

# TEAM PPSD'S The Road Back Phase III: The Hybrid Model

## AMENDED SECTIONS – FROM PHASE II: The Hybrid Model

PPSD School Start and End Times – **REMAIN THE SAME**

**ELEMENTARY – 8:00-12:30**

**MIDDLE – 8:30-1:00**

**HIGH SCHOOLS – 8:00-12:20**

**PM – INTERVENTION AFTERNOONS**

- **Procedures** (pg. 6)  
Transition Request Form (TRF) no longer needed – refer to GENESIS Parent Portal  
(**DEADLINE** to request TRF for 2020-2021 School Year 4<sup>th</sup> Marking Period) – **March 15, 2021**
- **In-Person and Hybrid Learning Environments** (pg. 11) – Cohorts A/B ONLY – PM Schedule AMENDED to **Intervention Afternoons – NO Intervention 2<sup>nd</sup> and 4<sup>th</sup> Wednesday of each Month.**
- **Hybrid Learning Example** (pg. 2) – **Added Calendars:** APRIL – JUNE 2021
- **Technology FAQs** (pg. 16) – For all educational software concerns, please contact: [jcox@plainfield.k12.nj.us](mailto:jcox@plainfield.k12.nj.us) or [svalente@plainfield.k12.nj.us](mailto:svalente@plainfield.k12.nj.us)
- **Section 3: Transportation** (pg. 21) – **deleted** “Hand sanitizers with at least 60% alcohol will be on site in multiple locations throughout the bus for workers and student passengers.” **District does not use sanitizer on buses – flammable and against regulations.**
- **Section 4: Student Flow, Entry, Exit and Commons Areas** (pg. 22) – **added:** students will **not** utilize their lockers.
- **Appendix D: PPSD MD Program Hybrid Model** (pg. 31) – MD changed to Self-Contained, deleted “follow school end times”
- **Appendix E: Resource Program Hybrid Learning Model** (pg.32) (minor changes)
- **Updated NJ Dept. of Health and CDC COVID-19 Information** (pp. 39-63) **for latest updates and information – periodically click these links:**  
[https://www.nj.gov/health/cd/topics/covid2019\\_schools.shtml](https://www.nj.gov/health/cd/topics/covid2019_schools.shtml)  
<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

