



# Princeton Charter School

Safe Return to School Plan

September, 2021

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# Princeton Charter Start of School Plan - 2021

## Leadership, Planning, and Staffing

AY 2020-21 was a remarkable year in terms of the challenges that Princeton Charter School faced in delivering a high quality education to students and in terms of the efforts, ingenuity, and planning that the Charter school demonstrated in response to these challenges. These experiences help to inform our practices and decisions while following the guidance of various health agencies.

Princeton Charter School follows the guidance of the New Jersey Department of Education (NJDOE), the New Jersey Department of Health (NJDOH), The Center of disease Control (CDC), and the local health office to develop our policies and procedures. We will adhere strictly to all requirements, and we will use guidance to develop practice and procedures that fit the needs and circumstances of our school. We will monitor Covid-19 data and comply with recommendations that ensure the safe return to campus for our students and staff.

Quote from DOH - Local public health authorities determine and establish the quarantine options for their jurisdictions. Quarantine is used to keep someone *who might have been exposed to COVID-19* away from others.

### Guiding Principles

The following principles will guide the decision-making process of the task force in developing the plan:

1. Health and safety: Ensuring the physical health and safety of students, staff and families
2. Social and emotional well-being: Ensuring the social/emotional health of students, staff and families
3. Student learning: Promoting optimal outcomes and excellence in student learning
4. Transparency: Communicating with transparency to the PCS community
5. Expert guidance: Relying on the guidance of experts and using evidence-based decision making
6. Flexibility: Responding in quickly to the changing facts and needs
7. Feasibility: Designing a plan that can reasonably be implemented and sustained, that is simple and streamlined, and has low barriers to implementation
8. Support and training: Commitment to support and training for students, parents, staff
9. SMART Goals: Set goals that are Specific, Measurable, Attainable, Relevant, and Time-Bound

## Pandemic Response Team

On-going health and safety issues as well as learning continuity will be addressed by the Pandemic Response Team. The Head of School will be the final decision-maker on day-to-day operations and issues in need of an immediate response. Otherwise, the Pandemic Response Team will be included in the decision process as well as any relevant local resources: law enforcement, state and local health departments, parents with relevant expertise, etc.

Long range decisions that do not require immediate responses will be brought to the executive committee of the Board with full administration input.

The Pandemic Response Team will be comprised of:

1. Larry Patton Head of School
2. Lisa Eckstrom Assistant Head of School
3. Gail Wilbur Assistant Head of School
4. Stef Damianakis Board President
5. Erin Redmond School Nurse
6. Amanda Dzwilewski School Nurse
7. Rob Helmrich School Doctor
8. Patrick Byrne Facilities Director
9. Sue Kushner School Counselor

## Continuity of Leadership

In the event that the Head of School is unable to perform any functions, the two Assistant Heads of School will work in concert to make all decisions as co-managers for the school. If one of the two Assistant Heads of School is similarly unable to fulfill any duties, the responsibilities for the administration and leadership of the school will fall to the other Assistant Head of School.

If it is the case that all three administrators in the school are unable to fulfill their responsibilities, the Board President will identify two staff members to take on the leadership of each division of the school.

In addition, core business elements such as the business office, SBO, and technology, NIT, will be consulted or advised as needed for any school response and action. Redundancies and back-ups exist within these two organizations as well.

## Health and Safety

In addition to measures outlined in the operations section below, the school will adhere to these specific protocols and guidelines for ensuring the health and safety of the community outlined here.

## Close Contact

Close contact is defined as contact within 6 feet of someone who tests positive for a cumulative total of 15 minutes or more over a 24-hour period within the last two days of testing positive, with or without a mask with someone who has tested positive for COVID-19, (unless you have been [fully vaccinated](#)).

Close Contact Exception- Based on consultation with our medical professionals, Princeton Charter School will not allow the close contact “exception” outlined by the NJDOH.

## Personal Protective Equipment

### Masks

Appropriately safe Masks are required to be properly worn on campus by all students, teachers, and campus visitors including parents.

