

Reopening Together Plan



August 10,
2020

The educational, developmental, and societal impacts of having schools closed are undoubtedly real. Students need access to high-quality instruction and support services to prepare them for college, career, and civic life. Parents—particularly those who have young children and whose jobs do not allow them to work from home—need the stability and security that schools provide. In normal times, in-person schooling is the best way to accomplish these goals. But these are not normal times.

The Center for American Progress (July 2020)

OUR PLEDGE

Reopening Our Schools Responsibly

OUR GUIDING PRINCIPLES

- Exceed minimum expectations to place health and safety first for our students and Team Members
- Provide High-quality instruction to all students
- Ensure families have flexibility and choice in the instructional models
- Deliver accurate and timely communication to team members and families as needed and keep all stakeholders informed throughout the school year.

PRIORITIZING SAFETY FOR ALL

The Elizabeth Public Schools is committed to educating our students with health, wellness, and safety as a primary concern. As a school district, we have grappled with bringing our children back into the classroom, as our parents and teachers have expressed their concerns about safety.

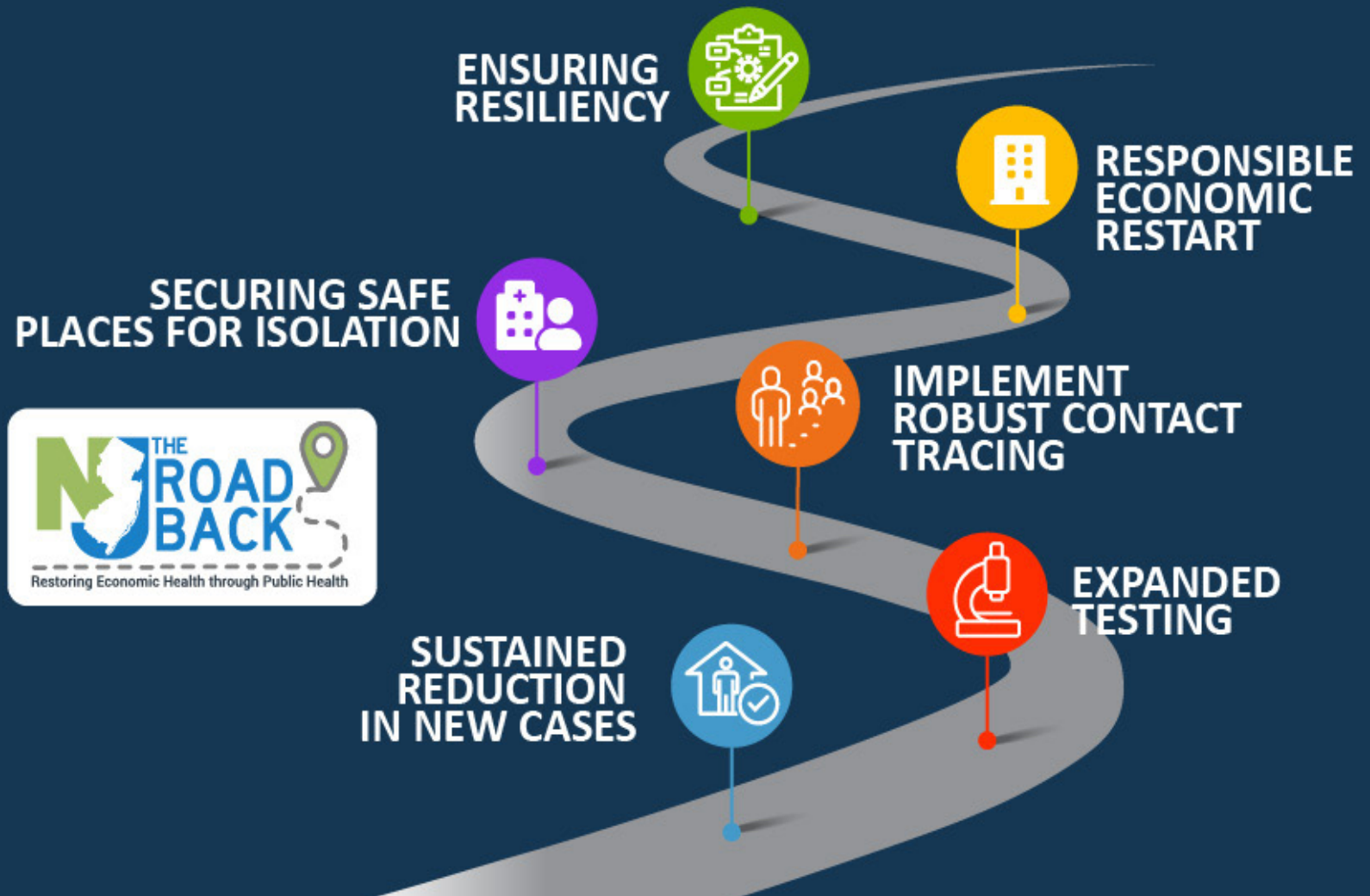
We asked pediatricians, internists, pulmonologists, infectious disease specialists and education experts for help evaluating the various options for school district plans. We learned that certain practices can lower the risk of an outbreak at school and keep children, teachers and families safer.

