORTATION

The District will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students.

- Upon reporting for work in the morning, drivers will have their temperature taken and answer a series of questions to ensure they are feeling well and have not been exposed to anyone who has COVID-19.
- Students and drivers will be required to wear face masks on the school buses. If the driver or a student does not have a face mask, a face mask will be made available.
- Assigned seating
 - Seats will be assigned, and will be clearly marked, indicating where to sit or not sit.
 - Seats will be assigned by cohort (same students sit together each day).
 - Students will be assigned seats in the morning, with the first student onboard loading in the back of the vehicle, and the last one onboard, loading in the front of the vehicle. In the afternoon, the opposite practice will be followed; the student(s) who exits the bus last, will sit in the rear of the vehicle, and the student(s) who exit the bus first will sit in the front of the vehicle.
- Drivers should be a minimum of six (6) feet from students;

- Dedicated vehicles will be utilized for routes to minimize the number of people on the bus at one time within reason. **Note:** Drivers will be assigned a dedicated or consistent set of vehicles in order to limit the number of people sharing vehicles. This will further reduce the need to clean vehicles more often than necessary.
- Have windows open if the weather allows.
- School buses will be cleaned several times during the day. High touch areas will be wiped down between routes. Twice a day, preferably midday and at the end of the day, buses will be disinfected, using an electrostatic sprayer.
- Signs will be hung to reinforce social distancing and hygiene rules.

The District is requiring contracted transportation providers to clean and sanitize seats, rails and highly 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 social distancing practices. The contracted service provider will ensure that employees are fully trained in the implementation of the established protocols:

- 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
 - Provide a certification that, before the route commenced, the required process was completed as required.
- The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency’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.

E. SCHOOL NUTRITION-FOOD SERVICES

Ensure Continuity of Meal Programs

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.

Meals

- The District will not be serving breakfast or lunch on school grounds during the school health related closure.
- Students who receive free or reduced lunch will receive a meal distribution on a weekly or bi-monthly basis.
- However, if the health circumstances evolve and the District is able to shift the instructional models into one that would allow for the return to the full

instructional day, the District will evaluate the ability to stagger eating times to allow for social distancing and disinfecting of the area between groups.

- Additionally, the District will continue to evaluate how it will serve meals as current guidance asks that school districts discontinue family-style, self-service, and buffet-style dining and maintain social distancing.
- Staff will clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined here by the Environmental Protection Agency (EPA).
- Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.

Delivery of Meals for Those Who Receive Food Benefits

- Delivery of meals is only implemented if a family indicates they are unable to pick-up their weekly meal distribution.
- The District is divided into three bus delivery routes.
- Volunteers assigned to each bus route collect and stage meals at three separate areas on the front walk of West Windsor-Plainsboro High School North.
- Bus driver remains on the bus at all times (as the bus is loaded with meal boxes).
- Buses are escorted by respective Police departments, leading buses to each address, keeping watch in the parking lot, and ensuring delivery safety.
- Two volunteers, masked and gloved, travel on a bus sitting six (6) feet apart from the driver and each other.
- Volunteers walk meals to doors separately, place products in front of door, knock and step at least 10 feet away from the door. The last volunteer will wave to the family and send well wishes from the District.

Distribution of Meals (Pick-Up) for Those Who Receive Meal Benefits

- Families show children's names in the window as they drive up.
- District staff "check in" each family and announce to the distribution team the quantity and contents for the family to receive.
- Families are instructed to open the trunk or rear area of the vehicle and the packing team will load meals (per student) in each vehicle.
- Families are asked to remain in their cars to comply with social distancing regulations.

Hybrid Model Snack Protocol (When Students are In-Person)

- Families are encouraged to send students to school with a **nut-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.)
- Students will remove their masks in order to eat their snacks. Once the snack has been eaten, each student will be instructed to put back on their face mask.
- Should hand washing stations not be available, hand sanitizer will be available for students and staff.
- Sodexo will offer a snack option for purchase.

F. ATTENDANCE

Student attendance will be monitored daily by the classroom 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's 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.

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, provide opportunities for students to show attendance asynchronously.

G. CURRICULUM AND INSTRUCTION: Delivery of Virtual and Hybrid 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.

Overview of Schedule Design:

The District is offering two models for school in the fall: 1) In-Person Hybrid Model and 2) All-Virtual Model. Parents were asked to choose which model they preferred for their children.

In-Person Hybrid Model

The District has determined the District will follow an “Hybrid 1” / “Hybrid 2” schedule that will utilize an Early Dismissal Schedule. For one week, students will attend in-person classes during the morning and will be dismissed and will return home for afternoon virtual instruction. For the second week, students would be home for virtual synchronous instruction. While in the school building, students and staff will be required to wear a face mask and social distancing requirements will be followed. Enhanced cleaning protocols will be followed as well as health screening of all students, staff, and visitors entering the buildings.

The plan for fall return is based upon the following considerations:

- Schools will be physically open on a modified schedule.
- Based upon the parent selections into a hybrid schedule or virtual experience, the District will evaluate in-person configurations. The current plan will be to split class rosters into a “Hybrid 1” and “Hybrid 2” model to ensure social distancing rules are followed.

- Ex. “Hybrid 1” - A class roster of 24 may be broken into two cohorts. Cohort 1 (12 students) would attend school for five days of in-person instruction while Cohort 2 (12 students) attend virtually. During a “Hybrid 2” schedule, Cohort 1 students would then participate via a virtual model, while Cohort 2 students would attend in-person.
- Models may vary based upon the number of families that select an all-virtual configuration.
- The modified schedule will be based upon the previously established early dismissal schedule.
- Lunch will not be served on campus. Food distribution will continue for families that qualify for assistance.
- All efforts will be made to ensure that siblings attending in-person classes in multiple buildings will be assigned to the same cohort rotation.
- Students that attend in-person instruction will be expected to wear masks unless specific medical concerns are documented by a healthcare professional. Accommodations would then need to be implemented to ensure the safety, health, and wellness of all students and staff members.
- Special Education programming will be based on each child’s IEP. Across all grade bands, while adhering to CDC distancing guidelines, programs and related services for students with the most significant needs will be provided in-person, to the fullest extent possible.

ALL-VIRTUAL MODEL

This model will be different from the virtual/remote learning that was used during this past spring. Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times. Parents that select an all-virtual option must denote if the selection is based upon the medical fragility of the child, the medical concerns of a family member in the home, or based upon school phobia or fear of contracting COVID-19.

Scheduling

Overarching Statements about Schedules Across the District:

- The primary concern is for the safety of WW-P students, staff, and caregivers
- The schools’ schedules are built to focus on providing a safe environment for students to learn. In that effort, the District has developed a model for both hybrid (in-person & virtual) and full virtual instruction.
- In an effort to reduce the risk of COVID transmission the District will utilize an early dismissal format for the day with additional virtual instructional periods after students are home and have had lunch. The expectation is that students will engage in the afternoon instructional periods.

Because scheduling should meet the needs of all learners, regardless of family circumstances, in-person, or hybrid learning environments, the schedules will adhere to the following structure:

Elementary School

- Students will participate in a shortened in-person day to minimize contact.
- Students will have access to special area classes, either during the in-person portion of the day or in the afternoon.
- Students will have access to small group instruction, either during the in-person portion of the day or in the afternoon.
- Students will have 20 minutes of recess each day (grades PreK-5) to ensure compliance with NJDOE requirements.
- Students will follow the same schedule in both the virtual and hybrid model to support transitions between both.
- Students will be provided with time for social/emotional learning opportunities and community building within the classroom.
- Students will be provided with the opportunity to develop digital literacy and citizenship skills.
- The curriculum will afford time for instruction to be implemented across all content areas.
- Students will engage in instruction in the Fine and Performing Arts, World Language, Media, Reading, Writing, Health/Physical Education, Mathematics, Social Studies, Sciences, and Technology.
- Students will be provided opportunities for small group and whole group instruction.
- Students will be provided with opportunities for synchronous and asynchronous learning opportunities.
- Parents/guardians will be given a choice with respect to hybrid or all-virtual learning environments.
- Teachers will be provided time to collaborate with grade-level and district teams to support their ongoing growth.
- Students with special programming will have access to instruction that meets their needs.

In order to achieve these goals, the schedule created includes the following:

- The schedule will have eight designated periods per day.
- Periods 1-5 will include morning meeting, reading, writing, math, special area and/or science/social studies, snack/recess. These periods will occur at school during students onsite instruction for hybrid-model students.
- Periods 6-8 will be delivered virtually for all students, and will include: additional special area classes, science/social studies, small group instruction in math, reading, and/or writing.
- Students who will be attending school as part of the hybrid model will be on an alternating week schedule.
- Students (PreK-5) will engage in synchronous and asynchronous learning in both hybrid and virtual models of instruction.