**From NJDOH Guidance - The Road Forward:** The following principles apply to the use of masks in schools:

- The most effective fabrics for cloth masks are tightly woven such as cotton and cotton blends, breathable, and in two or three fabric layers. Masks with exhalation valves or vents, those that use loosely woven fabrics, and ones that do not fit properly are **not recommended**.
- Masks should be washed after every day of use and/or before being used again, or if visibly soiled or damp/wet.
- Disposable face masks should be changed daily or when visibly soiled, damp or damaged.
- Students, teachers, and staff should have access to additional disposable or cloth masks in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances including for the teaching of students with disabilities, young students learning to read, or English language learners.

Further information on mask-wearing in schools can be found at [Operational Strategy for K-12 Schools through Phased Prevention](#) and [Strategies for Protecting K-12 School Staff from COVID-19, Mask Recommendation/guidelines as per CDC](#).

Mask Use [as per CDC guidelines](#):

Wear your Mask Correctly

- [Wash your hands](#) or use hand sanitizer before putting on your mask.
- Put the mask over your nose and mouth and secure it under your chin.
- Fit the mask snugly against the sides of your face, slipping the loops over your ears or tying the strings behind your head.
- If you have to continually adjust your mask, it doesn't fit properly, and you might need to find a different mask type or brand.

- Make sure you can breathe easily.

Masks outside during breaks: Students may take masks off outside during a break under direction of the supervising staff member as a “mask break” and for the supervised consumption of snacks. However, at all other times, students will continue to wear masks when outside.

Backup masks: The school will make available disposable masks for staff and students including N-95 masks for staff, disposable surgical masks in adult sizes for staff and students, child sized masks for students.

Masks for staff: The school will provide disposable masks for staff. Since fit, and comfort differs person to person, the school will reimburse staff for masks they purchase individually rather than provide a one size fits all mask. Masks used by staff should adhere to the guidelines above.

Face shields may be worn in addition to, not in place of masks, for students. These are optional and the school will provide face shields as well as masks for staff.

## Air Quality:

The school has taken measures to improve air replacement in all spaces occupied by staff and students. Efforts to improve the air quality are centered around improving rates of air replacement, improving air filtering, and controlling for air flow direction when possible.

These measures include:

- Installing Merv 13 Filters in all room based air handlers
- Repairs to and installation of switches for ventilation fans
- Installation of window fans where possible.
- Co2 Monitors are being used to assess the amount of CO2 in rooms as a proxy for air exchange. CO2 levels are optimally kept below 800 in rooms with the
- Hepa Filtration units placed in some rooms as needed

Classrooms will keep air ventilation fans on and windows open in order to maximize air replacement.

In the Campus center building where the air is processed through a central HVAC system, the Filters are Merv 14 level. The program has been set to increase the percentage of fresh air in the system.

## Screening

Daily home screening for symptoms designated by CDC guidelines, as well as self-reporting on travel will be critical for the safety of students, teachers and, ultimately, parents.

Students and staff should not come into school if they test positive for COVID-19, demonstrate symptoms consistent with Covid-19, travel, or have been exposed as per specific guidelines below which may be mitigated by vaccination status..

Note: We will **not** take student temperatures daily at school. Based on discussions with health experts, we feel that temperature checks provide false negative results, only marginal benefits, resulting in a false sense of security. However, we will rely on families to check temperatures daily. If a student has a fever, it is much better to prevent that child from leaving the home and coming into contact with others.

## Home Screening

From NJDOH Road Forward: Parents should not send students to school when sick. For school settings, NJDOH recommends that students who meet the COVID-19 Exclusion Criteria (Covid compatible symptoms) be promptly isolated from others and excluded from school.

We are asking that families screen students at home and fill out the daily form that is emailed and sent via text home. Screening will include:

- Take student and family member temperatures daily
- Check for any Covid Symptoms:
  - At least two of the following symptoms: fever of 100° F or greater (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), cough, headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose;
  - OR
  - At least one of the following symptoms: cough, shortness of breath, difficulty breathing, New loss of taste or smell
- Travel outside of the continuous three states if unvaccinated

Email Nurse's office: [Nurse@princetoncharter.org](mailto:Nurse@princetoncharter.org)

**Unvaccinated siblings of a student or household member who has symptoms** and meets COVID-19 Exclusion Criteria should be excluded from school until the symptomatic individual receives a negative test result. If the symptomatic individual tests positive, the sibling will need to self-quarantine.