Safety is defined as “fewer than 5% of coronavirus tests in an area are positive.”

As of late July, that one benchmark disqualified eight of the 10 largest public-school districts in the country.

THE ROAD BACK

GOVERNOR MURPHY'S MULTI-STAGE APPROACH



The Road Back: Data Determines Dates

Maximum
restrictions

STAGE 1

STAGE 2

STAGE 3

New normal

When will we be ready to move to Stage 2 and then Stage 3?



Sustained improvements in **public health indicators**



Substantial increase in **testing/contact tracing**



Sufficient **healthcare resilience**



Widespread **workplace safeguarding**



Sufficient capacity of safeguarded **child care, schools, and transit**



Continued **public compliance**



THE ROAD BACK – STAGE TWO

July 6: [Youth day camps and summer programs can operate.](#)

- Several counselors at Berkeley Heights Township's summer camp tested positive for the coronavirus last week. The camp has been closed and is likely finished for the year.
- A summer camp program in Manasquan has been suspended after several workers tested positive for COVID-19. Several of its Beach and Recreation Department employees tested positive and are awaiting more test results
- A camper participating in the Oakland borough's summer camp has tested positive for COVID-19, closing the Grade 6-8 camp for the rest of the summer.

THE ROAD BACK – STAGE TWO

July 20: Certain sports are allowed to resume practices and outdoor contact drills.

- **Rutgers announced on July 25 that six players had tested positive for COVID-19 in its previous testing cycle, forcing the entire program into quarantine and the suspension of all in-person activities. But the outbreak expanded since.**
- **During one of Gov. Murphy's news briefings last week, State Health Commissioner Judith Persichilli said that 15 players had tested positive for the virus, and then on Monday night NJ.com reported that the outbreak had swelled to 28 players as well as several staff members. Fourteen days from the start of the quarantine — or at least the day Rutgers announced the quarantine was Aug. 8 but it's unclear when exactly the Scarlet Knights will begin camp.**

THE ROAD BACK – STAGE TWO

August 3: [Limit on indoor gatherings decreased to 25 people.](#)

- **New Jersey has begun reimplementing restrictions put in place earlier in the coronavirus pandemic because COVID-19 infections and the transmission rate continue to climb. The indoor gatherings limit has been scaled back to a maximum of 25 people or 25% of a room's capacity — whichever number is lower. The limit was previously set at no more than 100 people or 25 percent of a room's capacity. The rate of COVID-19 transmission has risen consistently above 1.0 over the past month. Any figure above 1.0 means the coronavirus is spreading.**

THE ROAD BACK – STAGE TWO

As the state begins to open its doors with new guidelines in place, we are reminded that Governor Murphy has stated that the following *precautions that apply across all stages include:*

- **Work that can be done from home should continue to be done from home.**
- **Clinically high-risk individuals who can stay at home should continue to do so.**
- **All residents and businesses should follow state and federal safeguarding guidelines: wash hands; wear masks in public; respect social distancing; minimize gatherings; disinfect workplace and businesses; and no mass gatherings.**

SCHOOL REOPENING EXPERIENCE AND RESULTS

CNN News – August 10

The American Academy of Pediatrics and the Children's Hospital Association published a report that referenced that more than 97,000 children tested positive for Covid-19 in the last two weeks of July. The report, said in those two weeks, there was a 40% increase in child cases across the states and cities that were studied. The age range for children differed by state, with some defining children as only those up to age 14 and one state -- Alabama -- pushing the limit to 24.

SCHOOL REOPENING EXPERIENCE AND RESULTS

The New York Times - August 8, 2020

In some places, including Indiana, Mississippi, Tennessee and Georgia, students began streaming back into classrooms as early as last week, with quarantines quickly following. A high school in Indianapolis, Indiana started their first day of high school last Thursday. By the weekend, the school had already closed its doors, after a staff member tested positive for the coronavirus and other employees were required to quarantine.

SCHOOL REOPENING EXPERIENCE AND RESULTS

Science – August 3

Now, diagnostics experts, public health officials, and epidemiologists are calling for a radical shift in testing strategy: away from diagnosing people who have symptoms or were exposed and toward screening whole populations. Rajiv Shah, president of the Rockefeller Foundation says, testing needs to focus on “massively increasing availability of fast, inexpensive screening tests to identify asymptomatic Americans who carry the virus. Today, we are conducting too few of these types of tests.”

The Reopening Together Plan

Planning and Preparation



DISTRICT COMMUNICATION PLAN

The Elizabeth Public Schools has a robust communication system in place for both regular and urgent communications. Districtwide communications are always translated into English, Spanish, Portuguese, Haitian-Creole and Arabic. Urgent messages, as well as up-to-date policies and protocols, will be communicated through multiple channels that families and staff rely on for information from the district, including

- **Blackboard Connect e-blast, robocalls and text messages**
- **District and school websites**
- **Official Facebook and Twitter feeds, with messages amplified by shares from schools, PTOs, and other parent organizations**

The Reopening Together Plan will be available on the district website as well as each school's website. A dedicated section will be created to support distance learning, as well as a separate one to support special education families, will be refreshed with updated information for Fall reopening.