[*ELEMENTARY/KINDERGARTEN SCHEDULE LISTED IN APPENDIX A](#)

Middle School Schedule

This District's middle school plan honors the student course requests that were made in the spring regarding electives, and the educational programs that were planned between students, families, counselors, and case managers. By utilizing an A/B day schedule (this is in conjunction with the Hybrid Week #1 / Hybrid Week #2 schedule), the District will be able to provide a rich middle school experience. To the extent possible, we will work to keep students with the same course selections together to minimize student movement through the building. The students will follow the same schedule whether they have chosen the virtual or in-person hybrid model. This schedule affords daily meetings of world language courses, elective and cycle class meetings as often as they traditionally meet, and physical education and additional instruction being offered virtually in the afternoons. Each day will also have extended meetings of 2 team classes (Math, IRLA, Science and Social Studies) in the morning with access to the remaining team teachers virtually after lunch. The schedule provides daily connection with all team teachers. Students with special programming have access to instruction that meets individual IEP needs.

*MIDDLE SCHOOL SCHEDULE LISTED IN APPENDIX B

High School Schedule

The District's high school plan is for both hybrid (in-person & virtual) and all-virtual instruction. This model honors the student course requests that were made in the spring regarding electives, and the educational programs that were planned between students, families, counselors, and case managers. By utilizing a rotating day schedule WW-P will be able to provide as rich a high school experience as possible. In an effort to reduce the risk of COVID-19 transmission, the District will utilize an early dismissal format for the day with additional virtual instructional periods after students are home and have lunch, then to continue their day virtually. Students with special programming will have access to instruction that meets individual IEP needs. The schedule allows for four 60 minute periods (1st period will be 70 minutes to allow extra time for health screenings) in the morning. There will be movement between periods. Not all periods will meet each day. In the morning, we are currently planning for four 60 minute blocks (rotational). Each afternoon there will be two additional blocks virtually for all students.

*HIGH SCHOOL SCHEDULE LISTED IN APPENDIX C

STAFFING

School reopening plans and decision-making throughout the school year will consider access to technology, physical, social and emotional health, and childcare concerns. Staff may be reassigned classes 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.
- Childcare 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.

Cohort Model

When possible, WW-P 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.

- Maintain social distancing in hallways and common areas.
- Minimize the number of non-essential interactions between students and staff throughout the school day.
- Create student cohorts as an effective strategy to limit exposure and contact.
- Limit commingling between classes or other district-set groups of students.
- Minimize large group gatherings.
- No lockers will be issued at the middle or high school.

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. The District 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, 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 virtually as appropriate.

Curriculum, Instruction and Assessments

Because the District 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:

- Continue to monitor the effects of pandemic-era learning environments on the pacing of instructional delivery, and make adjustments 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 virtual and hybrid learning environments.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during virtual or hybrid instruction, and to continue to develop and build skills essential in this ever-changing, evolving world, especially in virtual and hybrid learning environments.
- 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 Google Suites, in addition to other district-approved technology, K-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.

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 students whether in an in-person, hybrid, or virtual learning environment.
- 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.
- Provide regular feedback to students and families on expectations and progress based on a variety of assessment indicators.
- Distribute materials, manipulatives and items purchased by the District for at-home activities at no cost to families for all students.
- Plan and implement developmentally appropriate on-line activities for preschool students.
- Recognize the impacts that home and societal environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules.

- Educator Planning Time: 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.

Assessment:

- Review screening tools used at the opening of school, considering the implications of delivering these in a potentially virtual 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.
- 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. These will include assessments that can be delivered in a virtual learning environment, including but not limited to: Kaeden online reading assessments; TCRWP reading assessments; online 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 virtual or hybrid learning (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.

GRADING

Elementary (K-5) Grading/Assessment:

Recognizing that school closures due to the pandemic will impact our students and families, and the critical importance of clear and open communication during this time, WW-P will continue to monitor the growth of each student. As in the pre-pandemic learning environment, the District will use multiple forms of assessment, and use these to plan instruction in both the virtual and hybrid environments that meet the needs of each student. Students' progress will be reported at the end of each trimester using the same standards-based report card that can be found on the WW-P website. As always, the purpose of this performance report is to describe students' learning progress based on the district's curricula aligned to the New Jersey Student Learning Standards.

Middle School / High School (6-12) Grading/Assessment:

- The District values quality learning experiences and plans to deliver those experiences to students in virtual and hybrid environments. Those experiences include measuring students' progress in mastering standards. This will be equivalent for virtual and hybrid students.
- Grades will be issued and Genesis will be open.
- Assessments will be equivalent in virtual and hybrid environments. We are currently acquiring additional resources and building processes to ensure a fundamental fairness between the different models.
- No student should be disadvantaged in grades/GPA due to the selection of one model over another.

Data Analysis

- Facilitate opportunities to create structures that support a staff culture committed to collaborative analysis of data.
- Incorporate meaningful and appropriate assessment strategies into the strategic plan in order to evaluate the needs of students, and for the planning of instruction.
- Because students will need time to adjust to the school environment, which may look different than what they have previously known it is imperative to consider the social and emotional elements of learning as a focal point prior to the start of assessments to ensure the conditions for students to demonstrate their proficiency and receive instruction are optimized.

Virtual and Hybrid Learning Environment— 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, the District will focus on pre-assessments and formative assessments upon returning to school. In the absence of spring 2020 summative assessment

data, the District will continue to identify alternate sources of assessment data which may complement data driven decision-making regarding targeted instruction. 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.

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

Communication: Clear and consistent communications with stakeholders is vital to successful implementation. The District continues to recognize that flexibilities in implementation come with unique challenges, and has a communications plan to share strategies and rationale with parents and other members of the local education community.

Assessment Tools: The District has developed an inventory of various assessment tools available and will continue to determine which tools and resources will be the most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data.

Assessment Strategy: Students will need time to adjust to the school environment, which may look different than what they have previously known. Social and emotional elements of learning will be an important focal point to consider before students are assessed to ensure the conditions for students to receive instruction and demonstrate their proficiency are optimized. Therefore, as appropriate and as possible throughout students' learning experiences, the District will use student data that is available in order to make data-based decisions. Formative assessment strategies and previous student assessment data will be utilized for continuous targeted instruction. Teams will engage in feedback loops by collecting and interpreting student performance data to evaluate the impact of instructional changes and make further instructional decisions.

Professional Development: The District will provide educators and parents with guidance to support assessment and data literacy.

Educator Planning Time: Educators will have opportunities to collaborate and plan for developing pre-assessments, while further developing their skills around data-based decision making to inform instruction.

Data Analysis: Along with professional development and time for planning, District teams will facilitate opportunities to build-up staff culture for collaborative analysis of data.

Instructional Impacts due to Illness

The impacts of lost instructional time and social emotional development on children and adolescents should be anticipated. The District is prepared to adjust curricula and instructional practices accordingly without the expectation that all lost academic progress can be caught up. Plans to make up for lost academic progress because of school closures and distress associated with the pandemic will be balanced by a recognition of the likely

continued distress of educators and students that will persist when schools reopen. If the academic expectations are unrealistic, school will likely become a source of further distress for students (and educators) at a time when they need additional support. Therefore, the District will maintain a balanced curriculum.

H. SPECIAL EDUCATION PLAN

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, 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 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 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 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.

I. 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. 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.

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 target 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.
- 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 (e.g., SeeSaw, Google Classroom)

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

J. TECHNOLOGY

The District will work to supplement gaps in student access to devices and internet connectivity. The District will deploy available devices to students without technology or connectivity to avoid exacerbating existing achievement gaps to the greatest extent possible. When making purchasing decisions about digital tools and resources, the District will consider the degree to which these tools and resources are platform-agnostic. This will help provide access for students participating in virtual learning from a variety of devices.

Technology and Connectivity

The District will continue to strive to ensure that every student has access to a device and internet connectivity 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 will require district-provided devices and/or internet access. Results from 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 will 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 weigh the benefits and drawbacks of various video platforms for meetings and instructional purposes with the goal of consistency and functionality.

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 attendant needs associated with deployment of needed technology, including student and parent training and acceptable use policy implementation.

Technology and Safety

In order to prioritize safety, the District will outfit all buildings with added technology that allows for rapid and discrete contactless temperature assessments.

Technology and Instruction

The District will identify a consistent technology that will 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 (see Remote Learning During the COVID-19 Pandemic).
- Ensuring that novice provisional teachers, teachers new to the District and other new staff have sufficient training in the technologies that will be used.

K. PROFESSIONAL LEARNING

Professional Development

The District will support teachers as they assist students' acclimate to a new hybrid or all-virtual learning environment. Teacher supports will be provided through the implementation of the following professional learning opportunities:

- 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 virtual 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 virtual and in-person students.
- Explore instructional methods that maintain high levels of student 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.
- Recognize the impacts that home environments may have on learning as students re-acclimate to in-person learning and adjust to new instructional models and schedules. Consider implementing project-based learning, learner-centered, and student-guided learning.
- Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during virtual or hybrid instruction:
 - Leverage technology in service to learning.
 - Design learning experiences that:
 - Build student understanding by linking together concepts within and across grades.
 - Provide direct instruction, student practice, and enrichment activities.
 - Leverage student interest.

