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1648 RESTART AND RECOVERY PLAN

On June 26, 2020, the New Jersey Department of Education (NJDOE) published "The Road Back - Restart and Recovery Plan for Education" (Guidance), a guidance document for reopening New Jersey schools during the COVID-19 pandemic. The Guidance provided school officials with the information necessary to ensure that schools reopen safely and are prepared to accommodate staff and students' unique needs during these unprecedented times. The NJDOE required school districts in the State to develop, in collaboration with community stakeholders, a "Restart and Recovery Plan" (Plan) to reopen schools that best fits the district's local needs.

In accordance with the Plan, the District has determined that a phased approach to the reopening of schools is most appropriate for the Trenton Community. In Phase 1, instruction will be fully remote Districtwide. Phase 2 will consist of a hybrid learning environment.

Also, the Guidance requires the Board of Education to adopt certain policies and therefore the Board adopts Policy 1648 to address those policy requirements in the Guidance. Policy 1648 shall only be effective through the current COVID-19 pandemic and will take precedence over any existing Policy on the same or similar subject, unless determined otherwise by the Superintendent.

A.   NJDOE Guidance – Key Subject Area 1 – Conditions for Learning

     1.   Transportation

          a.   If the school district is providing transportation services on a district-owned school bus a face covering must be worn upon entering the school bus by all students who are able to do so in accordance with A.2.d. below.

               (1)   Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

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b. The school district shall use best practices for cleaning and disinfecting district-owned school buses and other transportation vehicles in accordance with A.3. below.

c. District-employed school bus drivers and aides on district-owned school buses shall practice all safety actions and protocols as indicated for other school staff.

d. If the school district is using contracted transportation services, the contractor shall ensure all Board of Education safety actions and protocols are followed by the contractor and its employees and/or its agents.

[See Appendix for the protocols/procedures for "Transportation" which is also included in the school district's Restart and Recovery Plan.]

2. Screening, Personal Protective Equipment (PPE), and Response to Students and Staff Presenting Symptoms

a. Parents are expected to monitor their children for symptoms common to COVID-19 as defined by the CDC. Similarly, staff are expected to self-monitor for symptoms common to COVID-19 as defined by the CDC. Students/staff must not report to school/work if they are experiencing symptoms. Symptomatic individuals are encouraged to follow the CDC guidelines for further care and monitoring.

b. The school district shall screen students and employees upon arrival to a school building or work location for COVID-19 symptoms and a history of exposure.

(1) School staff must visually check students and employees for symptoms upon arrival (which includes temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(2) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

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    (3)   Results must be documented when signs/symptoms of COVID-19 are observed.

    (4)   The screening protocol will take into account students and employees with disabilities and accommodations that may be needed in the screening process for those students and employees.

    (5)   Students and employees with symptoms related to COVID-19 must be safely and respectfully isolated from others.

    (6)   If the school district becomes aware that an individual who has spent time in a school district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

c.   School staff and visitors are required to wear face masks unless doing so would inhibit the individual's health or the individual is under two years of age.

    (1)   If a visitor refuses to a wear a face mask for non-medical reasons and if such mask cannot be provided to the individual at the point of entry, the visitor's entry to the school/district facility will be denied.

d.   Students are required to wear face masks, 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.

    (1)   Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

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e. Exceptions to the Requirement for Face Masks

 (1) Doing so would inhibit the individual's health.

 (2) The individual is in extreme heat (above 90 degrees).

 (3) The individual is in water.

 (4) A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of a face covering.

 (5) The student is under the age of two and could risk suffocation.

[See Appendix for the protocols/procedures for "Screening, PPE, and Response to Students and Staff Presenting Symptoms" which is also included in the school district's Restart and Recovery Plan.]

3. Facilities Cleaning Practices

 a. The school district must continue to adhere to existing required facilities cleaning practices and procedures and any new specific requirements of the local health department as they arise.

 b. A procedure manual must be developed to establish cleaning and disinfecting schedules for schools and school equipment, targeted areas to be cleaned, and methods and materials to be used.