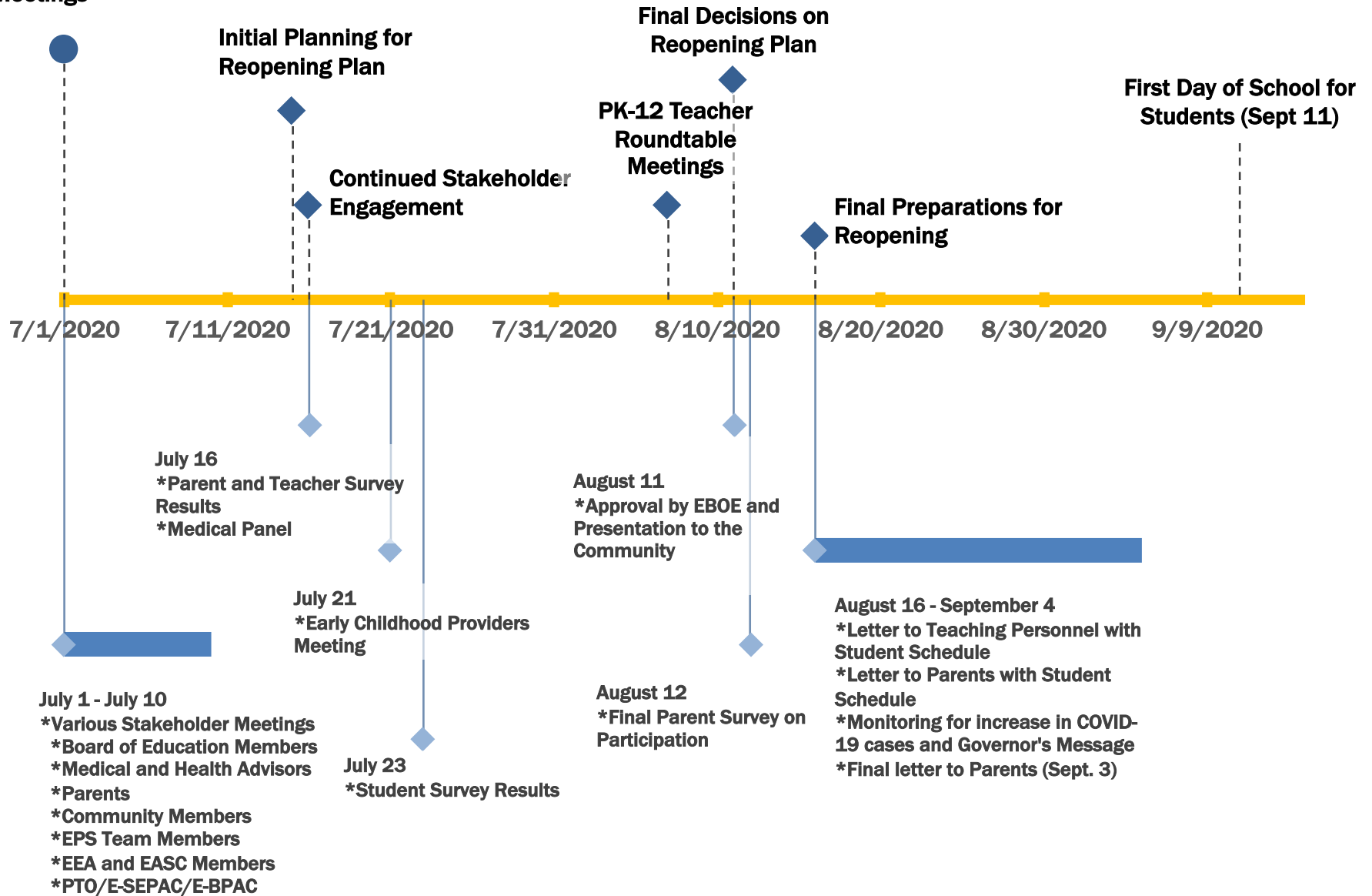
Other communication outreach on reopening and COVID-19 will include town hall-style webinar meetings, podcasts, fact sheets and FAQs.

OUR SOURCES OF INFORMATION

- **Internal and external stakeholder groups**
- **Parent and Teacher surveys**
- **Mayor's office**
- **Local Department of Public Health**
- **Elizabeth Police Department**
- **Governor's office**
- **New Jersey Department of Education**
- **New Jersey Department of Health**
- **New Jersey Office of Emergency Management**
- **Centers for Disease Control and Prevention (CDC)**
- **American Academy of Pediatrics**

EPS Reopening Plan Timeline

Community Input Meetings



THE REOPENING TOGETHER PLAN SURVEY RESULTS

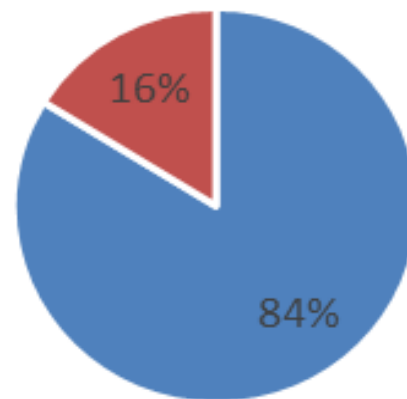
We invited parents and teachers to complete the Reopening Plan Surveys.