- Address real-world issues.
- Build capacity of and provide support to family members to enable them to become “learning partners.”
- Provide regular time to collaborate with colleagues:
 - For the coordination of assignments; cross-curricular planning; common lessons and modules.
 - To develop and build skills essential in this ever-changing, evolving world.
 - To develop and continue to build skills to address the learning loss for the most vulnerable populations (students with disabilities, English Language Learners, students without proper technology or internet access, etc.).
 - To prepare and support our educators in meeting the social emotional, health, and academic needs of all students.

*Professional Learning will begin prior to the Beginning of the School Year and will be ongoing throughout the school year.

Teacher 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.
- Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a virtual environment.
- Mentoring will be provided in both a hybrid and all-virtual 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.

Teacher Evaluation by Administration:

- The District will modify annual evaluation training to highlight procedures and processes which may be impacted due to potential hybrid scheduling and all-virtual.
- The District will develop observation schedules with both hybrid and all-virtual models in mind.
- The District will convene a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures which may be impacted by a hybrid or all-virtual model.
- The District will consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities which occur in individual schools.

L. 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. Readyng facilities, purchasing supplies, transporting, and feeding students may 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.

The District is currently closing out its FY20 budget year and has already finalized its FY21 budgets. 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 anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

Purchasing – As the District prepares for a multitude of instructional models, it has become necessary to purchase items not needed in the past (e.g., personal protective equipment or thermal scanners). The district is also noticing an increase in demand for previously purchased goods and services. In general, districts collaborate to create new arrangements that will allow them to purchase items at a lower cost by either purchasing through an established State contract or through a cooperative purchasing consortium, which allows contracts to be awarded without public bidding regardless of bid threshold in the event of a public health emergency.

Use of Reserve Accounts, Transfers, and Cashflow – To the greatest extent possible, the District will work to support unanticipated costs and to manage cash flow. The District will utilize any available funding sources in our emergency reserve accounts to finance unanticipated expenses that arise as a result of the COVID-19 pandemic in order to ensure the health, wellness, and safety of our students and staff.

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 virtual instruction, supplies for cleaning and sanitizing buildings, and supplemental instructional programs. The District will utilize this flexibility to address its specific needs.

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.

State School Aid

In the wake of the COVID-19 public health emergency, state revenues have declined precipitously. In a May 22, 2020, update on New Jersey's fiscal condition, the State Treasurer announced that New Jersey was facing a shortfall approaching \$10 billion for the balance of the current fiscal year through fiscal year 2020-2021. The State's loss of revenue necessitated the modification of the State school aid proposal for the upcoming school year (originally released February 27, 2020). 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.

Use of Reserve Accounts, Transfers, and Cashflow

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.

M. 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 2020-2021 school year to determine, among other things, the extent to which changes may be needed for each interscholastic sports season.

Should the determination be made to proceed with an athletic program the following procedures must be followed:

- 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 requiring physical distancing and mask wearing at all athletic events.
- Communication with neighboring districts regarding district policies for spectators
- Explore limiting the 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 waive district-provided transportation to and from athletic events with a parent or guardian when appropriate travel waiver forms are completed.

Extracurricular Activities: All clubs or activities that can, will be offered virtually. There will be no onsite clubs or activities until the return to full reopening of schools can be considered.

N. 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. One program that has traditionally been offered by Community Education is the Extended Day Program (EDP). Community Education will offer this program if health conditions allow. Community Education may also offer various virtual 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

Quality Childcare

Childcare 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 childcare will now require it.

WW-P will consider the following steps in incorporating childcare considerations into the reopening process.

- Involve contracted childcare providers in leadership and planning meetings.
- Plan for transportation from school to childcare locations.
- 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.

V. CONTINUITY OF COMMUNICATION

During a period of pandemic outbreak, the District will heed guidance from (and be in communication with) the NJ Department of Health, the NJ Department of Education, appropriate members from the State and local governments, Township Health Departments (West Windsor and Plainsboro), and the Mayors of West Windsor and Plainsboro. 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.ww-p.org>.

VI. 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. Planning will be ongoing.

SIGNATURE OF SUPERINTENDENT

DATE SUBMITTED TO THE EXECUTIVE COUNTY SUPERINTENDENT

APPENDIX

A. ELEMENTARY/KINDERGARTEN SCHEDULE

Event	Start Time	End Time				
Teachers' Arrival	8:15:00 AM		STUDENT SCHEDULE			
Teachers in Classroom	8:40:00 AM					
Student Arrival/HR	8:40:00 AM	8:50:00 AM	Arrival			
			In-Person Students	Virtual Students		
Morning Meeting	8:50:00 AM	9:14:00 AM	Morning Meeting/Read Aloud		Morning Meeting/Read Aloud	
Period 1	9:18:00 AM	9:58:00 AM	Reading	40 min	Reading	40 min
Period 2	10:02:00 AM	10:42:00 AM	Math	40 min	Math	40 min
Period 3	10:46:00 AM	11:26:00 AM	Snack/Read Aloud (20) Recess (20)	40 min	Snack/Read Aloud (20) Recess (20)	40 min
Period 4	11:30:00 AM	12:10:00 PM	Writing	40 min	Writing	40 min
Period 5	12:14:00 PM	12:54:00 PM	Virtual Small Group Instruction/Sc/ SS/ Special Area/ Ensemble/	40 min	Virtual Small Group Instruction/Sc/SS /Special Area/ Ensemble/	40 min

Period 6	12:58:00 PM	1:22:00 PM	Dismissal (24 min)	24 min	Break	12:58-1:22
Student Travel Home & Teacher Lunch	1:22:00 PM	2:02:00 PM	Student Travel Time (40 min)	40 min	Break	1:22-2:02
Period 7	2:06:00 PM	2:46:00 PM	Virtual Small Group Instruction/Sc/SS/Special Area/Ensemble/	40 min	Virtual Small Group Instruction/Sc/SS/Special Area/Ensemble/	40 min
Period 8	2:50:00 PM	3:30:00 PM	Virtual Small Group Instruction/Sc/SS/Special Area/Ensemble/	40 min	Virtual Small Group Instruction/Sc/SS/Special Area/Ensemble/	40 min

Hybrid Model-Kindergarten		Virtual Model (Teachers A and B)
In-person Week-Teacher A	Virtual Week -Teacher B	All Weeks
8:50 A.M.-11:20 A.M. Morning Meeting and three 30 minute classes 20 minute Specials rotate Snack and recess built into schedule	8:50 A.M.-11:20 A.M. Morning Meeting and three 30 minute classes 20 minute Specials rotate Snack and recess built into schedule	
Classes < 12 using all available space and staff Students stay in same room		12:30 P.M. - 3:00 P.M. Morning Meeting and three 30 minute classes 20 minute Specials rotate Snack and recess built into schedule

B. MIDDLE SCHOOL SCHEDULE

Gold/Red Cohort		Gold/Red Cohort		Gold/Red Cohort	
Grade 6 – Hybrid Week 1, Day A		Grade 7 – Hybrid Week 1, Day A		Grade 8 – Hybrid Week 1, Day A	
7:40-9:05	Team Classes (SS/Sci/LA/Math)	7:40-9:05	Team Classes (SS/Sci/LA/Math)	7:40-8:20	WL (Elective 1 or Elective 2)
9:10-10:35	Team Classes (SS/Sci/LA/Math)	9:10-9:50	Elective (Cycle or WL)	8:25-9:05	Elective 1 (WL or Elective 2)
10:40-11:20	WL (Elective or Cycle)	9:55-10:35	WL (Elective or Cycle)	9:10-10:35	Team Classes (SS/Sci/LA/Math)
11:25-12:05	Elective (Cycle or WL)	10:40-12:05	Team Classes (SS/Sci/LA/Math)	10:40-12:05	Team Classes (SS/Sci/LA/Math)
12:10-1:15	Travel/Lunch	12:10-1:15	Travel/Lunch	12:10-1:15	Travel/Lunch
1:15-1:45	WIN - Assigned Team 3 or 4 (Sped Study Skills Flex)	1:15-1:45	PE / AFlex	1:15-1:45	Cycle (AFlex or PE)
1:45-2:15	Cycle (PE)	1:45-2:15	WIN - Assigned Team 3 or 4 (Sped Study Skills Flex)	1:45-2:15	PE (AFlex or Cycle)
2:15-2:45	PE (AFLEX)	2:15-2:45	Cycle / PE	2:15-2:45	WIN - Assigned Team 3 or 4 (Sped Study Skills Flex)