[See Appendix for the protocols/procedures for – "Facilities Cleaning Practices" which is also included in the school district's Restart and Recovery Plan.]

4. Wraparound Supports

 a. Mental Health Supports

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The school district's approach to student mental health supports will be affected by the learning environment in place at the beginning of the school year. If in-person instruction is not feasible, the district must find other ways to assess and monitor students' mental health.

[See Appendix for the protocols/procedures for "Academic, Social, and Behavioral Supports" which is also included in the school district's Restart and Recovery Plan.]

5. Contact Tracing

a. Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.

b. The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.

c. The school district shall ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.

d. A staff liaison(s) shall be designated by the Superintendent or designee and shall be responsible for providing notifications and carrying out other components that could help ensure notifications are carried out in a prompt and responsible manner.

e. School districts shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

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B.   NJDOE Guidance – Key Subject Area 2 – Leadership and Planning

1.   Scheduling

a.   The school district's Plan must account for resuming in-person instruction and shall provide steps to shift back to virtual learning models if circumstances change and in-person instruction guidelines can no longer be followed.

b.   The school district's Plan accommodates opportunities for both synchronous and asynchronous instruction, while ensuring requirements for a 180-day school year are met.

c.   The school district recognizes special populations will require unique considerations to ensure the continuity of learning as well as the health and safety of students and staff within the least restrictive environment.

(1)   Special Education and English Language Learners (ELL)

(a)   The school district shall provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats in accordance with this Policy.

(b)   The school district shall continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

[See Appendix for the protocols/procedures for "Scheduling of Students" which is also included in the school district's Restart and Recovery Plan.]

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2.   Staffing

    a.   The school district shall comply with all applicable employment laws when making staffing and scheduling requirements, including, but not limited to, the Americans Disabilities Act (ADA), the Health Insurance Portability and Accountability Act (HIPPA), and all applicable State laws.

    b.   As the school district adjusts schedules, teaching staff members must maintain quality instruction for students pursuant to the minimum requirements set forth in NJDOE regulation.

    [See Appendix for the protocols/procedures for "Staffing" which is also included in the school district's Restart and Recovery Plan.]

C.   NJDOE Guidance – Key Subject Area 3 – Policy and Funding

1.   School Funding

    a.   Purchasing

    The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the plan. The school district shall continue to comply with the provisions of the "Public School Contracts Law", N.J.S.A. 18A:18A-1 et seq.

    b.   Use of Reserve Accounts, Transfers, and Cashflow

    The school district shall apply for the approval from the Commissioner of Education, prior to performing certain budget actions, such as withdrawing from the emergency reserve account or making transfers that cumulatively exceed ten percent of the amount originally budgeted.

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      c.   Costs and Contracting

            The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D.   NJDOE Guidance – Key Subject Area 4 – Continuity of Learning

     1.   Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

         a.   The school district shall continue to meet their obligations to students with disabilities to the greatest extent possible.

     2.   Professional Learning

         a.   The school district shall prepare and support teaching staff members in meeting the social, emotional, health, and academic needs of all students throughout the implementation of the Plan.

            (1)   Professional Learning

                (a)   The school district shall grow each teaching staff member's professional capacity to deliver developmentally appropriate standards-based instruction remotely.

            (2)   Mentoring and Induction

                (a)   The school district shall ensure:

                    (i)   All novice provisional teachers new to the district be provided induction;

                    (ii)   One-to-one mentoring is provided to novice provisional teachers by qualified mentors;

(iii) Mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment;

(iv) Mentoring is provided in both hybrid and fully remote learning environments and that mentors and provisional teachers will agree upon scheduling, structure, and communication strategies they will use to maintain the mentoring experience; and

(v) The use of online collaborative tools for school staff to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

(3) Evaluation

(a) The school district has considered the requirements and best practices with provisional status teachers, nontenured educators, and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face).