# Students/Staff Presenting Symptoms, Travel, and Exposure

## Identification of students/staff Presenting symptoms

Students and employees who are already in school presenting symptoms as per CDC guidelines will be brought to a designated isolation area for a temperature check and a full screening and will follow the appropriate protocols in these cases.

## Symptoms of COVID-19

- At least **two** of the following symptoms: fever of 100° F or greater (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), cough, headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion, or runny nose; (Note if only one symptom, a rapid antigen test is encouraged.)
- OR
- At least one of the following symptoms: cough, shortness of breath, difficulty breathing, New loss of taste or smell

## Students demonstrating symptoms

- Will be isolated in the nurse's office, outside if possible, or in a designated location



- Required to wear a face mask.
- The school will not provide transportation for the student.
- Families will be asked to consult a physician and quarantine until illness resolving and clearance by medical professional - Acceptable alternate diagnosis and negative PCR test.

### Staff members demonstrating symptoms

- will be seen by the nurse and if appropriate
- will be sent home and
- advised to seek medical advice.

## Testing Guidelines

**For cases of exposure, possible exposure, symptomatic:** PCR testing is required to clear staff and students for return to School (i.e. 7 days rather than 10 day quarantine).

For one symptom - Rapid antigen test is encouraged

**For cases of Travel:** PCR or Rapid testing is acceptable to clear students for return to School (i.e. 7 days rather than 10 day quarantine).

**Note:** Home tests do not meet the requirement of the school in clearing students for return to school.

The cost of testing is currently covered by the Federal Government. We do not recommend any vendor specifically, but we note that the following options are available:

- YMCA of Princeton
- Local Pharmacies
- Student's physician.

## Quarantine Guidelines

Local public health authorities determine and establish the quarantine options for their jurisdictions.

Quarantine is used to keep someone *who might have been exposed to COVID-19* away from others.

Quarantine helps prevent spread of disease that can occur before a person knows they are sick or if they are infected with the virus without feeling symptoms. People in quarantine should stay home, separate themselves from others, monitor their health, and follow directions from their state or local health department ([From CDC](#)).

Several circumstances require that an individual quarantine or isolate for a prescribed period of time or until medically cleared. Here are the various scenarios. The school will consult with the school physician and health officer as needed to clarify guidelines if there are complicating factors.

### Covid Positive

**Symptomatic:** A person who has tested positive for Covid-19 who demonstrated symptoms must Isolate from others for a period of 10 days after first signs of symptoms. After 10 days that individual may return to school if symptom free (Illness Resolving), and have a negative test result.

**Asymptomatic:** A person who has tested positive for Covid-19 who demonstrated no symptoms must isolate from others for a period of 14 days after positive test, remain symptom free, and have a negative test result before returning to school.

## Exposure ***Unvaccinated individuals*** - Close Contact with someone who tests positive for Covid-19

Quarantine if you have been in [close contact](#) (within 6 feet of someone for a cumulative total of 15 minutes or more over a 24-hour period with or without a mask) with someone who has COVID-19, within two days prior to testing positive (unless you have been [fully vaccinated](#).)

Unvaccinated and had close contact with a Covid-19 positive case.

- Stay home for 10 (or 14) days after your last contact with a person who has COVID-19.
- Watch for fever (100.4°F), cough, shortness of breath, or [other symptoms](#) of COVID-19.
- If possible, stay away from people you live with, especially people who are at [higher risk](#) for getting very sick from COVID-19.
- Alert the school by contacting the nurse: [nurse@princetoncharter.org](mailto:nurse@princetoncharter.org)

**Shortened quarantine conditions:** Student or staff may return to school after 7 days if symptom free, and tests negative 5 days after last exposure.

If exposure is to a household member and isolation is limited, then the period of quarantine **begins** 10 days after the household member first demonstrates symptoms or 14 days after positive test. (i.e. a 20 or 24 day total for quarantine.)

CDC guidelines for isolation if exposure is to household member:

- Stay in a separate room from other household members, if possible.
- Use a separate bathroom, if possible.
- Avoid contact with other members of the household and pets.
- Don't share personal household items, like cups, towels, and utensils.
- Wear a mask when around other people if able.

If full isolation can be achieved, quarantine is 10-14 days after last exposure, 7 days after a negative test administered after 5 days from last exposure..