Gold/Red Cohort		Gold/Red Cohort		Gold/Red Cohort	
Grade 6 – Hybrid Week 1, Day B		Grade 7 – Hybrid Week 1, Day B		Grade 8 – Hybrid Week 1, Day B	
7:40-9:05	Team Classes (SS/Sci/LA/Math)	7:40-9:05	Team Classes (SS/Sci/LA/Math)	7:40-8:20	WL (Elective 1 or Elective 2)
9:10-10:35	Team Classes (SS/Sci/LA/Math)	9:10-9:50	Cycle (WL or Elective)	8:25-9:05	Elective 2 (WL or Elective 1)
10:40-11:20	WL (Elective or Cycle)	9:55-10:35	WL (Elective or Cycle)	9:10-10:35	Team Classes (SS/Sci/LA/Math)
11:25-12:05	Cycle (WL or Elective)	10:40-12:05	Team Classes (SS/Sci/LA/Math)	10:40-12:05	Team Classes (SS/Sci/LA/Math)
12:10-1:15	Travel/Lunch	12:10-1:15	Travel/Lunch	12:10-1:15	Travel/Lunch
1:15-1:45	WIN - Assigned Team 1 or 2 (Sped Study Skills Flex)	1:15-1:45	PE/Cycle	1:15-1:45	AFlex (Cycle or PE)
1:45-2:15	AFlex (PE)	1:45-2:15	WIN - Assigned Team 1 or 2 (Sped Study Skills Flex)	1:45-2:15	PE (Cycle or AFlex)

2:15- 2:45	PE (Cycle)	2:15- 2:45	AFlex / PE	2:15- 2:45	WIN - Assigned Team 1 or 2 (Sped Study Skills Flex)
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***Students assigned to Hybrid Week 2 will follow the A/B day schedule rotation and participate virtually. During the 2nd week of classes, Hybrid Week 2 will attend in-person and Hybrid Week 1 students will then participate virtually.**

C. HIGH SCHOOL SCHEDULE

Rotational Schedule:

Day 1				Day 2			
Length	Period	Start	End	Length	Period	Start	End
70	1	7:40	8:50	70	5	7:40	8:50
60	2	8:55	9:55	60	6	8:55	9:55
60	3	10:00	11:00	60	7	10:00	11:00
60	4	11:05	12:05	60	8	11:05	12:05
45	5	1:15	2:00	45	1	1:15	2:00
45	6	2:05	2:50	45	2	2:05	2:50

Day 3

Day 4

Length	Period	Start	End		Length	Period	Start	End
70	4	7:40	8:50		70	8	7:40	8:50
60	1	8:55	9:55		60	5	8:55	9:55
60	2	10:00	11:00		60	6	10:00	11:00
60	3	11:05	12:05		60	7	11:05	12:05
45	7	1:15	2:00		45	3	1:15	2:00
45	8	2:05	2:50		45	4	2:05	2:50

EXAMPLE OF THE ROTATIONAL SCHEDULE

	M	T	W	R	F	COHORT WEEK
SEPT		1	2	3	4	
			PD	PD	Closed	
				9	1	
	7	8	9	10	11	
	Closed	1	2	3	4	A
					1	
	14	15	16	17	18	
	1	2	3	4	1	B
				1		
	21	22	23	24	25	
	2	3	4	1	2	A
			2			
	28	29	30			
	Closed	3	4			B
			2			

D. POLICIES

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First Reading: July 28, 2020
Emergency Adoption: July 28, 2020

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June 20
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1649 FEDERAL FAMILIES FIRST CORONAVIRUS (COVID-19) RESPONSE ACT

The Federal Families First Coronavirus (COVID-19) Response Act (FFCRA) includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) and the Emergency Paid Sick Leave Act (EPSLA). The EFMLEA expands the Federal Family and Medical Leave Act (FMLA) and the EPSLA provides employees with paid sick leave for specified reasons related to COVID-19.

The provisions of the FFCRA shall apply from April 1, 2020 through December 31, 2020.

- A. Emergency Family and Medical Leave Expansion Act (EFMLEA)
1. Definitions - For the purposes of the EFMLEA:
 - a. “Eligible employee” means an employee who has been employed for at least thirty calendar days by the employer with respect to whom leave is requested.
 - b. “Employer” means any employer with fewer than five hundred employees.
 - c. “Qualifying need related to a public health emergency” means with respect to leave, the employee is unable to work (or telework) due to a need for leave to care for the son or daughter under eighteen years of age of such employee if the school or place of care has been closed, or the child care provider of such son or daughter is unavailable, due to a public health emergency.
 - d. “Public Health Emergency” means an emergency with respect to COVID–19 declared by a Federal, State, or local authority.



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- e. “Child care provider” means a provider who receives compensation for providing child care services on a regular basis, including an ‘eligible child care provider’ (as defined in section 658P of the Child Care and Development Block Grant Act of 1990 (42 U.S.C. 9858n)).
- f. “School” means an ‘elementary school’ or ‘secondary school’ as such terms are defined in section 8101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

2. Relationship to Paid EFMLEA Leave

The FFCRA includes the Emergency Family and Medical Leave Expansion Act (EFMLEA) that amended the Federal Family and Medical Leave Act of 1993 (29 U.S.C. 2611 et seq. to provide leave to an eligible employee because of a qualifying need related to a public health emergency with respect to COVID-19 - (U.S.C. 2612(a)(1)(F)).

a. Leave for Initial Ten Days

- (1) The first ten days of this FMLA leave for an eligible employee shall be unpaid
- (2) If the first ten days of this FMLA leave are unpaid, an employee may elect to substitute any accrued vacation leave, personal leave, or emergency paid sick leave provided by the EPSLA for the initial ten days under the EFMLEA in accordance with 29 U.S.C. 2612(d)(2)(B).



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b. Paid Leave for Subsequent Days

- (1) An employer shall provide paid leave for each day of leave under the EFMLEA that an employee takes after taking such leave for ten days.
- (2) The paid leave for an employee shall be calculated based on:
 - (a) An amount that is not less than two-thirds of an employee's regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)); and
 - (b) The number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under A.2.(b)(4) below).
- (3) In no event shall such paid leave exceed \$200.00 per day and \$10,000.00 in the aggregate.
- (4) Varying Schedule Hours Calculation – In the case of an employee whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken leave under the EFMLEA, the employer shall use the following in place of such number:
 - (a) Subject to A.2.b.(4)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes such leave, including hours for which the employee took leave of any type.



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- (b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.
- c. Employee Notice to Employer
- (1) In any case where the necessity for leave under the EFMLEA for the purpose of a qualifying need related to a public health emergency is foreseeable, an employee shall provide the employer with such notice of leave as is practicable.
 - (a) A request for such leave that is foreseeable shall be submitted to the Director of Human Resources prior to commencing the leave.
 - (b) A need for such leave that is not foreseeable shall be submitted to the Director of Human Resources within one business day of the first day of the leave being taken by the employee.
 - (c) The employee shall provide to the Director of Human Resources the name of the employee's child, the name of the school, place of care, or child care provider that has closed or become unavailable, and a statement that no other suitable person is available to care for the child.



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d. Restoration to Position

- (1) The employee shall be restored to the same or equivalent position held by the employee when the leave commenced pursuant to 29 CFR 825.214. The requirement to restore the employee to the same or equivalent position held when the leave commenced does not apply to an employer who employs fewer than twenty-five employees if all four of the following conditions are met:
 - (a) The employee takes leave under the EFMLEA.
 - (b) The position held by the employee when the leave commenced does not exist due to economic conditions or other changes in operating conditions of the employer:
 - i. That affect employment; and
 - ii. Are caused by a public health emergency during the period of leave.
 - (c) The employer makes reasonable efforts to restore the employee to a position equivalent to the position the employee held when the leave commenced with equivalent employment benefits, pay, and other terms and conditions of employment.
 - (d) If the reasonable efforts of the employer under A.2.d.(1)(c) above fail, the employer makes reasonable efforts during the period described in A.2.d.(2) below to contact the employee if an equivalent position described in A.2.d.(1)(c) above becomes available.



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(2) Contact Period

- (a) The period described under A.2.d. above is the one-year period beginning on the earlier of:
- i. The date on which the qualifying need related to a public health emergency concludes; or
 - ii. The date that is twelve weeks after the date on which the employee's leave under the EFMLEA commences.

B. Emergency Paid Sick Leave Act (EPSLA)

The FFCRA includes the EPSLA, which provides paid sick time to an employee to the extent the employee is unable to work or (telework) due to a need related to COVID-19. The paid sick time provided by the EPSLA and outlined in B.1. below cannot be taken with any other paid leave time provided by the employer.

1. Definitions

a. For purposes of the EPSLA and this Policy:

- (1) "Employee" means an individual who is employed by a private employer with fewer than five hundred employees and public employers with at least one employee.
- (2) "Employer" means a private person or entity that employs fewer than five hundred employees and public employers that employ at least one employee.



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- (a) “Covered employer” includes any person engaged in commerce or in any industry or activity affecting commerce that:
 - i. In the case of a private entity or individual, employs fewer than five hundred employees; and
 - ii. In the case of a public agency or any other entity that is not a private entity or individual, employs one or more employees.
 - (b) “Covered employer” also includes:
 - i. Any person acting directly or indirectly in the interest of an employer in relation to an employee (within the meaning of such phrase in section 3(d) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(d)); and
 - ii. Any successor in interest of an employer; and any “public agency”, as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).
 - (c) “Covered employer” also includes any “public agency” as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203(x)).
- (3) “Employ” and “State” have the meanings given such terms in section 3 of the Fair Labor Standards Act of 1938 (29 U.S.C. 203).