**IN-PERSON AND HYBRID CALENDAR – APRIL–JUNE 2021**

| <b>APRIL 2021</b>                                                                 |                                                   |                                                                                                 |                                                   |                                                               |
|-----------------------------------------------------------------------------------|---------------------------------------------------|-------------------------------------------------------------------------------------------------|---------------------------------------------------|---------------------------------------------------------------|
| Monday                                                                            | Tuesday                                           | Wednesday                                                                                       | Thursday                                          | Friday                                                        |
|                                                                                   |                                                   |                                                                                                 | 1                                                 | 2<br><b>SPRING BREAK</b>                                      |
| 5<br><b>SPRING BREAK</b>                                                          | 6<br><b>SPRING BREAK</b>                          | 7<br><b>SPRING BREAK</b>                                                                        | 8<br><b>SPRING BREAK</b>                          | 9<br><b>SPRING BREAK</b>                                      |
| 12<br><b>WELCOME BACK STUDENTS</b><br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 13<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 14<br>IN-PERSON – AM                                                                            | 15<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 16<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM             |
| 19<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM                                 | 20<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 21<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM                                               | 22<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 23<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM             |
| 26<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM                                 | 27<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 28<br>IN-PERSON – AM                                                                            | 29<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM | 30<br>IN-PERSON – AM<br>VIRTUAL INTERVENTION - PM             |
| <b>MAY 2021</b>                                                                   |                                                   |                                                                                                 |                                                   |                                                               |
| Monday                                                                            | Tuesday                                           | Wednesday                                                                                       | Thursday                                          | Friday                                                        |
| 3<br>IN-PERSON – AM<br>INTERVENTION - PM                                          | 4<br>IN-PERSON – AM<br>INTERVENTION - PM          | 5<br>IN-PERSON – AM<br>INTERVENTION - PM                                                        | 6<br>IN-PERSON – AM<br>INTERVENTION - PM          | 7<br>IN-PERSON – AM<br>INTERVENTION - PM                      |
| 10<br>IN-PERSON – AM<br>INTERVENTION - PM                                         | 11<br>IN-PERSON – AM<br>INTERVENTION - PM         | 12<br>IN-PERSON – AM                                                                            | 13<br>IN-PERSON – AM<br>INTERVENTION - PM         | 14<br>IN-PERSON – AM<br>INTERVENTION - PM                     |
| 17<br>IN-PERSON – AM<br>INTERVENTION - PM                                         | 18<br>IN-PERSON – AM<br>INTERVENTION - PM         | 19<br>IN-PERSON – AM<br>INTERVENTION - PM                                                       | 20<br>IN-PERSON – AM<br>INTERVENTION - PM         | 21<br>IN-PERSON – AM<br>INTERVENTION - PM                     |
| 24<br>IN-PERSON – AM<br>INTERVENTION - PM                                         | 25<br>IN-PERSON – AM<br>INTERVENTION - PM         | 26<br>IN-PERSON – AM                                                                            | 27<br>IN-PERSON – AM<br>INTERVENTION - PM         | 28<br><b>TENTATIVE<br/>SCHOOLS CLOSED<br/>UNUSED SNOW DAY</b> |
| 31<br><b>SCHOOLS CLOSED<br/>MEMORIAL DAY</b>                                      |                                                   |                                                                                                 |                                                   |                                                               |
| <b>JUNE 2021</b>                                                                  |                                                   |                                                                                                 |                                                   |                                                               |
| Monday                                                                            | Tuesday                                           | Wednesday                                                                                       | Thursday                                          | Friday                                                        |
|                                                                                   | 1<br>IN-PERSON – AM<br>INTERVENTION - PM          | 2<br>IN-PERSON – AM<br>INTERVENTION - PM                                                        | 3<br>IN-PERSON – AM<br>INTERVENTION - PM          | 4<br>IN-PERSON – AM<br>INTERVENTION - PM                      |
| 7<br>IN-PERSON – AM                                                               | 8<br>IN-PERSON – AM<br>INTERVENTION - PM          | 9<br>IN-PERSON – AM                                                                             | 10<br>IN-PERSON – AM<br>INTERVENTION - PM         | 11<br>IN-PERSON – AM<br>INTERVENTION - PM                     |
| 14<br>IN-PERSON – AM<br>INTERVENTION - PM                                         | 15<br>IN-PERSON – AM<br>INTERVENTION - PM         | 16<br>IN-PERSON – AM<br>INTERVENTION - PM                                                       | 17<br>IN-PERSON – AM<br>INTERVENTION - PM         | 18<br>IN-PERSON – AM<br>INTERVENTION - PM                     |
| 21<br>IN-PERSON – AM<br>INTERVENTION - PM                                         | 22<br>IN-PERSON – AM<br>INTERVENTION - PM         | 23<br><b>LAST DAY FOR STUDENTS<br/>IN-PERSON – AM<br/>LAST DAY FOR STAFF<br/>PHS GRADUATION</b> | 24                                                | 25                                                            |
| 28                                                                                | 29                                                | 30                                                                                              |                                                   |                                                               |



**Plainfield Public School Board Members and Superintendent (left to right)**

Richard Wyatt, Dr. Avania A. Richardson-Miller (*former member*),  
 Dr. Diana Mitchell - Superintendent, Cameron E. Cox (*former President*), Terence J. Johnson,  
 Carmencita T. Pile, Lynn Anderson-Person – Vice President,  
 John C. Campbell, Emily E. Morgan

**Not Pictured**

Eric Andrews – President, Josely M. Castro, Pat Hembree, and Jacqueline Workman



Dr. Diana Mitchell – Superintendent of Schools  
 Mark A. Williams – Assistant Superintendent  
 Dr. Elizabeth Filippatos – Executive Director Student Services  
 Gary Ottmann – Interim Business Administrator

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## Traveling On the Road Back

Public Education is at a critical state and it will never be the same again. Plainfield Public Schools, along with other Districts around the state, is currently restructuring teaching and learning in order to prepare for the transition from the fully virtual learning modality to a hybrid learning model for the 2020-2021 school year. While restructuring during this COVID-19 pandemic, we know our ultimate goal is to keep students and staff safe and provide students with a quality education.