- **Parent surveys were administered beginning July 27,2020; results through August 10, 2020 are reported here. A total of 9,932 surveys were collected.**
- **Staff surveys were administered beginning July 9, 2020; results through July 15, 2020 are reported here. The survey link was distributed to 4084 staff members via Email and text. A total of 1373 surveys were collected.**

PARENT SURVEY RESULTS

Count of Curr Sch #

2. Does your child have an underlying health condition that impacts your decision about sending your child back to school in September?



Health Condition ▼

■ No

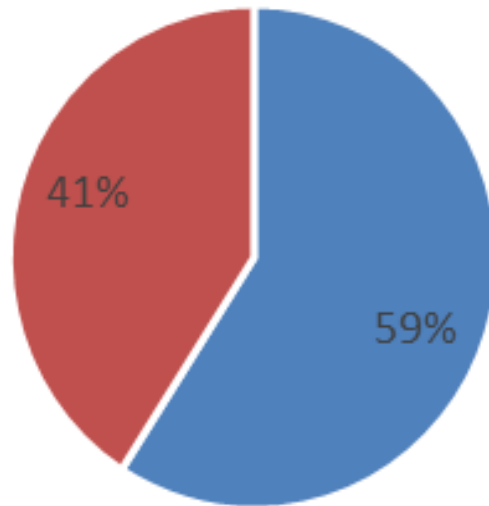
■ Yes

Fall School ▼

PARENT SURVEY RESULTS

Count of Curr Sch #

Will you send your child to school in September 2020?



Will you send your child to... ▼

■ No

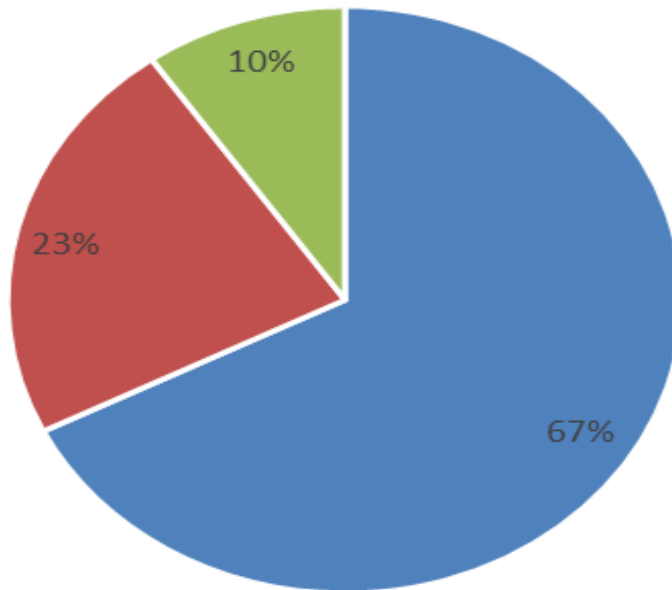
■ Yes

Fall School ▼

PARENT SURVEY RESULTS

Count of Curr Sch #

Please select the option that best describes your transportation needs for the fall:



Transportation Needs ▼

- My child does not receive transportation from the district
- My child will not be riding the bus
- My child will ride the bus only if social distancing is in place on the bus.

Fall School ▼

WHICH 3 PERSONAL FACTORS RELATED TO YOUR SCHOOL COMMUNITY MOST INFLUENCE HOW YOU FEEL ABOUT RETURNING TO WORK IN PERSON IN OUR BUILDINGS?

N=4013

Response Category	Total #	% of Total
The health and risks of exposure to covid-19 of students and colleagues	1245	31.0%
My building's ability to implement health and safety measures	1094	27.3%
Following recommended guidance from government or medical experts	694	17.3%
The academic growth of students	417	10.4%
The availability of child or dependent care for families and colleagues	211	5.3%
The Internet or device access at home for students and colleagues	116	2.9%
The preference of students and colleagues	72	1.8%
Participation in extracurricular activities for students (for example, sports, band, drama, clubs)	63	1.6%
Transportation for students and colleagues	28	0.7%
Other	73	1.8%
Total	4013	