### **After quarantine**

- Watch for symptoms until 14 days after exposure.
- If you have symptoms, immediately self-isolate and contact your local public health authority or healthcare provider.

## Exposure **Vaccinated** individuals - Close contact with someone who tests positive for Covid-19

People who are fully vaccinated do NOT need to quarantine after contact with someone who had COVID-19 unless they have [symptoms](#). However, fully vaccinated people should:

- get tested 3-5 days after their exposure, even if they don't have symptoms and
- wear a mask indoors in public for 14 days following exposure or until their test result is negative.

## You may be able to shorten your quarantine

Your local public health authorities make the final decisions about how long quarantine should last, based on local conditions and needs. Follow the recommendations of your local public health department if you need to quarantine. Options they will consider include stopping quarantine

- Quarantine may be reduced to 10 days if the level of community spread is "Low, Moderate, High".
- Quarantine may be reduced to 7 days if the individual tests negative for Covid after 5 days and remains symptom free.

## Illness/Demonstrating symptoms

It will be the case at times that students and staff are sick but may or may not have Covid-19. We are asking that parents comply with the screening requirements daily and keep students home if they manifest symptoms consistent with Covid-19.

**Individuals vaccinated or unvaccinated demonstrating symptoms** will need to:

- Negative PCR test and be symptom free for 24 hours (Illness resolving )

**Individuals may return to school earlier** if they:

- Clearance from health care provider= negative PCR test for Covid-19, and an acceptable alternative diagnosis

***Parents must communicate with nurses to obtain clearance before returning to school.***

**Household member is symptomatic** - Unvaccinated siblings of a student or household member who has symptoms and meets [COVID-19 Exclusion Criteria](#) should be excluded from school until the symptomatic individual receives a negative test result. If the symptomatic individual tests positive, the sibling will need to [self-quarantine](#).

## Travel Guidelines

From the NJDOH website:

New Jersey strongly discourages all non-essential interstate travel at this time.

Travelers and residents returning from **any U.S. state or territory** beyond the immediate region (New York, Connecticut, Pennsylvania, and Delaware) should self-quarantine at their home, hotel, or other temporary lodging following [recommendations from the CDC](#):

- If travel is unavoidable, travelers should consider getting tested with a viral test (not an antibody test) 1-3 days before the trip and again 3-5 days after the trip.

- If travelers test positive, they should **self-isolate for at least 10 days and should postpone travel during that time.**
- If travelers test negative, they should **quarantine for a full 7 days after travel.**
- If testing is not available (or if the results are delayed), travelers should **quarantine for 10 days after travel.**

Note: Testing after returning from a trip should be administered 3-5 days after returning while self-isolating.

International travel:

From there NJDOH website: In addition, with specific exceptions, foreign nationals who have been in any of the following countries during the past 14 days may NOT enter the United States: China, Iran, countries in the [European Schengen Area](#), United Kingdom, Republic of Ireland, Brazil, and South Africa. For more details and a full list of exceptions, refer to the [CDC's update on travelers prohibited from entry](#).

International travelers should also refer to [guidance published by the CDC](#) and check the [CDC's COVID-19 travel recommendations by destination](#). **Many countries are categorized as a Level-4 high COVID-19 risk, and the CDC recommends avoiding all travel to these countries.** Visit the CDC for information on [testing and international travel](#).

## Contact Tracing

The school will work with the local Health Authorities to facilitate timely and accurate contact tracing.

## Vaccinations:

The Princeton Charter School is strongly recommending that all employees of the school get vaccinated. However, regardless of vaccination status, remote instruction to avoid exposure to Covid-19 is no longer a viable accommodation since vaccinations against Covid-19 are now available.

There are t three exceptions to that rule:

- The employee has a disability that would prevent them from getting the vaccine.
- The employee's doctor advised them not to get the vaccine while pregnant or breastfeeding
- The employee has sincerely held religious beliefs, practices or observances that would prevent them from being inoculated.

If the employee can prove such exceptions, Princeton Charter School will provide a reasonable accommodation.

As per the state DOH, accommodations for a vaccine exemption should not impose an undue burden on the employers' operations:

- Employers generally may request medical documentation to confirm a disability.
- Employers may request medical documentation to confirm that an employee who is pregnant or breastfeeding was advised by their doctor to seek such accommodation.
- Employers must ensure that all information about an employee's disability is kept confidential.