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- (4) “Health care provider” and “son or daughter” have the meanings given such terms in section 101 of the Family and Medical Leave Act of 1993 (29 U.S.C. 2611).
- (5) “Paid sick time” means an increment of compensated leave that:
 - (a) Is provided by an employer for use during an absence from employment for a reason described in any paragraph of B.2.a. below; and
 - (b) Is calculated based on the employee’s required compensation under B.1.a.(6) below and the number of hours the employee would otherwise be normally scheduled to work (or the number of hours calculated under (B.1.a.(7) below), except that in no event shall such paid sick time exceed:



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- i. \$511.00 per day and \$5,110.00 in the aggregate for a use described in B.2.a.(1), (2), or (3) below; and
 - ii. \$200.00 per day and \$2,000.00 in the aggregate for a use described in B.2.a.(4), (5), or (6) below.
- (6) “Required Compensation” subject to B.1.a.(5)(b) above, the employee’s “required compensation” shall be not less than the greater of the following:
- (a) The employee’s regular rate of pay (as determined under section 7(e) of the Fair Labor Standards Act of 1938 (29 U.S.C. 207(e)).
 - (b) The minimum wage rate in effect under section 6(a)(1) of the Fair Labor Standards Act of 1938 (29 U.S.C. 206(a)(1)).
 - (c) The minimum wage rate in effect for such employee in the applicable State or locality, whichever is greater, in which the employee is employed.

Subject to B.1.a.(5)(b) above, with respect to any paid sick time provided for any use described in B.2.a.(4), (5), or (6) below, the employee’s required compensation shall be two-thirds of the amount described in B.1.a.(6) above.

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- (7) “Varying Schedule Hours Calculation” means in the case of a part-time employee described in B.3.b.(2) below whose schedule varies from week to week to such an extent that an employer is unable to determine with certainty the number of hours the employee would have worked if such employee had not taken paid sick time under B.2.a. below, the employer shall use the following in place of such number:
- (a) Subject to clause B.1.a.(7)(b) below, a number equal to the average number of hours that the employee was scheduled per day over the six-month period ending on the date on which the employee takes the paid sick time, including hours for which the employee took leave of any type.
 - (b) If the employee did not work over such period, the reasonable expectation of the employee at the time of hiring of the average number of hours per day that the employee would normally be scheduled to work.

2. Paid Sick Leave Requirement

- a. An employer shall provide to each employee employed by the employer paid sick time to the extent that the employee is unable to work (or telework) due to a need for leave because:
- (1) The employee is subject to a Federal, State, or local quarantine or isolation order related to COVID-19.
 - (2) The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID-19.
 - (3) The employee is experiencing symptoms of COVID-19 and seeking a medical diagnosis.



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- (4) The employee is caring for an individual who is subject to an order as described in B.2.a.(1) above or has been advised as described in B.2.a.(2) above.
- (5) The employee is caring for a son or daughter of such employee if the school or place of care of the son or daughter has been closed, or the child care provider of such son or daughter is unavailable, due to COVID-19 precautions.
- (6) The employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.

3. Duration of Paid Sick Time

- a. An employee shall be entitled to paid sick time for an amount of hours determined under B.3.b. below.
- b. The amount of hours of paid sick time to which an employee is entitled shall be as follows:
 - (1) For full-time employees, eighty hours.
 - (2) For part-time employees, a number of hours equal to the number of hours that such employee works, on average, over a two-week period.
- c. Paid sick time under the EPSLA shall not carry over from one year to the next.

4. Employer's Termination of Paid Sick Time

- a. Paid sick time provided to an employee under the EPSLA shall cease beginning with the employee's next scheduled work shift immediately following the termination of the need for paid sick time under B.2.a. above.



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5. Prohibition

- a. An employer may not require, as a condition of providing paid sick time under the EPSLA, that the employee involved search for or find a replacement employee to cover the hours during which the employee is using paid sick time.

6. Use of Paid Sick Time

- a. The paid sick time under B.2.a. above shall be available for immediate use by the employee for the purposes described in the EPSLA, regardless of how long the employee has been employed by an employer.

b. Sequencing Leave Time

- (1) An employee may first use the paid sick time under B.2.a. above for the purposes described in the EPSLA.
- (2) An employer may not require an employee to use other paid leave provided by the employer to the employee before the employee uses the paid sick time under B.2.a. above.

7. Notice

- a. Each employer shall post and keep posted, in conspicuous places on the premises of the employer where notices to employees are customarily posted, a notice, to be prepared or approved by the Secretary of Labor, of the requirements described in the EPSLA.
- b. Not later than seven days after the date of enactment of this Act, the Secretary of Labor shall make publicly available a model of a notice that meets the requirements of B.7.a. above.



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8. Prohibited Acts

- a. It shall be unlawful for any employer to discharge, discipline, or in any other manner discriminate against any employee who:
 - (1) Takes leave in accordance with the EPSLA; and
 - (2) Has filed any complaint or instituted or caused to be instituted any proceeding under or related to the EPSLA (including a proceeding that seeks enforcement of the EPSLA), or has testified or is about to testify in any such proceeding.

9. Enforcement

- a. Unpaid Sick Leave - An employer who violates B.2. through B.6. of this Policy shall:
 - (1) Be considered to have failed to pay minimum wages in violation of section 6 of the Fair Labor Standards Act of 1938 (29 U.S.C. 206); and
 - (2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.
- b. Unlawful Termination - An employer who willfully violates B.8. above shall:
 - (1) Be considered to be in violation of section 15(a)(3) of the Fair Labor Standards Act of 1938 (29 U.S.C. 215(a)(3)); and
 - (2) Be subject to the penalties described in sections 16 and 17 of the Fair Labor Standards Act of 1938 (29 U.S.C. 216; 217) with respect to such violation.



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10. Rules of Construction

a. Nothing in the EPSLA shall be construed:

(1) To in any way diminish the rights or benefits that an employee is entitled to under any:

(a) Other Federal, State, or local law;

(b) Collective bargaining agreement; or

(c) Existing employer policy; or

(2) To require financial or other reimbursement to an employee from an employer upon the employee's termination, resignation, retirement, or other separation from employment for paid sick time under the EPSLA that has not been used by such employee.

11. Guidelines

a. Not later than fifteen days after the date of the enactment of the EPSLA, the Secretary of Labor shall issue guidelines to assist employers in calculating the amount of paid sick time under the EPSLA.

12. Reasonable Notice

a. After the first workday (or portion thereof) an employee receives paid sick time under the EPSLA, an employer may require the employee to follow reasonable notice procedures in order to continue receiving such paid sick time.

b. The request for such leave shall be submitted to the Director of Human Resources who may request documentation from the employee in support of the emergency paid sick leave.



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- c. The documentation shall include a signed statement containing the following information: the employee's name; the date(s) for which leave is requested; the COVID-19 qualifying reason for leave; and a statement representing that the employee is unable to work or telework because of the COVID-19 qualifying reason.
- d. An employee requesting to take emergency paid sick leave under the EPSLA or the EFMLEA to care for his or her child must provide the following information: the name of the child being care for; the name of the school; place of care; or child care provider that closed or became unavailable due to COVID-19 reasons; and a statement representing that no other suitable person is available to care for the child during the period of requested leave.

13. Regulatory Authorities

- a. The Secretary of Labor shall have the authority to issue regulations for good cause under sections 553(b)(B) and 553(d)(A) of Title 5, United States Code:
 - (1) To exempt small businesses with fewer than fifty employees from the requirements of B.2.a.5. when the imposition of such requirements would jeopardize the viability of the business as a going concern; and
 - (2) As necessary, to carry out the purposes of the EPSLA, including to ensure consistency between the EPSLA and Division C and Division G of the FFCRA.