3. Career and Technical Education (CTE)

a. The school district shall implement innovative learning models for new learning environments regarding CTE.

b. Quality CTE Programs

The school district shall ensure students have access to appropriate industry-recognized, high-value credentials.

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      c.   Work-Based Learning

The school district will ensure students are provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person.

New Jersey Department of Education "The Road Back – Restart and Recovery Plan for Education"

First Reading: 24 August 2020

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Appendix - Transportation

Bus Procedures to Reduce the Spread of Contagion

A.   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.

B.   Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings.

C.   Students must wear face coverings while riding on the bus. 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.

D.   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).

E.   District vehicles will be cleaned and sanitized including seats, rails, and highly touch surfaces before each run.

F.   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.

G.   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.

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H.   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.

I.   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.

J.   Windows will be opened to increase the flow of fresh air to the greatest extent possible.

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Appendix – Screening

Student Screening and Personal Protective Equipment (PPE)
- Personal protective equipment (PPE) will be available, accessible, and provided for use by students.
- Students are permitted to bring their own PPE (face masks that provide coverage from the bridge of the nose to under the chin -- covering both nose and mouth airways at all times). Face masks shall be cleansed daily and must comply with the Student Code of Conduct.
- Students shall be screened for entry into the school building, including:
  - Temperature check upon entering the school facility.
  - Health Screening: Students may be asked the following questions to screen for illness:
    - Have you had a cough or a sore throat?
    - Have you had a fever, or do you feel feverish?
    - Do you have shortness of breath?
    - Do you have a loss of taste or smell?
    - Have you been around anyone exhibiting these symptoms within the past 14 days?
    - Are you living with anyone who is sick or quarantined?
    - Have you been out of state in the last 14 days?
- Health checks will be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results will be documented when signs/symptoms of COVID-19 are observed.

STUDENTS NEEDING MEDICAL ATTENTION DUE TO COVID-19
- If a student becomes ill or is exhibiting symptoms of COVID-19 at school, a parent will be notified immediately to take the student home or to the nearest health center.
- When deciding if a student may return to school after student has been diagnosed with COVID19 the following must occur: (https://www.nj.gov/health/cd/documents/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TBP.pdf)
- Students should remain on home isolation at least until 10 DAYS have passed since symptoms first appeared/diagnosis AND
  - At least 3 days (72 hours) have passed since recovery
    - defined as Resolution of fever,
    - without use of fever-reducing medication AND
    - Improvement in respiratory symptoms
- Note from healthcare provider indicating clearance for safe return to school.

- If a student has symptoms that could be COVID19 and does not get evaluated by a medical professional or tested for COVID19, it is assumed

that he/she has COVID19 and may not return to school until a note is presented from the child's healthcare provider.
- Each school must identify a waiting space for students exhibiting symptoms. The space is meant to prevent further spread to other students and staff as a child awaits pick up from an allowed adult.

Staff Prevention & Screening
- Employees are subject to a temperature check upon entering the workplace.
- Employees may be asked the following questions to screen for illness:
    o Have you had a cough or a sore throat?
    o Have you had a fever, or do you feel feverish?
    o Do you have shortness of breath?
    o Do you have a loss of taste or smell?
    o Have you been around anyone exhibiting these symptoms within the past 14 days?
    o Are you living with anyone who is sick or quarantined?
    o Have you been out of state in the last 14 days?