- If a sincerely held religious belief, practice, or observance precludes an employee from getting a COVID-19 vaccine, however, an employer generally may not question the employee's sincerity.
- The exception to that would be if the employer has an "objective basis" of fact for questioning either the religious nature or the sincerity of a particular belief, practice, or observance.
- In that case, the employer may make a limited inquiry into the facts and circumstances supporting the employee's request.
- Safety also can be a factor in evaluating whether a potential accommodation would be reasonable.
- An employer must base its decisions regarding any potential safety hazard on objective, scientific evidence and not on unfounded assumptions or stereotypes.

A reasonable accommodation may include:

- Allowing the employee to continue to work remotely, or otherwise to work in a manner that would reduce or eliminate the risk of harm to other employees or to the public.
- Providing the employee with personal protective equipment that sufficiently mitigates the employee's risk of COVID-19 transmission and exposure.

## Monitoring Covid -19 data.

The school will monitor local data measuring the case rate per 100K and the percent Positivity of testing. We will use two main sources of data:

1. The New jersey Department of Health releases a weekly report providing data on Covid-19 transmission("The COVID-19 Weekly Activity Report (CALI) provides data on COVID-19 transmission risk by six regions.") The school will monitor the report to assess the levels of Covid 1-19 activity and risk.
2. The Princeton Health Department provides weekly updates through the website: **[princetoncovid.org](http://princetoncovid.org)** A Community Collaboration of Princeton Public Library, the Municipality of Princeton and Princeton Public Schools.

# Operations-Safety Measures

In order to ensure a safe learning environment for teachers and students we will employ a number of strategies, procedures and requirements. Through these precautions and the additive effect of all considerations, we will attempt to prevent the transmission of the coronavirus to the fullest extent possible, and we will be able to trace and respond quickly and accurately in the event of a student or teacher who is infected.

We will consider as guidance the:

- “New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools, August 31, 2021” and the
- “Updated Guidance for Princeton Schools Reopening” document from the local Princeton Health Department, CDC guidelines and
- The New Jersey State's Guidance *The Road Forward*, updated August 13, 2021.

The following procedures and expectations will be in place for the start of school. Based on discussions with our Health and Safety Subcommittee, it is clear that the most important strategies are:

- proper mask compliance (See below),
- social distancing,
- limiting contact (mixing) among students
- Improved Air quality, and
- Outdoor dining

## Social Distancing

Students will maintain social distancing at all times. Procedures will be in place to minimize mixing of students outside of their cohort when possible, contact with shared materials, and situations when students will be in close proximity indoors.

Entrances to the Building : We will make use of multiple entrances to the buildings in order to reduce opportunities for close contact and bottlenecks that occur at any one entrance. We will work with younger students to internalize what six feet of separation looks like.

Classroom Space : Desks will be spaced out in classrooms and face in the same direction.

Lockers: Students in grades 6-8 will not have access to lockers.

## Classroom Setup for In-person Instruction

Classrooms have been set up to ensure safe distancing and to minimize students and teachers touching shared items. Each space will have the following:

- Spacing: All desks will be spaced as far apart as possible
- Desks will face in the same direction
- Fans will not be placed behind a student
- PPE station: each classroom will have a PPE station with :
  - Hand sanitizer
  - Children sized masks

- Adult sized masks
- Clorox wipes
- Disposable gloves
- Student's station:
  - Students in grades K-2 will be assigned their own unique desks (i.e. no group tables).
  - Each student will have their own personal supplies such as pencils, erasers, notebooks, etc. (Students should have multiple supplies of appropriate items such as pencils in the event the one currently in use is no longer usable.)

Extraneous room furnishings will be removed to reduce clutter, allow for maximum spacing between student stations

Common use furniture and materials: Common use tables and materials will be removed to reduce the opportunities/behaviors where students share a space, surface, material.

## Isolation Room/Spaces

The school will have designated isolation rooms or areas for students who are symptomatic to wait for parents to arrive.

- Nurses Office
- tented outside area weather permitting
- Counselor's office

## Breaks

Students will have planned breaks three times a day. Students will have an opportunity to remove their masks when appropriately distanced at break for a mask break. However, if students engage in play with others, they must wear their masks.