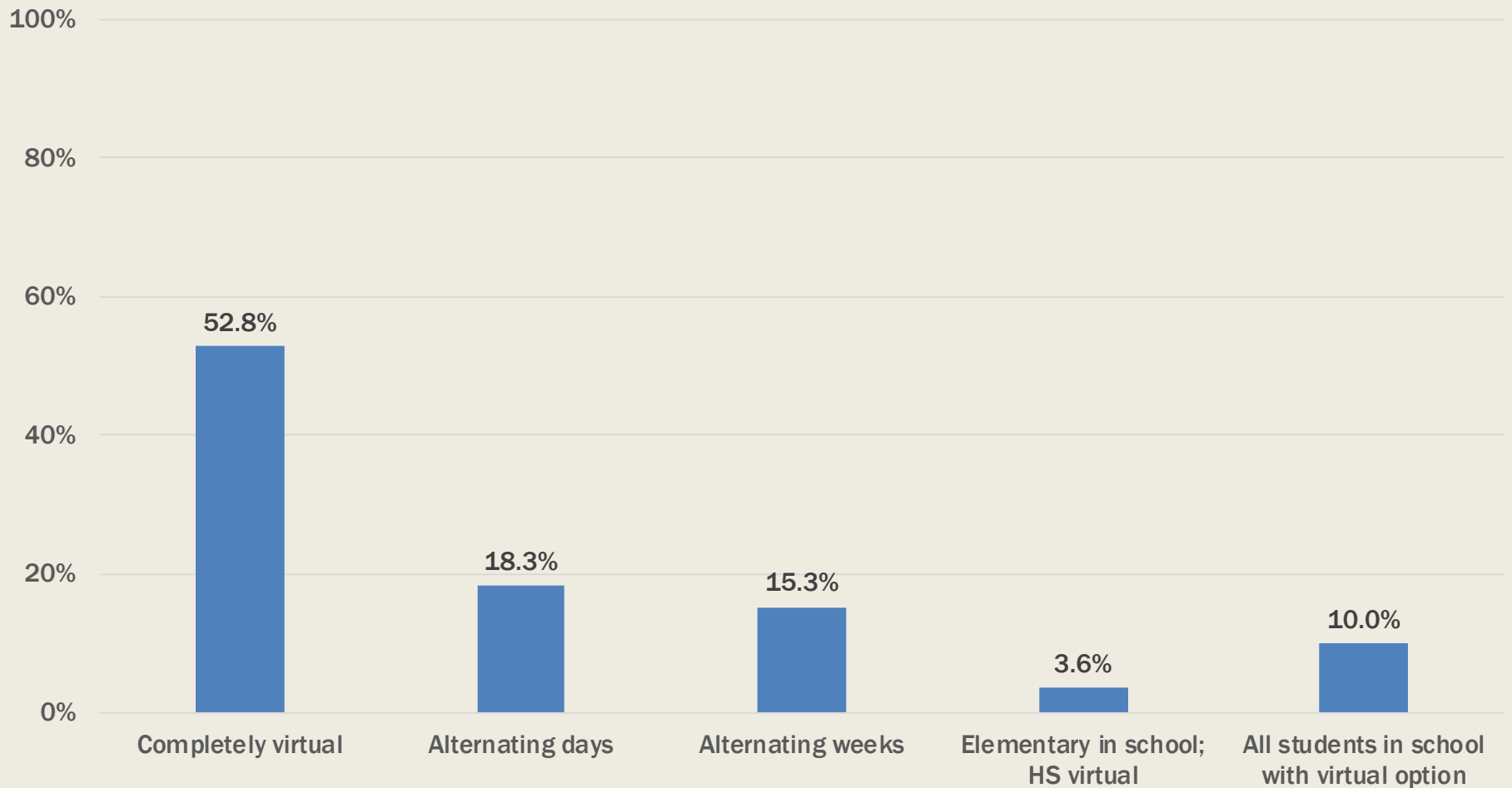
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Other	73	1.8%
Total	4013	100%

INSTRUCTIONAL CONSIDERATIONS

SUMMARY OF FIRST CHOICE



SUPPORTS FOR OUR TEAM MEMBERS

Elements of this support model include the following:

Flexible Work and Leave Options

- Provide updated resources and procedures, including:
- An updated telework regulation;
- Support accessing emergency leave, Families First Coronavirus Response Act (FFCRA), and other related benefits; and
- Use of the CDC health inventory, as it pertains to employees who may need an accommodation; and
- Allowing any teacher to request a full-time online teaching assignment.
 - Teacher requests for full-time online instruction will be tiered based on the individual teacher's medical need, and a family medical need.

SUPPORTS FOR OUR TEAM MEMBERS

Personal Protective Equipment

- **Ensure staff have the necessary personal protective resources, as appropriate for their risk exposure, such as masks, gloves, gowns, face shields, etc.**

Health and Wellness

- **Provide staff with support and resources to address any personal health and wellness needs.**

Professional Development

- **Provide staff with the information, guidance, and professional learning necessary to support virtual instructional practices, health, and safety.**

SUPPORTS FOR OUR FAMILIES

Flexible Schooling Options

- **Provide families the opportunity to choose full-time online instruction or the in-person instruction continuum. Our families are encouraged to make choices based on health and safety concerns rather than course or program availability. If no preference is received for a student by the deadline, the student will automatically be enrolled for the in-person instruction continuum.**

Food Services

- **Continue to provide meal services to students unable to attend school in person.**

Language Services

- **Provide written translations of documents and communications in the five most frequently spoken home languages in EPS and provide oral interpretation for any family who needs this service. Provide consistent access to translation resources, including phone line responders, and bilingual personnel.**

SUPPORTS FOR OUR FAMILIES

Training and Support

- Provide resources and training to help our families understand their roles in supporting students' academic success, including ongoing workshops and consultations with our guidance counselors and social workers.