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan to reopen schools in September 2020 that best fits the school district's local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Plainfield Public School District developed a Reopening Plan that is consistent with requirements in the NJDOE guidance with consideration to the unique needs in Plainfield. The TEAMPPSD Road Back Plan prioritizes and maximizes student contact time. Our learning plan provides more student contact time of any of the suggested hybrid models. Our plan ensures the greatest continuity of instruction for students through the daily rotation of cohorts. Additionally, this plan provides every student access to adequate nutrition each day with grab and go meals distributed to each student every day. The District has collaborated closely with the Plainfield Health Officer, Dr. Nazir, throughout this entire Pandemic.

The Plainfield Public School District is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of our plan include our unique protocols that will allow us to reopen safely, ensuring we are prepared to accommodate staff and students' unique needs during this unprecedented time. The Union County Superintendent has prepared a checklist for approval of this phase of our “Road Back” plan.

**The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.**

The Plainfield Public Schools, in partnership with its community, shall do whatever it takes for every student to achieve high academic standards  
- No alibis, No excuses - No exceptions!

Las Escuelas Públicas de Plainfield en asociación con la comunidad, hará todo lo que sea necesario para que cada estudiante alcance los niveles académicos más altos.  
- ¡Sin Limitaciones, Sin Excusas, Sin excepciones!

# Rationale to Transition to the Hybrid Learning Model:

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are **subject to change**.

## Rationale to Transition to the Hybrid Learning Model

**These numbers were verified by the Plainfield Health Officer effective as of October 5, 2020:**

- Plainfield Cases (since March 2020) – 2,479
- Plainfield citizens under quarantined – 93
- Plainfield Deaths (since March 2020) – 113
- Children (up to age -18; since March 2020) – 122

Based on these numbers and the safety of the entire Plainfield Community, the Superintendent conferenced with Board members to explain the district's efforts with transitioning from a 100% virtual learning platform to implementation of a hybrid learning model. Dr. Mitchell explained that even though there are several multi-family generations living within close quarters in the City of Plainfield and while we did not risk opening schools for in-person instruction for our students and staffing in the beginning of the school year, we are now following all safety protocols as we prepare for the hybrid learning model for those families open for their children to return to the brick and mortar building for in-person instruction. Students will be fully supported academically, socially, and behaviorally through a Multi-Tiered System of Supports (MTSS). Interventionists along with the Reading Specialist will address students struggling academically with targeted lessons, both in-person and virtually to address the COVID gap. The social workers, guidance counselors, and behaviorists will support students socially and emotionally by addressing their mental health needs. Our goal is to provide wrap-around supports for all PPSD students. [Appendix B: Mental Health Services and Steps](#), [Appendix J: Health and Safety Protocols](#). The Hybrid Opening Preparations for PPSD is demonstrated below:



SOCIAL DISTANCING  
SIGNS DISPLAYED  
THROUGHOUT ALL  
CAMPUSES.



TEMPERATURE  
STANDS MOUNTED  
AT EACH FACILITY.



ATTESTATION  
STATEMENT AT EACH  
FACILITY.



SECURITY CHECKS AT EACH  
BUILDING TO ENSURE  
ATTESTATION,  
TEMPERATURE CHECK AND  
FACE MASKS BEFORE  
ENTERING ANY CAMPUS.



HAND- SANITIZING  
STATIONS LOCATED IN  
THE FRONT OF EACH  
CAMPUS AND IN EACH  
CLASSROOM.



EACH TEAMPPSD  
MEMBER HAS BEEN  
SUPPLIED WITH TWO  
FACE COVERINGS.



ALL WATER  
FOUNTAINS HAVE  
BEEN TURNED OFF.  
STUDENTS ARE  
WELCOME TO BRING  
WATER BOTTLES.



IMPLEMENTED AN  
AA/V/BB DAY  
SCHEDULE AND AN ALL  
VIRTUAL WEDNESDAY  
FOR STUDENTS.