## Student Common Areas

Students will not use lockers in the 5-8 building in order to reduce movement throughout the building and avoid close proximity to other students.

Fountains have been disconnected except for the bottle filling features. Students are encouraged to have water bottles.

## Arrival/Entering the Building

In order to ensure the safe arrival and dismissal of students when entering and exiting the building:

- Parents will drop students off in multiple areas designated on campus in order to spread students out as much as possible and to avoid bottle-necking.
- Students will be assigned to specific entrances to the building and enter directly to their classrooms. We will use multiple entrances to school buildings to minimize the number of students entering and exiting through these spaces.

## Dismissal/Exiting the Buildings

Similarly, students will exit through separate entrances assigned to specific rooms. Parents will pick students up in the assigned areas.

## Hygiene Practices

Students will be asked to wash hands regularly during the day, and/or use hand sanitizer to reduce the spread of germs as per CDC guidance:

“ Hand hygiene is an important part of the U.S. response to the international emergence of COVID-19. Practicing hand hygiene, which includes the use of alcohol-based hand rub (ABHR) or handwashing, is a simple yet effective way to prevent the spread of pathogens and infections in healthcare settings. CDC recommendations reflect this important role.”

Signs will be placed throughout the school in order to promote best practices for handwashing, social distancing.

As mentioned in the Classroom Set-up, student supplies will be unique for each student, i.e. no sharing of pencils, scissors, markers, etc. In addition, desks and furniture will not be shared by students. Each student will have his/her assigned learning space and furniture.

## Teachable Moments

The school will look at all hygiene issues as important teachable moments to help students internalize best practices. We will help students understand what six (6) feet looks like, proper handwashing techniques, mask protocols, not touching one's face, etc.

We will post signage conspicuously to support best behaviors and promote an environment that is committed to safe, healthy practices.

## Meals Food Service and Distribution

Lunch will be served outside under tents in order to provide optimal air quality while eating and by necessity removing masks. Students will be spaced out among the tables in order to provide maximum distance between students. When possible, students will face in the same direction, i.e. only sit on one side of the tables.

## Facilities and Cleaning Practices

The school will follow all guidelines from the State, and CDC in order to ensure a safe, clean environment. High frequency classroom surfaces such as desks, chairs, door handles will be cleaned daily. We will, as per *The Road Forward* guidelines, routinely clean and disinfect surfaces and objects that are frequently touched. We will use products that are EPA-approved for use against the virus that causes COVID-19 as per the EPA's website. We will 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).

Hand sanitizer dispensers have been installed in all classrooms and entrance ways.

Water fountains have been shut off and cannot be used as a fountain. The school has seven (7) water fountain/bottle filler stations. These stations have had the water fountain shut off and will operate only as bottle fillers.

Bathroom surfaces will be disinfected at regular periods during the day and at the end of the daily school sessions. All bathrooms have had toilet seat covers installed to limit the spread of droplets upon flushing.

# Curriculum and Instruction

## 100% remote and Hybrid Learning Environments

In response to a pandemic, we see two modes of instruction possible: 100% remote and in-person instruction. In response to a number of different potential scenarios, the school will need to be able to shift from Hybrid instruction to 100% remote learning or to remote learning for certain grades or groups of students, a so-called partial shut down.

## Remote Instruction

At times, the school may need to shift to fully remote instruction. This may be due to exposure or outbreak of Covid-19 among staff and students. If a class or division or the entire school is forced to be remote we will:

1. Utilize Schoology as the schoolwide Learning Management System, LMS
2. Follow the existing schedule of class meetings.
3. Students will have synchronous lessons with teachers via Zoom on a daily basis. Considerations will be made to limit screen time especially for younger students and break them into smaller groups.
4. Support for students outside of regular classes.
5. Specific learning apps and platforms used universally by the school in order to establish efficiency and consistency for students and parents: i.e.

Quarantine: Some students will need to stay home due to exposure, travel, Covid positivity. In these cases, students will zoom into the regular classes.