Technology Support

- Expand laptop and internet access to ensure families have access to reliable technology and internet services to support their children. Provide an online help desk to support students and families with computer troubleshooting.

Family-School Engagement

- Engage in regular two-way communication between families and their children's teachers and schools, with support from all of our administrators.

RECOMMENDATION FOR REOPENING IN SEPTEMBER 2020

The District recognizes its ability to provide in-person instruction will be severely impacted by various factors. The recommendation is that the Elizabeth Public Schools proceed in the following manner:

Phase I: Full-Time Remote Learning Model beginning September 11, 2020.

Re-evaluate as a school district at the end of the first marking period based on health conditions at the time.

Phase II: In-Person Hybrid Model (date to be determined)

FULL-TIME REMOTE LEARNING MODEL

The Full-Time Remote Learning model will be very different than what was offered in the spring. In this model in which all students will start the year:

- Students will receive interactive, teacher-led/synchronous instruction five days per week, Monday through Friday. This means daily interaction with teachers.**
- Classes will follow a daily schedule similar to a normal school day. Schools will continue to operate on a modified half day schedule**
 - Prek-8: 8:20am –12:39 pm**
 - High School: 7:30am- 12:22 pm**

STUDENT DAY: REMOTE LEARNING SCHEDULE

Grade Prek-8 Remote Learning Schedule	START TIME 8:20 am	END TIME 12:39pm
INSTRUCTIONAL TIME	8:20 AM	12:39 PM
VIRTUAL STUDENT SUPPORT	1:30 PM	2:30 PM
VIRTUAL PARENT SUPPORT	2:30PM	3:00PM

Grade 9-12 Remote Learning Schedule	START TIME 7:30 am	END TIME 12:22 pm
INSTRUCTIONAL TIME	7:30 AM	12:22 PM
VIRTUAL STUDENT SUPPORT	1:16 PM	1:51 PM
VIRTUAL PARENT SUPPORT	1:51 PM	2:18 PM

FULL-TIME REMOTE LEARNING MODEL

- **New instructional content will be taught, work will be graded, and attendance will be taken.**
- **Students will have opportunities for small-group work with teachers and peers.**
- **All students in grades PreK-12 will have access to a device, and through our agreement with Altice, an internet package is available to families at no cost who may not have had internet access.**
- **Social-Emotional Learning (SEL) will be delivered through synchronous interaction with teachers and counselors.**
- **Parent Academies will be offered, with training and resources for parents to support learning at home.**

FULL-TIME REMOTE LEARNING MODEL

Comprehensive language services for English Language Learners and related services for Special Education including Speech, Occupational therapy & Physical therapy.

Related Services

- Parents will be asked if they prefer to have related services in person or virtually. If a parent chooses in person, the services will be offered at three centralized locations. Depending on the number of parents that opt for in person we would create schedules similar to those below to accommodate as many parents as possible. Transportation will be provided.
- Related services in person: Grades 3-12, 1-hour sessions.
- Related services in person for grades PreK – 2, 45 minutes sessions due to child's age

PREPARING FOR FULL-TIME REMOTE LEARNING MODEL

Students will prepare for remote learning by:

- Engaging in remote learning activities being offered by their teachers, school and/or the District.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.
- Ensuring they set up a remote workspace and calendar to manage their time.

Families will prepare for remote learning by:

- Assuring that their internet access is available at home.
- Ensuring that they are monitoring District communication for up-to-date information.
- Encouraging their students' participation in remote learning content.
- Ensuring that they know their students' usernames and passwords for instructional resources that are accessible via the District portal and/or district website.

PREPARING FOR FULL-TIME REMOTE LEARNING MODEL

Teachers will prepare for remote learning by:

- Providing instructional resources and materials through remote means such as TEAMS and Unified Classroom.
- Reviewing district-supplied remote learning materials.
- Setting virtual office hours to connect with students and support their learning remotely during the last period of the instructional day.
- Participating in group professional learning and attending virtual learning sessions intended to support remote learning on Wednesdays during the last period of the instructional day.
- Ensuring that they are monitoring District communication for up-to-date information.

PREPARING FOR FULL-TIME REMOTE LEARNING MODEL

Leaders will prepare for remote learning by:

- Providing socio-emotional support and an overall positive remote school culture.
- Supporting teachers by providing feedback.
- Supporting teachers to provide instructional resources and materials through remote means such as Teams and Unified Classroom.
- Reviewing district-supplied remote learning materials.
- Setting virtual office hours to connect with parents to support remote learning for students.
- Participating in leader professional learning and attending virtual learning sessions intended to support leading in a remote environment.
- Ensuring that they are monitoring District communication for up-to-date information and ensure communication systems are created and implemented for families.

TECHNOLOGY FOR DYNAMIC LEARNING ENVIRONMENTS

In May, the Board of Education approved the application for federally funded **CARES Emergency Relief Act Grant** funding in the amount of \$1,977,326 and **Digital Divide** funding in the amount of \$2,640,432 for a combined total of **\$4,617,758** to support over 7,000 devices for all Preschool, Kindergarten, First and Second grade teachers and students at every school.