# Section 1: The Hybrid Learning Model

The PPSD phases of student learning at this point of the school year is as follows:

|                                   |                                                                                                                  |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Phase 1</b><br>9/10/20-11/8/20 | <b>95% of Students Virtual<br/>Select In-Person Classes</b>                                                      |
| <b>Phase 2</b><br>11/9/20-TBD     | <b>4 Hybrid ½ School Days (M, T, Th, F)<br/>1 Full Virtual School Day (W)<br/>Select In-Person Classes (M-F)</b> |
| <b>Phase 3</b>                    | <b>5 Hybrid ½ School Days</b>                                                                                    |
| <b>Phase 4</b>                    | <b>5 Hybrid Full School Days</b>                                                                                 |
| <b>Phase 5</b>                    | <b>Full In-Person Learning In the Schools</b>                                                                    |

## The Hybrid Learning Model and Eligibility for Transition

- The hybrid learning model is a split time model whereby students spend part of their time learning in the classrooms of the brick and mortar building and a part of their time learning remotely at home. Each student participating in either full time remote learning or the hybrid learning services must spend one full marking period in that learning modality before being eligible to transition to another modality.
- The following are the dates for each marking period for the 2020-2021 school year:
  - MP1: Sept. 8, 2020 - Nov. 2, 2020
  - MP2: Nov 9, 2020 - Jan 29, 2021
  - MP3: Feb 1, 2021 - April 1, 2021
  - MP4: Apr 12, 2021 - Jun 14, 2021
- Schools will monitor the student participation in both the remote and in-person student cohorts and make appropriate accommodations for documented extenuating circumstances. [See Appendix F.](#)

## Procedures

- Complete and submit the district Transition Request Form (TRF) to request either a transition from full remote to hybrid learning OR from hybrid learning to remote learning.
- The following are the deadlines for submission of the TRF for the 2020-2021 school year deadlines:
  - For MP2: October 7, 2020
  - For MP3: December 15, 2020
  - For MP4: March 3, 2021
- Within 10 school days the district/school will make a determination and inform parents/guardians as to whether or not their transition request has been approved. If not approved, the district will provide an explanation as to why the request was denied.
- Point of contact for questions/concerns will be the school principal or designee.
- Documentation required includes the official district Transition Request Form (TRF).
  - Transition Request Form (TRF) [See Appendix F.](#)

- Parents who request transition from the hybrid delivery to full time remote delivery must complete the District's application for remote learning.
- Schools will then process the application accordingly.
- Should a family determine that they would like to return to the hybrid delivery schedule, the student will need to complete the current marking period before transitioning.
- Medical circumstances will be addressed according to District protocol.

#### Student and Academic Services During Transition from Fulltime Remote to the Hybrid Learning Model

- All academic services will accompany students' transition from one learning modality to the other, including:
  - Special Education (IEPs)
  - 504 accommodations
  - Bilingual/ESL instruction
  - Related Services, including after school programs
- Other student services will accompany students' transition from one learning modality to the other, including:
  - Individual counseling
  - Group counseling
  - College/career counseling
  - Academic counseling
- Support staff (i.e. school counselors, social workers, and nurses) will facilitate an orientation to support students' transitions from one mode of instruction to another. The orientation will include instruction in topics such as health protocols, schedules, and daily attendance and log-in procedures. [See Appendices B.](#)

#### Measures to assess Pre-K students' learning progress during the transition from fulltime remote learning to in-person learning

Use current developmental assessment criteria to determine students' progress prior to the transition from one learning modality to the other:

- Teachers will obtain initial baseline data from the COR (Child Observation Record) within the first 45 days and repeat this assessment each quarter.
- Collect daily anecdotal notes
- Include parent/guardian in the assessment process:
  - Confer with parents/guardians each quarter
  - Facilitate a parent orientation prior to students' transition to a different mode of learning

#### Procedures for submitting fulltime remote learning requests

- The Virtual Learning Program began Sept. 10, 2020 and will operate through to November 4, 2020
- During the second week of October 2020, parents were provided the opportunity to add/drop request for Fulltime Remote Learning
  - Remote Learning surveys were provided through the District Website and Schoology

#### The transition from fulltime remote learning to in-person hybrid services and vice-versa

- District will adopt a District-wide calendar available via the District's Website
- A calendar for parents with specific dates (subject to change) will be distributed via website, email and Schoology
- In the event a positive Covid-19 case reported during in-person instruction, a Global Connect will notify parents and staff immediately with instructions for the following days
- Central Office/Principal will notify all stakeholders of changes from in-person services and vice-versa via all communication platforms, including social media