## Staff Technology Needs

To ensure that we are able to provide a strong, effective and fully accessible program to all students, we have:

- provided ongoing support with technology to students, teachers, and families:
- surveyed teachers and families to determine technology needs/access (considered those that have access, but may be sharing personal devices with others);
- provided one-to-one instructional devices (at designated grade levels - see below) and connectivity.
- provided district email addresses and access to online platforms (usernames/passwords/organizational credentials);
- provided staff training on technology, remote instruction, and our Learning Management System. Schedule of remote instruction and Hybrid:

## Learning Management System (LMS)

**Schoology:** Princeton Charter School has used a Learning Management System (LMS) for upper grades for the last five years. Remote Learning required by the school closure last year elevated our reliance on the LMS. We used a variety of platforms, Google Classroom, Google Apps for Education and PowerSchool Unified Classroom. This year we will employ a single LMS system moving forward- Schoology for grades K-8. This will be the only delivery system for all classwork and materials regardless of which option parents choose. Students will be trained in the use of

Schoology. We will also offer online and written training resources for parents as well. Schoology will offer a uniform and more user friendly, and a more powerful platform that is better suited for the increased demands of remote and hybrid instruction.

## Student Technology

Families and teachers will be regularly surveyed in order to assess technology needs for our entire learning community for remote instruction.

Teachers: Teaching staff may need to teach from home or to teach from school in a separate location from their classroom. We have provided all necessary technology for teachers to provide robust instruction from home and online.

Students: We have provided additional tablets and Chromebooks to families in order to ensure that all students will have the needed technology resources at home and school, and that devices will not have to be shared among students. All students have the opportunity to have a device whether the family has a computer at home or not and whether they have a sibling in the school with a device or not.

The school has provided Chromebooks and Tablets as follows:

Grades 5-8	1:1 Take home Chromebook plan
Grades 2-5	1:1 Chromebook ratio of Chromebooks provided in school Additional Chromebooks for use at home will be made available at parental request.
Kindergarten-Grade 2	1:1 Touch screen tablets

In addition, for students in grade 3-5 on campus for in-person learning, we have provided a Chromebook on a 1:1 basis on campus so that the student does not need to carry a Chromebook back and forth to school. The school will also provide families with WiFi hotspots as needed.

## Assessment

For the purposes of this plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(a) Teachers will focus on locally developed or online pre-assessments and formative assessments upon returning to school to assess student progress and needs, both initially and throughout the year for students in fully virtual or hybrid learning environments. These assessments will also inform instruction.

(b) In the absence of Spring 2021 state summative assessment data, we will administer the NJ Start Strong testing. In addition, use ERB CTP5 assessments to provide continuity in our assessment of individual student growth and gradewide progress. This data will compliment teacher assessments to help inform determinations for remediation either on an individual or grade-wide basis.

## Field Trips, Extra-Curricular Activities, and Athletics

Field trips: We will make the decision to run field trips on a case by case basis, weighing the risk of travel, vaccination status of students (i.e. % of students vaccinated if age allows.) and the state of the Covid-19 spread at the time of the trip. Overnight trips have been relegated to day trips and may be cancelled

entirely. The school will monitor the reports of Covid spread and make a safe determination, in consultation with local health and medical experts.

## Sports activities:

In order to participate in sports activities students will need to follow specific Mask and safety procedures. Students must:

1. Use his/her/their own water bottle
2. Wear a mask on buses to and from events
3. Students do not need to wear a masks while playing,
4. Wear a mask on sidelines unless the coach is able to maintain 6 feet separation between players on sidelines.
5. If 100% of the players on a team are vaccinated, masks are not required on the sideline. (This last piece will be tricky but possible.)

### Choir and Music:

Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments and singing. If it's safe and weather permits, consider moving class outdoors where air circulation is better than indoors and maintain at least 6 feet distance between students.

When students are not singing or playing an instrument that requires the use of their mouths, they should wear a mask in music class (unless class is outdoors, and distance can be maintained).

[ArtsEdNJ](#) has released [September Ready Fall 2020 Guidance for Arts Education](#). The [National Association for Music Education](#) has developed [Fall 2020 Guidance for Music Education](#) for PreK-12 schools for music instruction for students of all ages and grade levels during the COVID-19 pandemic.