The federal funding also covered the cost for internet connectivity for July 2020 through June 2021 for unlimited number of students in the total amount of **\$164,000**. This is inclusive of the purchase of additional Wi-Fi devices for distribution to families, when reliable home internet access is not available.

PREPARING FOR RIGOROUS INSTRUCTION

All teachers will provide direct, synchronous instruction, in an amount similar to the hybrid model, in all of the required subjects.

In addition, language supports will be provided for English Language Learners, as required and the appropriate supports will be provided for Special Education students to meet IEP requirements. Students will also receive weekly Social-Emotional Learning (SEL) lessons.

Daily office hours with counselors and social workers are available by appointment.

PREPARING FOR RIGOROUS INSTRUCTION

A student's special education providers will carefully consider the student's individual needs and present levels of academic and functional performance (PLAAFPs). This will include consideration of the student's goals, supports, services, and modifications during our hybrid learning model. Teacher's will target instruction based on individual student needs to address students IEP goals.

- Digital learning activities or assignments (e.g., watch videos on district YouTube channel created for our Special Education Students, complete online assignments)
- Special education provider consultation with general education teachers of record and special education support staff to collaboratively plan for differentiated instruction
- Individualized instruction – academic activities or functional skills related to unique student-specific goals/objectives
- Provide video modeling of hands-on tasks expected of students (live or recorded)
- Special education teachers/providers may supply the students with any needed visual support items and materials
- The Special Education Department will continue to monitor and update its website to give parents appropriate resources

PREPARING FOR RIGOROUS INSTRUCTION

We will be focused on establishing a baseline for student learning in order to determine the skills that will need to be reinforced throughout the first marking period. Teachers will regularly review data generated from the digital platforms along with student participation and performance in order to determine student progress.

- **Providing Virtual Instructional Supports In All Content Areas**
- **Individual Student Baseline Management**
- **Implementation and Monitoring of Student Instructional Plans**

PROFESSIONAL DEVELOPMENT

Early Childhood

- All preschool teachers and students will receive Apple iPads to be used for both in-person and virtual learning. iPad training will be provided for all preschool teachers and the tools and applications on the device will be implemented into the preschool curriculum.

Bilingual/ESL, World Languages, Visual and Performing Arts Professional Development Considerations

- Content Specific & Curriculum updates
- Regression
- Technology features related to curriculum and instructional materials
- Master pages/Content building
- Transfer of grades and viewing of assignments
- Microsoft Teams & Go Guardian
- Video conferencing for whole group and small group
- Video creation with the usage of Youtube and/or Microsoft Stream

PROFESSIONAL DEVELOPMENT

Special Education:

- Special education teachers' trainings will focus on virtual instruction platform with a concentration on following IEPS while delivering differentiated instruction.
- Trainings for special education teachers will consist of:
 - Online platform
 - Microsoft learning tools
 - Reading/writing strategies
 - Autism virtual learning PD
 - Curriculum updates

Library Media Specialists will be provided with professional development on how to teach on a virtual platform including but not limited to:

- Curriculum updates
- Teams video conferencing
- Microsoft learning tools
- Content building
- Go Guardian

PROFESSIONAL DEVELOPMENT

- The ELA Department will collaborate with key partners to provide instructional supports and professional development centered on virtual teaching and learning.
 - HMH Into Reading will provide virtual trainings and webinars focused on the implementation and integration of iRead (K-2), Waggle (3), and the effective use of the HMH Ed Online platform.
 - HMH offers Teacher's Corner for teachers in K-3, which encompasses virtual on-demand professional development videos and recorded modeling.
 - The Children's Literacy Initiative will provide access to virtual learning opportunities that focus on instructional practices in the digital age.
 - Virtual professional development on pacing guides, curricula expectations, and the implementation of specific platforms, such as TEAMs, Ed Online, Seesaw, Unified Classroom, and FlipGrid will be provided. In addition to these platforms, students in Grades 4-11 will be able to submit their essays on the MyAccess! online writing program.

PROFESSIONAL DEVELOPMENT

Mathematics K-12:

- The Mathematics Department will collaborate with math program partners to provide effective virtual professional development for teachers, instructional coaches, and administrators.
- Voluntary virtual overview trainings of Savvas enVision (K-3 & 6-7), ST Math (K-5), and Carnegie Learning (9-12) will be held in the summer to assist teachers in transitioning to a new math program. Teachers will also have access to on-demand professional development videos, model lessons, and coaching support via math program partnerships.
- Teachers will also have access to lesson-specific professional development videos that are available prior to each enVision lesson and/or topic (K-7).
- Teachers will also attend training during district in-service professional development days to further expand their knowledge of the math programs, curricula, and technology, including TEAMs and Unified Classroom.

PROFESSIONAL DEVELOPMENT

Science K-12:

- The Science Department will collaborate with key partners to provide instructional supports and professional development centered on virtual teaching and learning. FOSS will provide virtual trainings and webinars focused on the implementation and integration of FOSSweb.
- Teachers will also attend training during district in-service professional development days to further expand their knowledge of the science programs, curricula, and technology, including TEAMS and Unified Classroom.