H.R. 6201: Families First Coronavirus (COVID-19) Response Act
N.J.S.A. 18A:30-1

Adopted:



First Reading: July 28, 2020
Emergency Adoption: July 28, 2020

Students
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HEALTH SERVICES (M)

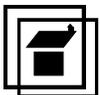
5310 HEALTH SERVICES (M)

M

The Board of Education shall develop and adopt the following written policies, procedures, and mechanisms in accordance with N.J.A.C. 6A:16-2.1(a) for the provision of health, safety, and medical emergency services, and shall ensure staff are informed as appropriate:

A: Health Safety and Medical Emergency Services

1. The review of immunization records for completeness pursuant to N.J.A.C. 8:57-4.1 through 4.20 (Policy and Regulation 5320);
2. The administration of medication to students in the school setting in accordance with N.J.A.C. 6A:16-2.1(a)2. (Policy and Regulation 5330);
3. The review of Do Not Resuscitate (DNR) orders received from the student's parent or medical home (Policy 5332);
4. The provision of health services in emergency situations, including:
 - a. The emergency administration of epinephrine via Epi-pen auto-injector pursuant to N.J.S.A. 18A:40-12.5 (Policy and Regulation 5330);
 - b. The emergency administration of glucagon pursuant to N.J.S.A. 18A:40-12.14 (Policy and Regulation 5338);
 - c. The care of any student who becomes injured or ill while at school or participating in school-sponsored functions (Policy and Regulation 8441);
 - d. The transportation and supervision of any student determined to be in need of immediate medical care (Policy and Regulation 8441); and
 - e. The notification to parents of any student determined to be in need of immediate medical care (Policy and Regulation 8441).
5. The treatment of asthma in the school setting in accordance with the provisions of N.J.A.C. 6A:16-2.1(a)5 (Policy 5335);



6. The administration of student medical examinations, pursuant to N.J.S.A. 18A:40-4, N.J.S.A. 18A:35-4.8, and N.J.A.C. 6A:16-2.2 (Policy and Regulation 5310);
7. Utilization of sanitation and hygiene when handling blood and bodily fluids pursuant to N.J.A.C. 12:100-4.2, Safety and Health Standards for Public Employees, and in compliance with 29 CFR 1910.1030, Public Employees Occupational Safety and Health Program (PEOSH) Bloodborne Pathogens Standards (Policy and Regulation 7420);
8. Provision of nursing services to nonpublic schools located in the school district as required by N.J.S.A. 18A:40-23 et seq. and N.J.A.C. 6A:16-2.5 (Policy and Regulation 5306);
9. Self-administration of medication by a student for asthma or other potentially life-threatening allergic reaction pursuant to N.J.S.A. 18A:40-12.3, 12.5, and 12.6, and the self-management and care of a student's diabetes as needed pursuant to N.J.S.A. 18A:40-12.15 (Policy and Regulation 5330);
10. Development of an individual healthcare plan and individualized emergency healthcare plan for students with chronic medical conditions, including diabetes, asthma, and life-threatening allergies, requiring special health services in accordance with N.J.S.A. 18A:40-12.11.c, 12.12, 12.13, and 12.15; and N.J.A.C. 6A:16-2.3(b)3xii (Policies and Regulations 5331 and 5338); and
11. Management of food allergies in the school setting and the emergency administration of epinephrine to students for anaphylaxis pursuant to N.J.S.A. 18A:40-12.6a through 12.6d (Policy and Regulation 5331).

The Board of Education shall annually adopt the school district's nursing services plan at a regular meeting.

The Board of Education shall comply with the following required health services as outlined in N.J.A.C. 6A:16-2.2:

1. Immunization records shall be reviewed and updated annually pursuant to N.J.A.C. 8:57-4.1 through 4.24.



2. A Building Principal or designee shall not knowingly admit or retain in the school building any student whose parent has not submitted acceptable evidence of the child's immunization, according to the schedule specified in N.J.A.C. 8:57-4, Immunization of Pupils in School.
3. The school district shall perform tuberculosis tests on students using methods required by and when specifically directed to do so by the New Jersey Department of Health based upon the incidence of tuberculosis or reactor rates in specific communities or population groups pursuant to N.J.S.A. 18A:40-16.
4. The school district shall immediately report by telephone to the health officer of the jurisdiction in which the school is located any communicable diseases identified as reportable pursuant to N.J.A.C. 8:57-1, whether confirmed or presumed.
5. Each school in the district shall have and maintain for the care of students at least one nebulizer in the office of the school nurse or a similar accessible location pursuant to N.J.S.A. 18A:40-12.7.
6. Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility pursuant to N.J.S.A. 18A:40-4.
7. The findings of the medical examinations as required under 8. below shall include the following components:
 - a. Immunizations pursuant to N.J.A.C. 8:57-4.1 through 4.24;
 - b. Medical history, including allergies, past serious illnesses, injuries, operations, medications, and current health problems;
 - c. Health screenings including height, weight, hearing, blood pressure, and vision; and
 - d. Physical examinations.
8. The school district shall ensure that students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(f) and 6 above and:



- a. Prior to participation on a school-sponsored interscholastic athletic team or intramural athletic team or squad for students enrolled in any grade six to twelve in accordance with N.J.A.C. 6A:16-2.2(h)1;
 - b. Upon enrollment in school in accordance with N.J.A.C. 6A:16-2.2(h)2;
 - c. When applying for working papers in accordance with N.J.A.C. 6A:16-2.2(h)3;
 - d. For the purposes of the comprehensive Child Study Team evaluation pursuant to N.J.A.C. 6A:14-3.4 in accordance with N.J.A.C. 6A:16-2.2(h)4; and
 - e. When a student is suspected of being under the influence of alcohol or controlled dangerous substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3 in accordance with N.J.A.C. 6A:16-2.2(h)5.
9. The Board of Education shall make accessible information regarding the New Jersey Family Care Program to students who are knowingly without medical coverage pursuant to N.J.S.A. 18A:40-34.
 10. Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq.
 11. The Board of Education shall ensure that students receive health screenings as outlined in N.J.A.C. 6A:16-2.2(k).
 12. The school nurse or designee shall screen to ensure hearing aids worn by students who are deaf and/or hard of hearing are functioning properly. The school nurse or designee will ensure any FM hearing aid systems in classrooms or any school equipment in the school building used to assist students hear are functioning properly.

B. Pandemic Reopening and Recovery (This paragraph applies during a public health emergency declared in this State by the Governor)

1. Screening and Personal Protective Equipment (PPE)



- a. Adequate amount of personal protective equipment (PPE) shall be available, accessible, and provided for use by staff and students;
 - b. 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;
 - c. Students will be required to wear face coverings and are required to maintain social distancing from others. Exceptions to this rule will be considered only if a doctor's note is provided substantiating a medical concern;
 - d. Staff and students shall be screened for entry into the school building;
 - e. The principal or his or her designee shall develop a school entry plan that includes;
 - (1) Staff assigned to do the screening
 - (2) Designated entrances that will be used to admit students
 - (3) The assignment of classes and grades to designated entrances and/or designated entrance times
 - f. 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;
 - g. Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations;
 - h. Results must be documented when signs/symptoms of COVID-19 are observed;
 - i. Screening procedures shall take into account students with disabilities and accommodations that may be needed in the screening process for those students;
2. Procedures for symptomatic staff and students:
- a. The school principal or his or her designee shall establish an isolation space;
 - b. Students and staff with symptoms related to COVID-19 shall be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
 - c. Staff must provide continuous monitoring of symptoms;
 - d. The current Communicable Disease Service's guidance for illness reporting shall be followed;



- e. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff members shall notify the principal and the school nurse. The school nurse shall immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality;
3. Preparations for when someone tests positive for COVID-19:
 - a. The school principal or his or her designee shall establish an isolation space;
 - b. Students and staff with symptoms related to COVID-19 shall be safely and respectfully taken to the designated isolation space and isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult;
 - c. The current Communicable Disease Service guidance for illness reporting shall be followed;
 - d. Readmittance to school shall be consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19;
 - e. Contact tracing shall be initiated including records of groups/cohorts, assigned staff, and daily attendance.
 4. Protocols to address a positive case:

Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19, based on CDC guidance, that is not otherwise explained:

- a. A fever of 100° F or greater;
- b. Cough;
- c. Shortness of breath or difficulty breathing;
- d. Chills;
- e. Repeated shaking with chills;
- f. Muscle pain;
- g. Headache;
- h. Sore throat;



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- i. New loss of taste or smell;
- j. Fatigue;
- k. Congestion or runny nose;
- l. Nausea or vomiting;
- m. Diarrhea.

The Superintendent is delegated the authority to develop necessary and appropriate procedures that comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines to effectuate the Paragraph B.

N.J.S.A. 18A:40-4 et seq.
N.J.A.C. 6A:16-1.3; 6A:16-2.2 et seq.

Adopted: 17 July 2012
Revised: 03 January 2017
Revised:



POLICY

WEST WINDSOR-PLAINSBORO REGIONAL BOARD OF EDUCATION

First Reading: July 28, 2020
Emergency Adoption: July 28, 2020

Property
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HYGIENIC MANAGEMENT (M)

7420 HYGIENIC MANAGEMENT (M)

M

The Board of Education recognizes that the health and physical well-being of the students and staff of this district depend in large measure upon the cleanliness and sanitary management of the schools.

The Board directs that a program of hygienic management be instituted in the schools and explained annually to all staff members. Each school shall be inspected for cleanliness and sanitation by the Principal and Co-Directors of Buildings and Grounds not less than once each year.

The Board will cooperate with the local board of health in the sanitary inspection of the schools' toilets, washrooms, food vending machines, water supply, and sewage disposal systems.

The Superintendent shall prepare, in consultation with the school medical inspector, regulations, first aid and emergency medical procedures that utilize universal precautions in the handling and disposal of blood and body fluids, whether or not students or staff members with HIV infection are present. School staff members and volunteers shall be provided the supplies for implementing the procedures. In particular, school nurses, custodians, and teachers shall be trained in proper handling procedures. These regulations and procedures will comply with the regulations of the State Department of Health and State Department of Labor (OSHA Standards for Occupational Exposure to Bloodborne Pathogens) and recommendations of the Centers for Disease Control and Prevention.