STAFF MEMBER RESPONSIBILITIES
As previously mentioned, all staff members should check their temperature before arrival to school or assigned work location. Upon arrival staff members will sign in electronically. The electronic signature certifies the following:

- I am not currently experiencing a fever over 100, and have not experienced a fever of 100 for the last 72 hours.
- I am not experiencing illness, including but not limited to: new shortness of breath, new or worsened cough, sore throat, or a loss of taste or smell.
- To my knowledge, I have not been exposed to any person(s) with a confirmed case of COVID-19 for the last 14 days.
- I will not come into the office if I feel ill or if, to my knowledge, I have been in contact with a person who has been diagnosed within the last 14 days with a confirmed case of COVID-19.
- If a staff member becomes ill or is exhibiting symptoms of COVID-19 at school, they will immediately notify the health office

There may be times when a staff member cannot attend school due to COVID-19 restrictions. If a staff member is able to instruct students remotely, they will continue to provide virtual instruction using the district's learning management system and Google Classroom.

All staff must have emergency plans available for use in the case they are unable to instruct students in person or remotely.
- These plans should be labeled and posted to Google Classroom no later than September 15th for start of school.

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- Emergency plans should encompass a minimum of 5 days of lesson plans and support materials
- Plans should be shared with the building administrator
- After an absence, plans should be updated within 2 weeks of teachers return to school.

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Appendix – Facilities Cleaning

GENERAL DISINFECTION MEASURES

Category	Area	Frequency
Workspaces	Classrooms, Offices	At the end of each use and/or between use/day
Electronic Equipment	Copier machines, Shared computer monitors, TV's, Telephones, keyboards	At the end of each use/day and/or between use
General Used Objects	Handles, light switches, sinks, restrooms	Continuously throughout the daily activities of the day (Minimum - 4 times a day)
Buses (Non-contracted)	Bus seats, handles/railing, belts, window controls	At the end of each use/day to be performed by the bus driver or mechanic (designee).
Common Areas	Cafeteria, Library, Conference rooms, Gyms, Common Areas	At the end of each use/day; between groups

The goal is to establish a sanitary baseline to ensure the cleanliness and safety of the schools and district facilities before the re-openings. The site will be 100% disinfected prior to anyone returning to school in September.

When utilizing shared materials (copiers, lamination, etc) staff members will use ready-to-use gloves, spray concentrates, and wipes.to wipe down machines before and after use. Routine cleaning with soap and water will decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure. Teachers are strongly encouraged to plan for use of materials ahead of time. Due to time needed for proper cleaning, daily use of machines by any member is discouraged. Frequent disinfection of surfaces and objects touched by multiple people is important.

The daily cleaning protocol is as follows:

A.   All facilities will be cleaned and sanitized throughout the day and thoroughly during off hours daily . Cleaning/Disinfecting should immediately follow any scheduled activities such as breakfast, lunch, recess, etc.

B.   Surfaces shall first be cleaned using soap and water or other appropriate cleaning substance(s) and followed by an application of an approved EPA-registered disinfectant. For frequently touched surfaces including: Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, railings, all shared electronic devices, hands-on learning items, toy sets, etc.,.shall be routinely cleaned and disinfected. Surfaces and objects that are visibly soiled should be immediately (identified/reported) cleaned, disinfected and sanitized before touched or used.. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions should be taken to avoid coming into contact with the fluid. A custodian or nurse should be immediately

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notified and proper removal of the spill should take place then clean and disinfect the surface.

C.	Soft surfaces such as carpeted floors, rugs, and drapes can be cleaned by using soap and water or with cleaners appropriate for use on these surfaces. Launder items according to the manufacturer's instructions. An electrostatic (misting) disinfecting system to treat your hard-to-reach surfaces.

DEEP CLEANING AND DISINFECTION PROTOCOL
Deep cleaning is triggered when an active COVID-19 case is identified based on confirmed testing results. Immediately upon the end of school day and/or closing of school. The entire facility shall be deep cleaned and disinfected. Use of an electrostatic technology disinfecting system to treat hard-to-reach surfaces that enables disinfecting around objects and beneath surfaces.

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Appendix – Academic and Behavioral Supports

LEARNING EXPECTATIONS

Students must follow the District approved attendance policies and academic expectations, whether in a school building or in a remote location where virtual instruction can be accessed.