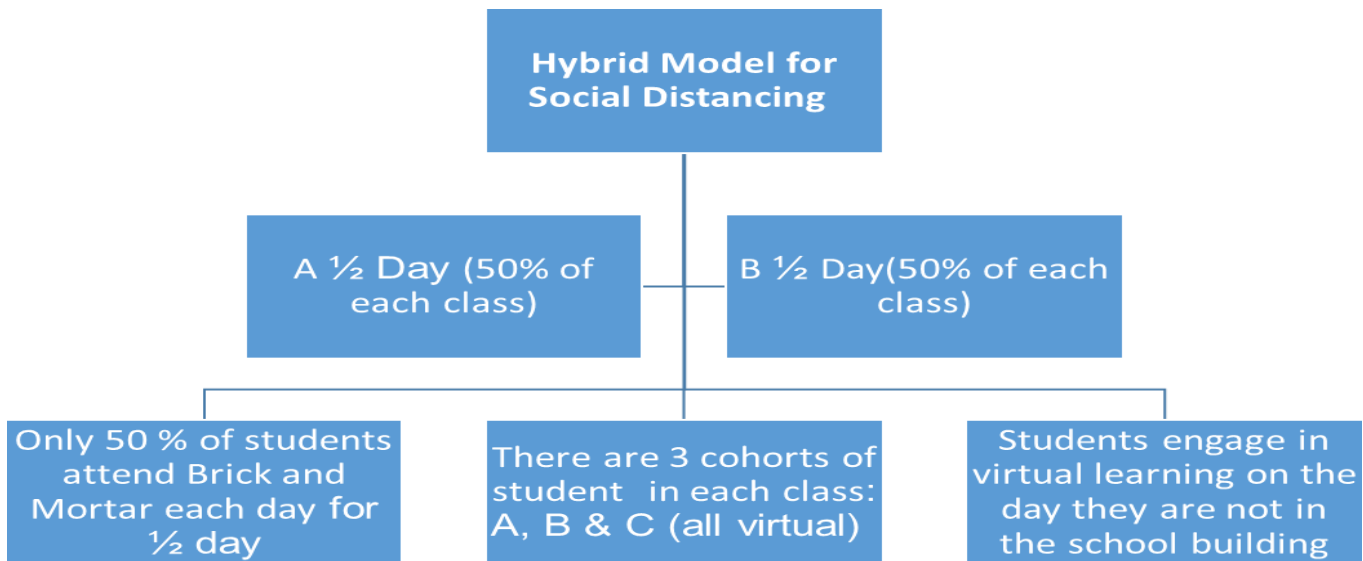


## Ongoing Communication with Families

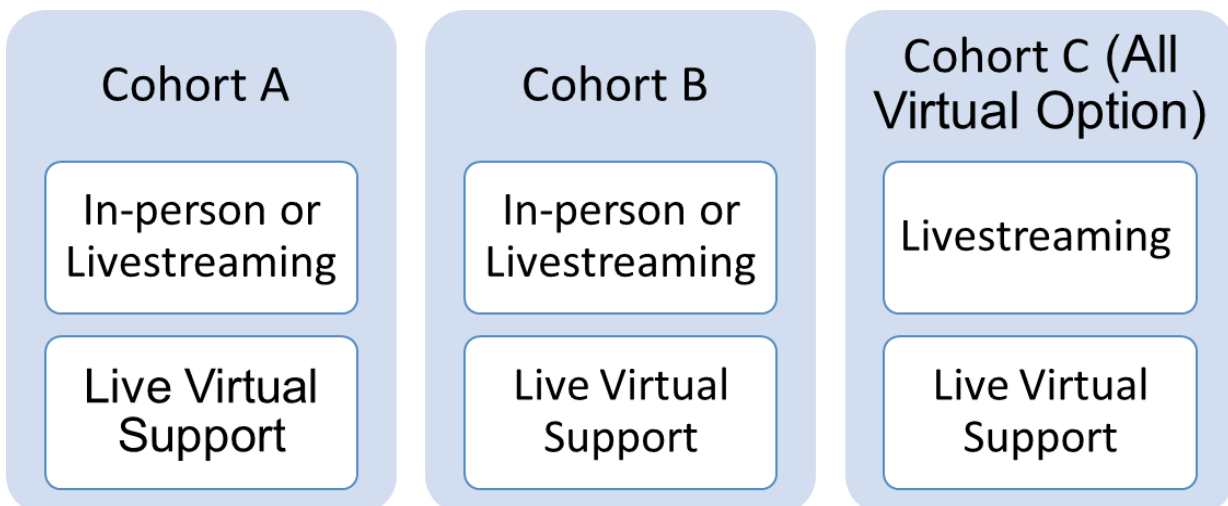
- The Superintendent will provide real time communications monthly that will include video presentations.
  - Presentations will be translated
- Provide parents with resources to communicate with their principals and administrators via the District's "Let's Talk" communication platform:
  - [Let's Talk Link](#)
- Mass Mailing and social media postings to include important contacts and other pertinent information.