Bloodborne Pathogens

The Board recognizes that school employees may in the performance of their duties reasonably anticipate contact with human blood or other potentially infectious body fluids that may expose them to bloodborne pathogens such as Hepatitis B Virus (HBV) and Human Immunodeficiency Virus (HIV). In accordance with Federal OSHA regulations, the Board will establish a written Exposure Control Plan designed to eliminate or minimize employee exposure to such infection. The plan shall list all job classifications and tasks in which exposure occurs; describe and require the implementation of workplace controls to eliminate or minimize exposure; require the provision of hepatitis B vaccination to employees who have occupational exposure; and require the provision of a training program for employees who have occupational exposure. The plan shall be updated annually and as required to include new or revised



employee positions with occupational exposure. A copy of the plan shall be made accessible to employees.

Disposal of Medical Waste

The Superintendent shall prepare, in consultation with the school medical inspector, a medical waste disposal program to ensure all medical waste, including needles and sharps, are disposed of in accordance with the rules and regulations of the New Jersey Department of Health.

Chemical Hygiene

The Board also recognizes that certain school employees who work in laboratories may be exposed to hazardous chemicals in the course of their duties. In accordance with Federal OSHA regulations, the Board will establish practices that are capable of protecting employees from health hazards presented by hazardous chemicals used in the workplace. The plan shall contain the locations of hazardous chemicals and shall enunciate a plan capable of protecting employees from associated health hazards and keeping exposure of employees below specified limits. The Chemical Hygiene Plan shall be readily available to employees and shall contain at least the following elements:

1. Standard operating procedures for using hazardous chemicals in laboratory work;
2. Criteria that the Board will use to determine and implement control measures to reduce employee exposure;
3. The requirement that fume hoods and other protective equipment are functioning properly and that measures are taken to ensure adequate performance of such equipment;
4. Provision for employee information and training;
5. The circumstances under which a particular laboratory operation, procedure or activity shall require prior approval from the Building Principal or Director of Science before implementation;
6. Provisions for medical consultation;
7. Designation of personnel responsible for implementation of the chemical hygiene plan; and



8. Provisions for additional employee protection for work with particularly hazardous substances.

The Board directs that the program of chemical hygiene be implemented by the Chemical Hygiene Officer. The Co-Directors of Buildings and Grounds and/or a designated teaching staff member in each building will serve as Chemical Hygiene Officer for all schools in the district and shall be responsible for the examination of all school facilities to determine where hazardous chemicals are used and to ensure compliance of all school facilities with the Chemical Hygiene Plan.

The Superintendent shall develop and supervise a program for the cleanliness and sanitary management of the school buildings, school grounds, and school equipment pursuant to statute, rules of the State Board of Education, and regulations of the State Board of Health.

The day to day monitoring of the cleanliness of each school building shall be the responsibility of the Building Principal.

- A. PANDEMIC REOPENING AND RECOVERY (This paragraph applies during a public health emergency declared in this State by the Governor).

1. Ventilation Systems

Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors. Do not open windows and doors if doing so poses a safety or health risk (e.g., risk of falling, triggering asthma symptoms) to children using the facility. Open windows must be available if air conditioning is not provided. Filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

2. Facilities Cleaning Procedures to Reduce the Spread of Contagion

The building principal, in consultation with the Director of Buildings and Grounds, shall develop a procedure for increased routine cleaning and disinfection. The procedure shall include cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used, and shall address:

- a. Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Examples of frequently touched areas in schools:



1. Classroom desks and chairs;
 2. Lunchroom tables and chairs;
 3. Door handles and push plates;
 4. Handrails;
 5. Kitchens and bathrooms;
 6. Light switches;
 7. Handles on equipment (e.g. athletic equipment);
 8. Buttons on vending machines and elevators;
 9. Shared telephones;
 10. Shared desktops;
 11. Shared computer keyboards and mice;
 12. Drinking fountains;
 13. School bus seats and windows; and
 14. Playground equipment.
3. Using all cleaning products in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.
4. Sanitizing bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA). Additional considerations regarding bathrooms include:
- a. Limiting the number of students who can enter at one time in order to avoid crowds;
 - b. Designating staff members to enforce limited capacity and avoid overcrowding;
 - c. Installing no-touch foot pedal trash cans, if possible;
 - d. Propping doors open to avoid touching handles; and
 - e. Including appropriate signage about the benefits of handwashing.
5. Cleaning and sanitizing drinking fountains and encouraging staff and students to bring their own water to minimize the use and touching of water fountains.
6. Making hand sanitizer available as each student enters the bus. Similarly, students shall be required to wear face coverings while riding on the bus. Exceptions to



- this rule will be considered only if a doctor's note is provided substantiating a medical concern.
7. Maintaining hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
 - a. In each classroom (for staff and older children who can safely use hand sanitizer);
 - b. At entrances and exits of buildings;
 - c. Near lunchrooms and toilets.
 8. Supervising preschool and kindergarten children when using hand sanitizer.
 9. For classrooms with existing handwashing facilities, preparing stations with soap, water and alcohol-based hand sanitizers (at least 60% alcohol).
 10. Reminding bus drivers to take certain personal hygiene actions (e.g., frequent hand washing) and affording them the opportunity to do so (such as having sufficient time between routes).
 11. Cleaning and sanitizing district vehicles including seats, rails and any highly touched surfaces before each run. School vehicles will be cleaned and sanitized several times during the day. High touch areas will be wiped down between routes, at least twice a day, preferably midday.
 12. Requiring contracted transportation providers 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 procedures and ensure that they are consistently followed; a checklist may be developed to ensure compliance. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:
 - a. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
 - i. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
 - ii. Provide a certification that, before the route commenced, the required process was completed as required.



13. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have shown to be effective against COVID-19.
14. 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.
15. Routinely cleaning and disinfecting furniture, recognizing the varying materials used in furniture in each school building.
16. Providing 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.
17. On a regular basis, ordering and stocking adequate supplies to support cleaning and disinfection practices.
18. Ensuring that cleaning and disinfection supplies are used and stored correctly and safely. This includes storing products securely away from children, while ensuring appropriate ventilation so students and staff are not exposed to toxins or fumes.
19. Placing physical barriers, such as plastic flexible screens, in classrooms, school buses, restrooms and other areas where social distancing cannot be maintained.
20. Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive.

The district may need to implement short-term closure procedures in a school regardless of community spread if an infected person has been in a school building. If this happens, the CDC-recommended procedures shall be followed:

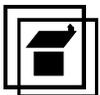
- a. Close off areas used by a sick person and do not use before cleaning and disinfection;
- b. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible;
- c. Open outside doors and windows to increase air circulation in the area; and



- d. Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill person, focusing especially on frequently touched surfaces.
21. Additional training shall be provided to the personnel responsible for cleaning and sanitizing school buses and facilities as necessary. Topics may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken (e.g., ensuring adequate ventilation while cleaning and sanitizing).
22. The Superintendent is delegated the authority to develop necessary and appropriate procedures that comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines to effectuate in Paragraph A.

29 C.F.R. 1910
N.J.A.C. 6:3-8.1; 6A:16-1.4; 6A:16-2.3(e); 6A:26-12.4

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POLICY

WEST WINDSOR-PLAINSBORO REGIONAL BOARD OF EDUCATION

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CARE OF INJURED AND ILL PERSONS (M)

8441 CARE OF INJURED AND ILL PERSONS (M)

M

The Board of Education directs the Superintendent to provide for prompt and appropriate medical attention for students, staff members, or visitors who are injured or become ill on school premises or at school sponsored events.

Any injury or illness shall be reported immediately to the school nurse or, in the absence of the school nurse, the Building Principal, who will determine whether an emergency exists. Immediate steps may be taken as necessary to remove the injured or ill person from imminent danger and/or prevent exacerbation of the disability. Routine first aid will be administered by district personnel as necessary to ensure the safety and comfort of the injured or ill person.

The parent(s) or legal guardian(s) of an injured or ill student and, if necessary, the family of an injured or ill staff member or adult visitor will be notified promptly and tactfully of the injury or illness. If the school nurse or school medical inspector or, in the absence of both, the Principal, determines that the injured or ill person should be removed from school for rest and/or treatment at home or for consultation with a private physician, the parent(s) or legal guardian(s), or family member shall be requested to provide transportation.

In a serious emergency requiring immediate medical attention, an ambulance may be summoned for transportation to a hospital or the school nurse may drive the injured or ill person to the hospital.

The Health Services Director shall, in consultation with the school medical inspector and school nurse, prepare standing orders for the emergency treatment of injuries and disabilities by the school nurse and regulations for the handling of injured and ill persons by all other school employees. All district personnel will be briefed annually on the regulations governing the handling of injured and ill persons.