As part of supporting our return to school, the Trenton Public School District is committed to the following:

- Ensuring the health, safety and overall well-being of our students through the coordinated efforts of full support teams which include parent liaisons, school nurses, teachers, paraprofessionals, administrators, counselors, social workers, network technology professionals, secretaries, custodians, central office data, business and talent acquisition professionals, as well as our valued security and food service partners. Entire teams of professionals work together to assist students through the safe social-emotional transition back to school.

- Identifying academic proficiency levels, as well as mastery of foundational and grade-level standards at the beginning of the year, more than 20 weeks after school buildings closed since March 2020. All students will complete the Star Reading and Star Math Assessments, which are available in both English and Spanish. Teachers, instructional specialists and school administrators will use data from these assessments to pinpoint competencies and deficits relative to the New Jersey Student Learning Standards (NJSLS) both for math and for reading in order to effectively support students in catching up.

- Determining individual learning goals. Students will work with their teachers to identify specific learning targets based on Star Reading and Math assessment data also shared with parents/guardians and monitored throughout the 2020-21 school year.

- Accelerating learning with strategic instruction, reinforcement, and assessment. Meaningful daily homework will be assigned to support those efforts. We shoot for 1.5 years of growth or more in each student.

- Intervening immediately and consistently. Intervention and acceleration are required to move all students toward grade-level proficiency. Therefore, all students receiving Tier 1 instruction, as well as students receiving Tier 2 and Tier 3 interventions will use our online digital resources (i.e., Lexia Core 5, Lexia PowerUp, and DreamBox). In order to ensure the effectiveness of our Response to Intervention (RTI) for students - a major

component of our Multi-Tiered System of Supports (MTSS) described below - Trenton Public School Teachers must regularly review and analyze data generated by students using the aforementioned online digital resources in order to plan effective interventions for their students. While "Tier 3" students may receive the most intervention time overall (based on need), "Tier 2" students may require less individual and small group time with the teacher in order to master foundational standards required for the mastery of grade-level Tier 1 instruction. However, Tier 1 students who require less support mastering grade-level content must also receive opportunities for enrichment, pushing them to think more critically, broadly, deeply and to accelerate their learning beyond grade level expectations.

- Our Restart and Reopening plan proposes a remote school option during Phase 1, and an A Day - B Day Hybrid schedule during Phase 2. Both proposals require a Blended Learning model. The exception to this is Kindergarten, which will follow a daily AM/PM model during Phase 2. Trenton Public Schools also recognizes the possibility of returning to full remote teaching and learning during SY 20-21. To that end, the academic implications of both models may be found below.

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 supporting the varied academic and behavioral needs of all PK-12 students, encompassing prevention, intervention, and enrichment, while also helping educators and families identify individual students who may truly need extra supports offered by TPS Special Services. TPS uses a collaborative team approach which enables ALL students to succeed academically, socially and emotionally, as measured by data collected from multiple measures of meaningful progress, including (but not limited to) formative and summative assessments, as well as research-based interventions within the least restrictive environment for individual students..

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,

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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.

As mentioned previously, Response to Intervention (RTI) is the academic component of MTSS, which teachers must perform regularly, especially during scheduled Intervention and Enrichment time blocks provided to students. This requires teachers to monitor data generated from students' use of our online digital resources for intervention (Lexia and DreamBox) in order to systematically help more students acquire the skills and knowledge of foundational standards necessary to master grade-level standards. Students who need to catch up the most should receive more attention (Tier 3) than students who are closer to mastering grade level standards (Tier 2). Moreover, students who quickly master grade level standards (Tier 1) must enjoy opportunities to expand their knowledge and critical thinking skills beyond grade level standards, where possible. This affords students who may later be identified as "gifted" additional enrichment which keeps them engaged with school and may allow them to flourish beyond standard expectations.