Social Studies K-12:

- Student progress will be monitored on a regular basis. Teachers will utilize Unified Classroom and TEAMS to communicate and monitor student progress.
- The Social Studies Pacing Guide will be provided to support teachers in implementing the curriculum as well as assisting the teacher in making instructional decisions in terms of moving to a new unit.
- Teachers will create opportunities for students to reflect upon their learning.

PROFESSIONAL DEVELOPMENT

Elizabeth Public Schools Physical Education and Health instruction will be consistent with the SHAPE America School Reentry Considerations released this past July 2020. Program design will also be based on feedback received from teachers on our spring remote learning experience.

- Physical education will see a shift away from team sports skills and towards physical literacy and physical activity using our Microsoft Streams Movement Library and virtual gymnasiums.
- Health Education will see an emphasis away from traditional content driven towards a skills- based approach appropriate to the demands of the remote learning experience. This shift will include grade band appropriate learning in relevant, timely issues such as internet safety, social emotional learning & nutrition. Unified Classroom will be the primary platform that will be used to deliver this interactive content with the assistance of Microsoft Teams and other Office 365 applications.

SUPPORTING STUDENT, FAMILY, AND EDUCATOR WELLNESS

Social-Emotional Learning

- School Counselors and School-based Social Workers will engage in a comprehensive Social Emotional Learning (SEL) program that incorporates all school stakeholders (i.e. students, families, team members, and the community). This SEL program will include:

■ **Character Education Skills**

1. Building Resiliency

- students will examine their perceptions of how well they are able to persevere through setbacks/challenges to achieve important short and long-term goals.
 - Classroom/virtual lessons and family/student worksheets

2. Social Awareness

- students will examine how often they consider the perspectives of other people and empathize with them.
 - Classroom/virtual lessons, small in-person/virtual groups and family/student worksheets
- All EPS students will take Panorama Education's Equity and Inclusion survey designed to capture students' experiences of equity and inclusion in their school.

3. Sense of Belonging

- School Counselors and Social Workers will develop a program beginning with the Week of Respect that addresses how students can feel like valued members of their school and classroom communities.
- Virtual lessons focused on staying connected academically, socially, and emotionally in a virtual setting.
- School Counselors and Social Workers will be encouraged to facilitate monthly School Safety and Climate Team meeting to focus on the importance of developing/maintaining a positive/safe school climate.

4. College and Career Readiness

- School Counselors will utilize Naviance's College and Career Readiness platform to engage all students in their post-secondary plans.
- Virtual student and parent seminars
- Virtual Financial Aid seminars

SUPPORTING STUDENT, FAMILY, AND EDUCATOR WELLNESS

Outreach Programs for At-Risk Students

- **School Counselors and Social Workers will review 19-20 Academic and Intervention and Referral Service data to determine students' academic and behavioral challenges.**
 - **School Counselors and Social Workers will develop individual comprehensive plans to address those specific academic and behavioral needs.**
- **School Counselors and Social Workers will refer student to appropriate community resources as needed such as:**
 - **Perform Care/Mobile Response**
 - **Trinitas Out/In patient programs**
 - **Cooperative Counseling**
 - **Kwenyan Professional Health Services**
 - **High Focus Centers**
 - **Proceed**
 - **True Care Mental Health Clinic**
 - **Bridgeway Rehabilitation Services**
 - **Alternative Education Placements**

PLAN FOR SCHOOL MEALS

Meals will be available every day to all students in virtual learning. The Elizabeth Public Schools will continue to accept and process all meal applications. All PK-12 students will be provided with pre-packaged breakfast and lunch.

Parents and Guardians will be allowed to pick up the meals. Three days of breakfast and lunch will be distributed meals on Sundays. Two days of breakfast and lunch will be distributed on Wednesdays. All schools will serve as distribution sites. Parents can pick up the student meal and let the staff member know the student name to be entered into the meal system. Staff members will scan the barcode associated with name for claiming purposes. Our team members will distribute the meals outside the building.

The District will continue to monitor New Jersey Department of Agriculture guidelines in order to stay compliant with changing regulations. As of September 1, 2020, we will be returning to the National School Lunch Program and the School Breakfast Program. This means meals must be available to all students and be claimed at the applicable free, reduced or paid rates. For Grab-n-Go we can use our point of sale system for counting and claiming meals for reimbursement.

ATHLETICS

- Athletics and extracurricular activities support the goal of providing a well-rounded educational experience for students within the reopening process. EPS will follow all CDC, NJDOH and NJSIAA guidance for physical and social distancing, restricting the size of gatherings for outdoor spaces, disinfecting equipment, and other health and safety precautions.
- EPS athletics conditioning and agility sessions began on August 3, 2020. All coaches will complete mandatory training before they may conduct any sessions, and all sessions will be held at outdoor fields and facilities. Practice sessions will be limited to individual work, with no group or scrimmage activities. We are awaiting further guidance from the NJSIAA on August 11, 2020.

Reopening Together Plan



ELIZABETH PUBLIC SCHOOLS

Every child, Achieving Excellence

August 10,
2020