Injuries and disabilities that occur in the course of the athletic program are subject to the provisions of Policy No. 2431 and implementing regulations. Student disabilities attributable to substance abuse will be handled in accordance with Policy No. 5530. Injuries that occur in the course of school bus transportation will be handled in accordance with regulations implementing Policy No. 8630.



- A. Contact Tracing (This paragraph applies during a public health emergency declared in this State by the Governor.)

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. It is a long-standing practice and is an integral function of local health departments. District administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent, will be provided with information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. The district will collaborate with the local health department and engage school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing.

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. Trained professionals from the community, including staff from each school's Pandemic Response Team, will communicate with close contacts to recommend next steps, such as self-quarantining, and to provide critical education and support in risk mitigation strategies.

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

Contact tracing for COVID-19 typically involves:

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



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

The school nurse shall consult with the local health department in the development, review and revision of the district contact tracing policy and procedures. The school nurse and the Building Principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board's contact tracing policy.

The school nurse in consultation with the Building Principal shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

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

When the individual exhibits symptoms the school nurse will ensure that the individual is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. An individual exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that an individual is contagion free before readmitting the individual to school. The nurse shall report all individuals testing positive for COVID 19 to the health department. The health department shall conduct the contact tracing.

Symptoms of COVID 19 include:

- a. A fever of 100° F or greater;
- b. Cough;
- c. Shortness of breath or difficulty breathing;
- d. Chills;
- e. Repeated shaking with chills;
- f. Muscle pain;
- g. Headache;
- h. Sore throat;
- i. New loss of taste or smell;
- j. Fatigue;



- k. Congestion or runny nose
- l. Diarrhea.

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

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

The Superintendent is delegated the authority to develop necessary and appropriate procedures that comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines to effectuate Paragraph A.

N.J.S.A. 18A:40-3

N.J.A.C. 6A:16-1.4(a)1; 6A:16-1.4(a)2; 6A:16-1.4(a)3

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POLICY

WEST WINDSOR-PLAINSBORO REGIONAL BOARD OF EDUCATION

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TRANSPORTATION (M)

8600 TRANSPORTATION (M)

M

The West Windsor-Plainsboro Regional School District Board of Education shall transport eligible students to and from school and school related activities in accordance with N.J.S.A. 18A:39-1 et seq., N.J.A.C. 6A:27-1 et seq., and Board policy. Transportation shall be provided only to eligible public and nonpublic school students, authorized school staff members, and adults serving as approved chaperones.

Nonpublic school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-2.1 et seq.

Charter or renaissance school transportation or aid in lieu of transportation shall be provided for resident students in accordance with N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-3.1 et seq.

Students in elementary grades shall not be required to walk more than .5 miles; students in upper elementary and middle grades shall not be required to walk more than 1 mile; and students in high school grades shall not be required to walk more than 1.5 miles.

The Board will transport students certified by a physician as temporarily disabled regardless of the distance between their home and school.

Students with special needs shall be provided transportation in accordance with N.J.S.A. 18A:39-1 et seq., and with their Individualized Education Program (IEP) pursuant to N.J.A.C. 6A:27-5.1.

The Board will approve all bus routes each school year. Bus routes for all non-remote students who must walk to and from school along hazardous routes will be designated and approved by the Board. The Board may consider, but shall not be limited to, the criteria outlined in N.J.S.A. 18A:39-1.5 in determining "Hazardous Routes."

The Board will not be responsible for the transportation of nonresident students to or from school, except that transportation to and from school will be provided for homeless students; students residing in group homes; students residing in resource family homes; and students residing in shared custody homes pursuant to N.J.A.C. 6A:27-6.2, 6.3, 6.4, and 6.5.



When the schools of this district are closed for inclement weather or other conditions, no transportation will be provided for students enrolled in any public, nonpublic, charter school, and/or renaissance school.

The Board shall utilize cooperative/coordinated transportation services in accordance with the provisions of N.J.S.A. 18A:39-11.1 et seq. and N.J.A.C. 6A:27-10.1 et seq. The Board shall utilize one of the agencies prior to determining to pay aid in lieu of transportation if in the prior year payments in lieu of transportation were provided. The Board will provide to the cooperative/coordinated transportation services any unique limitations or restrictions of the required transportation.

Vehicles used to transport students to and from school or school related activities shall meet standards, registration, and inspection requirements of the New Jersey Department of Education (NJDOE), the New Jersey Motor Vehicle Commission (NJMVC), and any applicable Federal regulations. The operation and fiscal management of the district's transportation system shall be conducted in strict accordance with rules of the New Jersey State Board of Education and the NJDOE.

In addition to the provisions of any State law, rule, or regulation containing more stringent requirements, provided that those requirements are compatible with Federal law, and notwithstanding the provisions of any State law, rule, or regulation to the contrary, school bus operations in the State shall comply with the requirements outlined in N.J.S.A. 39:3B-27.

A. Bus Procedures to Reduce the Spread of Contagion (This paragraph applies during a public health emergency declared in this State by the Governor.)

1. Upon reporting for work in the morning, drivers will have their temperature taken, and answer a series of questions, to ensure they are feeling well, and have not been exposed to anyone who has COVID19.
2. To the maximum extent practicable, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding.
3. Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.
4. Students, staff and drivers will be required to wear facial masks on board of school buses. If the driver or a student does not have a face mask, a face mask



- will be provided to the student or driver. Accommodations for students who are unable to wear face coverings should be consistent with the student's IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others.
5. Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing) and be afforded the opportunity to do so (such as having sufficient time between routes).
 6. Assigned seating:
 - Seats will be assigned, and will be clearly marked, indicating where to sit or not sit;
 - Seats will be assigned by cohort (same students sit together each day);
 - Students will be assigned seats in the morning, with the first student onboard loading in the back of the vehicle, and the last one onboard, loading in the front of the vehicle. In the afternoon, the opposite practice will be followed; the student(s) who exits the bus last, will sit in the rear of the vehicle, and the student(s) who exit the bus first will sit in the front of the vehicle.
 7. District vehicles will be cleaned and sanitized including seats, rails, and highly touch surfaces before each run and several times per day.
 8. Contracted transportation providers shall be required 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 procedures and ensure that they are consistently followed. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols.
 9. All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
 - a. Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus and
 - b. Provide a certification that, before the route commenced, the required process was completed as required.



10. These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.
11. The procedures will identify sanitizing agents that may be used and will be limited to products included on the U.S. Environmental Protection Agency's list of products that have been shown to be effective against COVID-19.
12. The Superintendent is delegated the authority to develop necessary and appropriate procedures that comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines to effectuate Paragraph A.

N.J.S.A. 18A:18A-1 et seq.; 18A:39-1 et seq.; 18A:39-11.1 et seq.

N.J.S.A. 27:15-16

N.J.S.A. 39:3B-1 et seq.; 39:3B-2.1; 39:3B-10; 39:3B-27

N.J.A.C. 6A:27-1.1 et seq.; 6A:27-2.1 et seq.; 6A:27-3.1 et seq.;
6A:27-4.1 et seq.; 6A:27-5.1; 6A:27-6.2 through 6.5;
6A:27-7.1 et seq.; 6A:27-9.1 et seq.; 6A:27-10.1 et seq.;
6A:27-11.1 et seq.; 6A:27-12.1 et seq.

Adopted: 17 December 2013

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Community
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SCHOOL VISITORS

9150 SCHOOL VISITORS

The Board welcomes visits to school by parent(s) or legal guardian(s), Board members, other adult residents of the community, and interested educators, when they fit into the classroom or school routine. In order for the educational program to continue undisturbed when visitors are present and to prevent the disruption of classes, the Superintendent or designee shall devise regulations for controlling visitors.

All visitors shall be required to report to the main office or other designated area upon entering the building.

A "visitor" is anyone other than a student enrolled in or a staff member employed in the particular school. Visitors may not consult with the teaching staff or students during class time without the Principal's permission.

When the parental rights of a parent have been terminated by a court of appropriate jurisdiction, the legal guardian must inform the school so that the administration may apply appropriate regulations. The Principal shall seek confirmation of legal custodianship where necessary.

All visitors to the schools must obey regulations prohibiting smoking and any other regulations designed to ensure orderly operation of the school. All persons violating this policy shall be considered "disorderly persons" and subject to appropriate action.

- A. Visitor Procedures for Contagion Prevention (This paragraph shall apply during a public health emergency declared in this State by the Governor.)

In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, nonessential visitors shall not be permitted in the schools until pandemic restrictions are lifted. The Principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a face mask while in the school building. The face mask shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face mask is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face mask.



POLICY

WEST WINDSOR-PLAINSBORO REGIONAL BOARD OF EDUCATION

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SCHOOL VISITORS

The Superintendent is delegated the authority to develop necessary and appropriate procedures that comply with the Center for Disease Control and Prevention (CDC), state, and local guidelines to effectuate the above paragraph.

N.J.S.A. 2C:18-3

N.J.S.A. 18A:17-42; 18A:20-1; 18A:20-34

Adopted: 07 October 2014

Modified: 28 July 2020 (Due to COVID 19 Emergency)