Social-emotional Wellbeing of Students and Staff
Social emotional learning (SEL) is critical to re-engage students, support adults, rebuild relationships, and create a structure for academic learning. To achieve this goal, TPS will plan to support the well-being of educators so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.

TPS will 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: Reunite, Renew, and Thrive: Social and Emotional Learning (SEL) Roadmap for Reopening School

- Considering staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school. 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., virtual town-halls, small group online meetings, surveys, etc.). It is critical that districts make time for these conversations and ensure that students' voices are heard.

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TPS commits 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 who their family is able to connect with for any needed support. Google Meets, Hangouts and other similar programs will be used by School Counselors to facilitate and maintain these relationships
- 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. We will partner with Trauma Informed Partners in the community such as Mobile Response, Mercer County Mental Health Professionals and School based Youth Services (TCHS specifically)
- Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies. School Counselors will be available for in person and virtual "mental health" activities for classrooms, students and teachers, daily. These could include quick and easy activities to check on SEL for all.
- 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; and
  - Fear and anxiety.

School Counselors will identify and be provided Professional Development that is relevant and current in the topics above

Trauma-Informed Social and Emotional Learning
Districts must organize and prepare 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; and
- have access to the mental health supports they need.

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

learning practices, and organizational structures. The district will establish a school climate team in each school tasked with the following:

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

For teachers:
- Embedding SEL skills and strategies in remote learning with students.
- Providing students with opportunities to connect with other students (within learning and socially). School Counselors will set up their typical "Groups" via video platforms so as to connect with a particular group of students as identified by a common thread.
- Being aware of any changes in student behavior and report concerns pursuant to district policy. The use of MTSS, specifically Behavior, is still ongoing and requires a bit more build out of the MTSS program.

For student support staff:
- Embedding SEL skills and strategies in remote learning with students. The use of video platforms to engage with students and to provide Counseling services even in these environments.
- Providing professional development to colleagues in areas of expertise and attend professional development to obtain greater understanding.
- Supporting school leaders in establishing protocols for identifying and supporting students' social-emotional needs and provide training to school staff on utilizing protocols.
- K-5 School Counselors will be provided a Second Step program training. The "kits" have been in District the past two years and School Counselors will be provided tools to use them.

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, TPS recognizes the potential negative social and emotional impact on students and staff in an environment that requires minimized social interactions, face coverings, and significant hygiene/cleaning protocols. Appropriate resources

and support will be provided for students and staff to process the range of emotions one may experience as a result of COVID-19.

School Counseling Services
TPS 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 31 School Counselors and two 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.

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Appendix – Scheduling

Sample Fully Virtual

ELEMENTARY EDUCATION

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00 - 8:20	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL	Morning Meeting SEL
8:20 - 8:30	BREAK - Collect Items for ELA				
8:30 - 9:15	ELA Whole Group 1. Systematic Phonics Instruction 2. Read Aloud 3. Applicable Routine (First Days of School) OR Mini Lesson	ELA Whole Group 1. Systematic Phonics Instruction 2. Read Aloud 3. Applicable Routine (First Days of School) OR Mini Lesson	ELA Whole Group 1. Systematic Phonics Instruction 2. Read Aloud 3. Applicable Routine (First Days of School) OR Mini Lesson	ELA Whole Group 1. Systematic Phonics Instruction 2. Read Aloud 3. Applicable Routine (First Days of School) OR Mini Lesson	ELA Whole Group 1. Systematic Phonics Instruction 2. Read Aloud 3. Applicable Routine (First Days of School) OR Mini Lesson
9:15- 9:25	BREAK Go Noodle or Activity Works				
9:25 - 9:45	ELA Small Group 1	ELA Small Group 3	ELA Small Group 2	ELA Small Group 3	ELA Small Group Flex
9:50 - 10:10	ELA Small Group 2	ELA Small Group 4	ELA Small Group 4	ELA Small Group 4	
10:10 - 10:20	BREAK Go Noodle or Activity Works				
10:20 - 11:00	Writer's Workshop Whole Group	Writer's Workshop Whole Group	Writer's Workshop Whole Group	Writer's Workshop Whole Group	Writer's Workshop Whole Group
11:00 - 11:40	LUNCH				
11:40 - 12:20	SPECIAL				
12:20 - 12:30	BREAK - Collect Items for Math				