# Continuity of Learning, Equity and Access

## Delivery of Special Education and Other Support Services to Students

Students qualified for special education services will continue to receive instruction and services as per their plans either live or remotely. Students with 504 plans or in the I&RS process will continue to receive appropriate accommodations and support. As always, we will continue to look for ways to help students having difficulty with subject skills or concepts. As the academic year unfolds, parents of a child experiencing social, emotional, or intellectual distress, will communicate with the Division Head to determine possible ways for the school to help.

## Technology-Equity and Access

Based on family surveys and feedback from teachers regarding student participation in remote learning, or in-person activities that require technology, the school will provide families with a chromebook or multiple chromebooks, and an internet hotspot in order to ensure the ability to fully participate in the instructional program.

## Lunch Service

During 100% remote instruction, should this occur, food will be made available for pick-up or distributed to students who qualify for Free or Reduced Lunch.

# Academic, Social, and Behavioral Supports

## Social Emotional Learning (SEL) and School - Climate and Culture

The school will actively and systematically monitor students' health and well-being. All staff will be part of this essential process to ensure *prevention, identification, response* and on-going support for students.

The school will establish systematic check-ins with students and families. These will include:

- Specials teachers (PE, Art, Music, Drama) will be trained by counselor to check in with student groups and lead wellness activities
- All teachers will be trained to identify and to communicate to the administration any student's concerns.
- We will leverage our strong parent- school relationships to solicit communication from parents on student social and emotional well-being.
- All teachers will check in with students regularly. Any students not attending classes will be contacted and administration will follow up with families when patterns of absenteeism arise.

Response - The school will initiate a range of responses and on-going support on a case by case, individualized basis as we have other academic years:

1. Teacher support — Students having difficulty with specific concepts will receive extra coaching/instruction from the subject teacher, in this case, during arranged remote Office Hours.
2. Intervention and Referral Service (I&RS) — If a student has regular difficulty with a number of aspects of a subject or subjects that is impeding progress, the student's teacher or parents may contact the Division Head to request an I&RS meeting, the purpose of which is to generate other strategies to support the student. Should the student continue to struggle despite the intervention, the team may refer the student to the Child Study Team for more in-depth evaluation. These meetings will be conducted either remotely via Zoom or in person following social distancing guidelines.
3. Special Education Services — If the Child Study Team determines the student qualifies for special education services to assist them in learning, an Individual Education Plan (IEP) will be drafted for them specifying specific modifications and/or services. Parents are always a part of the team and the process and may refuse the services if they so wish. Location and type of meeting will be arranged by all members of the team.
4. Section 504 Plan of the Rehabilitation Act of 1973 — In some cases students may have a disability that prevents them from being able to fully access instruction either virtually or in-person. These may be short term problems such as a broken arm or on-going, permanent conditions. The school team will meet to understand the limitations and design appropriate accommodations to support the student. These meetings will be held either safely onsite or remotely according to the

agreement of the team. Should parents have questions regarding 504 Plans, they will communicate with a Division Head.

5. Best practice — We pride ourselves on giving comprehensive student support as we are able to do so, without formal plans. This is known as “best practice” and encouraged by the state. Should your child need or benefit from an extra support measure, please begin by discussing your request with the appropriate teacher and, after that, the Division Head.

# Appendices

- A. Resources: NJ DOH guidance on reopening schools
- B. Locations for entrance to the school buildings for safe social distancing
- C. Templates of notification letters

## Appendix A: COVID-19 Resources

NJDOH

[COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools](#) Updated August 31, 2021

NJDOE

[Road Forward: Health and Safety Guidance for the 2021-2022 School Year](#)-Updated September 1, 2021

CDC

[School and Childcare Programs](#)

[CDC Activities and Initiatives Supporting the COVID-19 Response and the President's Plan for Opening America Up Again](#)

[Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#) [Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing](#) [Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations](#) [Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools](#) [Considerations for Youth Sports](#)

[CDC Cleaning and Disinfecting Your Facility](#)

[CDC Information on Cleaning School Buses](#)

[Multisystem Inflammatory Syndrome \(MIS-C\)](#)

[School Decision-Making Tool for Parents, Caregivers, and Guardians](#)

[Information for School Nurses and Other Healthcare Personnel \(HCP\) Working in Schools](#) [and Child Care Settings](#)

### **OTHER RESOURCES**

[COVID-19 Planning Considerations: Guidance for School Re-entry](#) AAP [Healthy Children.Org COVID-19](#)