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12:30 - 1:00	Math Whole Group 1. Fluency Practice 2. Concept Development	Math Whole Group 1. Application Problem 2. Concept Development	Math Whole Group 1. Fluency Practice 2. Concept Development	Math Whole Group 1. Application Problem 2. Concept Development	Math Whole Group 1. Fluency Practice 2. Concept Development
1:00 - 1:20 *	PLC	Math Small Group 1	Math Small Group 1	Math Small Group 1	Math Small Group 1
1:20 - 1:40 *	PLC	Math Small Group 2	Math Small Group 2	Math Small Group 2	Math Small Group 2
1:40 - 2:00	PLC	Math Small Group 3	Math Small Group 3	Math Small Group 3	Math Small Group 3
ELA and math small group is teacher led or independent practice per teacher's non-negotiable task, Choice Board, Lexia, Zearn, DB					

*Science and social studies content will be alternated through each unit of elementary literacy.

MIDDLE SCHOOL EDUCATION

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:30-9:00 (SEL)	Period 1 (30) SEL	Period 1 (30) SEL	Period 1 (30) SEL	Period 1 (30) SEL	Period 1 (30) SEL
9:05-9:50	Period 2 (45)	Period 2 (45)	Period 2 (45)	Period 2 (45)	Period 2 (45)
	10 MINUTE BRAIN BREAK				
10:00-10:45	Period 3 (45)	Period 3 (45)	Period 3 (45)	Period 3 (45)	Period 3 (45)
10:50-11:35	Period 4 (45)	Period 4 (45)	Period 4 (45)	Period 4 (45)	Period 4 (45)
11:40-12:25	Period 5 (45)	Period 5 (45)	Period 5 (45)	Period 5 (45)	Period 5 (45)
12:30-1:15	**LUNCH--45 minutes**				
1:15-2:35	20 minutes each for periods 2, 3, 4, and 5 Flexible grouping for the following: *RTI, **Academic Acceleration, ***CST Intervention				Embedded Enrichment Experiences

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2:20-3:00	**TEACHER PREP** PREP--2:20-3:00 **STUDENTS CONTINUE INDEPENDENT WORK**	Prep 2:20-3:00

*RTI: Tier 2 and Tier 3 intervention services at time and frequency levels based on student need, academic and social-emotional

**Academic Acceleration: Interdisciplinary opportunities for challenging on and above level learners to include Project Based Learning (PBL) projects and modules

***CST Intervention: Support for students requiring specialized services, i.e., speech therapy

HIGH SCHOOL EDUCATION

Block 1 Period 1/2	****Block 2** Period 3/4	****Block 3** Period 5/6	Block 4 Period 7/8
9:00-10:00	10:05-11:05	11:10-12:10	12:15-1:15

1:15 Students Grab and Go Lunch & Transition Home, 1:15-2:00 Staff Lunch,
2:00 to 3:20 Online Independent Learning Component

Block 1 Period 1/2	Block 2 Period 3/4	Block 3 Period 5/6	Block 4 Period 7/8
2:00-2:20	2:20-2:40	2:40-3:00	3:00-3:20

Hybrid Model A/B Cohorts

The Reopening Committee developed the following schedule to support recommendations for a hybrid instructional model providing students with a combination of physical instruction and virtual instruction.

WEEKLY SCHEDULE
Hybrid Schedule with Reduced Capacity

Week	M	T	W	Th	F
Week 1	A	B	A	B	A
Week 2	B	A	B	A	B

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Students will be divided into A-Day and B-Day Cohorts. The hybrid schedule provides students with in-person instruction two or three days per week. TPS will work to ensure that siblings and families residing together will attend schools on the same days. Families requiring schedule adjustments should contact their building principal. On days students are scheduled for virtual instruction, they are expected to participate in classroom activities by logging into google classroom and completing assignments as required by the teacher. Students are required to sign into Google Classroom virtually to receive credit for attending school. It is required that all students follow their assigned schedule as if they were physically in school. All attendance procedures will continue to be followed as attendance is expected and required.

Sample Hybrid

Highschool Schedule: TCHS/TNGA/DTHS
Staff Day: 8:55-3:40
Student Day: 9:00 - 3:20
4 Hrs 15 min in person + 60 minutes of remote instruction
5 hours 15 minutes

Block 1 Period 1/2	Block 2 Period 3/4	Block 3 Period 5/6	Block 4 Period 7/8
9:00-10:00	10:05-11:05	11:10-12:10	12:15-1:15

1:15 Students Grab and Go Lunch & Transition Home, 1:15-2:00 Staff Lunch, 2:00 to 3:20 Online Learning Component

Block 1 Period 1/2	Block 2 Period 3/4	Block 3 Period 5/6	Block 4 Period 7/8
2:00-2:20	2:20-2:40	2:40-3:00	3:00-3:20

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Middle School Schedule
Staff Day: 8:25-3:10
Student Day: 8:30-1:45
5 hours 15 minutes

Breakfast/SEL	Block 1	Block 2	Block 3	Block 4
8:30-8:59 29 min Bkfst/SEL	8:59-10:09 70 min	10:11-11:21 70 min	11:23-12:33 70 min	12:35-1:45 70 min
1:45-2:05 Grab and Go Lunch, Staggered Dismissal, 2:05-3:00 Professional Learning Committee meetings				

Elementary Schedule: 1st to 5th grade
Staff Day: 7:55-2:40
Student Day: 8:00-1:15
5 hour 15 minutes

HmRoom Bkfast in Classroom	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7
8:00-8:30	8:30-9:10	9:10-9:50	9:50-10:30	10:30-11:10	11:10-11:50	11:50-12:30	12:30-1:15
Grab and Go Lunch /Dismissal: 1:15-1:45 1:45-2:30 Staff Prep or Lunch							

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Elementary Schedule: Kindergarten
Staff Day: 7:55-2:40
Student Day: 8:00-1:15
5 hour 15 minutes

AM Cohort 8:00-10:30   PM Cohort 11:50-2:20   STAFF DAY 7:55-2:40

Morning Meeting / Breakfast in the Classroom	Block 1 ELA	Block 2 MATH	Teacher Lunch and Prep Sanitization of classrooms	Afternoon Meeting / Lunch in the Classroom	Block 3 ELA	Block 4 MATH
8:00-8:30	8:30-9:30	9:30-10:30	10:30-11:45	11:50-12:20	12:20-1:20	1:20-2:20
2:20 Dismissal (by paraprofessionals) 2:20-2:40 Common Planning (20 minutes x 5 days = 100 minutes)						

General Notations for Special Education, Related Services, and Child Study Teams.

- _All self-contained_, Special Education, classrooms/programs _to attend school everyday during Hybrid_. With possible accommodations and/or redesignated classrooms for programs with 16 students maximum (ie., LLD and/or CMI) or smaller classrooms servicing our Autism population.
  - o Designated space and/or days a specific room can be used for De-escalation or "Cool-Down" Sessions.
- Inclusion and Out-of-Class/Pull-Out Resource Programs will follow the General Education, A/B Hybrid Schedule.
- All Related Services, such as Occupational, Physical, and Speech Services; as well as Counseling, will be made available daily and use an identified/designated space and/or classroom to provide services.
- All Child Study Teams will be available daily from 8AM to 4PM.