## Hybrid Scheduling

The PPSD has chosen a Hybrid Schedule, AA/V/BB Day, which includes 50% Classroom Capacity model for instruction to facilitate social distancing. Phase II consists of a ½ day of school for in-person learning students. See the chart below for an illustration that reflects the hybrid and full remote learning models:



A hybrid-learning environment allows staff to monitor student movement, hallway traffic, and maintain safety according to State guidelines. Instructional and non-instructional staff schedules include designated time to support school building logistics required to maintain health and safety requirements. The hybrid model for Cohort A, B, and C students looks like:



Instructional staff will:

- (1) Reinforce social distancing protocol with students, co-teacher, and/or support staff.
- (2) Limit group interactions to maintain safety.
- (3) Support school building safety logistics (entering, exiting, restrooms, etc.).
- (4) Be familiar with district online protocols and platforms.
- (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.
- (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.
- (7) Provide regular feedback to students and families on expectations and progress.
- (8) Set clear expectations for remote and in-person students.
- (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.
- (10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).
- (11) Instruct and maintain good practice in digital citizenship for all students and staff.
- (12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.
- (13) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).
- (14) Limit on-line activities for pre-school students.

Administrators will:

In addition to administrators' non-instructional responsibilities, ensure quality of continued learning during both in-person or virtual learning by:

- (1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.
- (2) Provide virtual time for staff collaboration and planning.
- (3) Prioritize vulnerable student groups for face-to-face instruction.
- (4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.
- (5) Work with all staff to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.
- (6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.
- (7) Define and provide examples of high-quality instruction given context and resources available.
- (8) Assess teacher, student, and parent needs regularly.
- (9) Ensure students and parents receive necessary supports to ensure access to instruction.
- (10) Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).
- (11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.
- (12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

- (13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.
- (14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.
- (15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.
- (16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.
- (17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

#### All PPSD Staff will:

The Plainfield Public School District provides access and equity for all staff to ensure continuity of student learning. Staffing decision-making throughout the school year will consider unique needs of each staff member, such as access to technology, social and emotional health. The Phase II plan identifies roles and responsibilities of school administrators, teachers, instructional assistants, educational and services professionals that ensure continuity of learning and leverage existing resources and personnel to maximize student success. As schedules are adjusted, educators will maintain quality instruction for students and adhere to the minimum requirements set forth in NJDOE regulations. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency.

When creating staff schedules and assignments, Plainfield Public Schools complies with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State and Federal laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, the District will consult with legal counsel and collaborate with Unions, PEA and PASA. All staff have been given information on the NJ Families First Corona Virus Response Act.

While the State's Executive Orders are relevant, appropriate flexibilities will apply. The District will follow any guidance from the NJDOE Educator Evaluation Guidance for NJ Achieve. The NJDOE will provide a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance will apply to all Teachers, Principals, Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2020-2021, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

#### The PPSD School Start and End Times

All the PPSD schools start and end times are staggered as follows:

**Elementary: 8:00-12:30**

**Middle: 8:30-1:00**

**High Schools: 8:00-12:20**

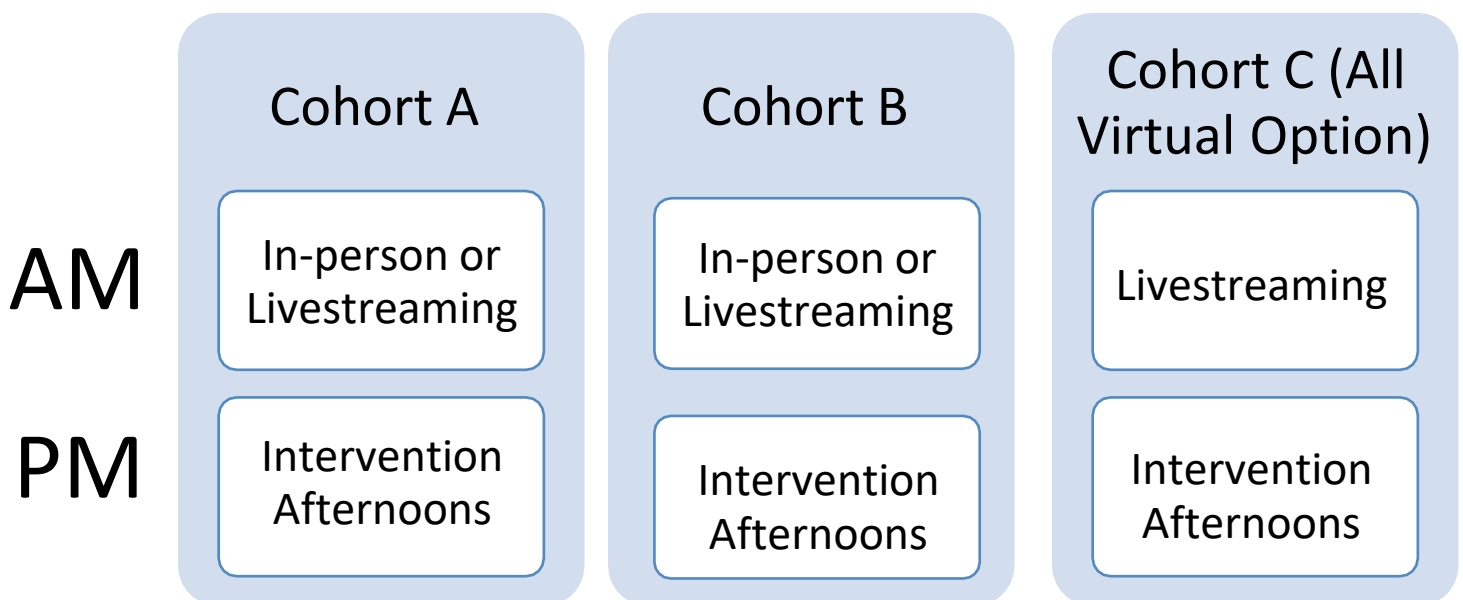
## In-Person and Hybrid Learning Environments

The district has developed a thoughtful, accessible remote learning plan using stakeholder input. Each school will support teachers and parents in the implementation of the hybrid-learning plan, respecting the needs of all students and staff and attending to the specific needs of their diverse community of learners. Teachers will provide a range of meaningful learning opportunities that meet the needs of all learners while prioritizing student engagement in both in-person and remote learning contexts. Students are responsible for completing all assigned work and asking clarifying questions when needed. Parents are encouraged to support students learning at home by establishing consistent routines, asking students about what they are learning, and reviewing assignments as appropriate.

Remote learning is learning that happens outside of the traditional classroom. In the PPSD hybrid instruction model, remote learning will be flexible in time, according to an AA/V/BB schedule, using both technological and non-technological approaches. The PPSD has provided each student with a technology device and purchased hot spots to support remote learning from home on this alternate day schedule. See Pages 16-18 and [Appendix I](#).

- We strongly encourage the following:
- Planning for remote and in-person learning that respects the needs of all students and staff
- Implementing remote and in-person learning that attends to the diversity of each community of learners to ensure that all students have equitable access to educational opportunities
- Structuring active student engagement with learning in accordance with age-appropriate thresholds
- Selecting content for remote and in-person learning that is aligned to the district's curriculum and the New Jersey State Learning Standards (NJSLs)
- Practicing consistent communication with students, families, and staff to understand instruction during implementation of the hybrid learning model

Students will access their remote learning assignments through the district Schoology platform. Students can access work and find support and resources for both online and non-online work on this common platform. Successful, consistent remote learning includes clearly articulated goals and clear communication among teachers, students, and families. The fully virtual students' instruction will take place via live stream. See the below graph that captures what the learning will look like for all Cohort A, Cohort B, and Cohort C:



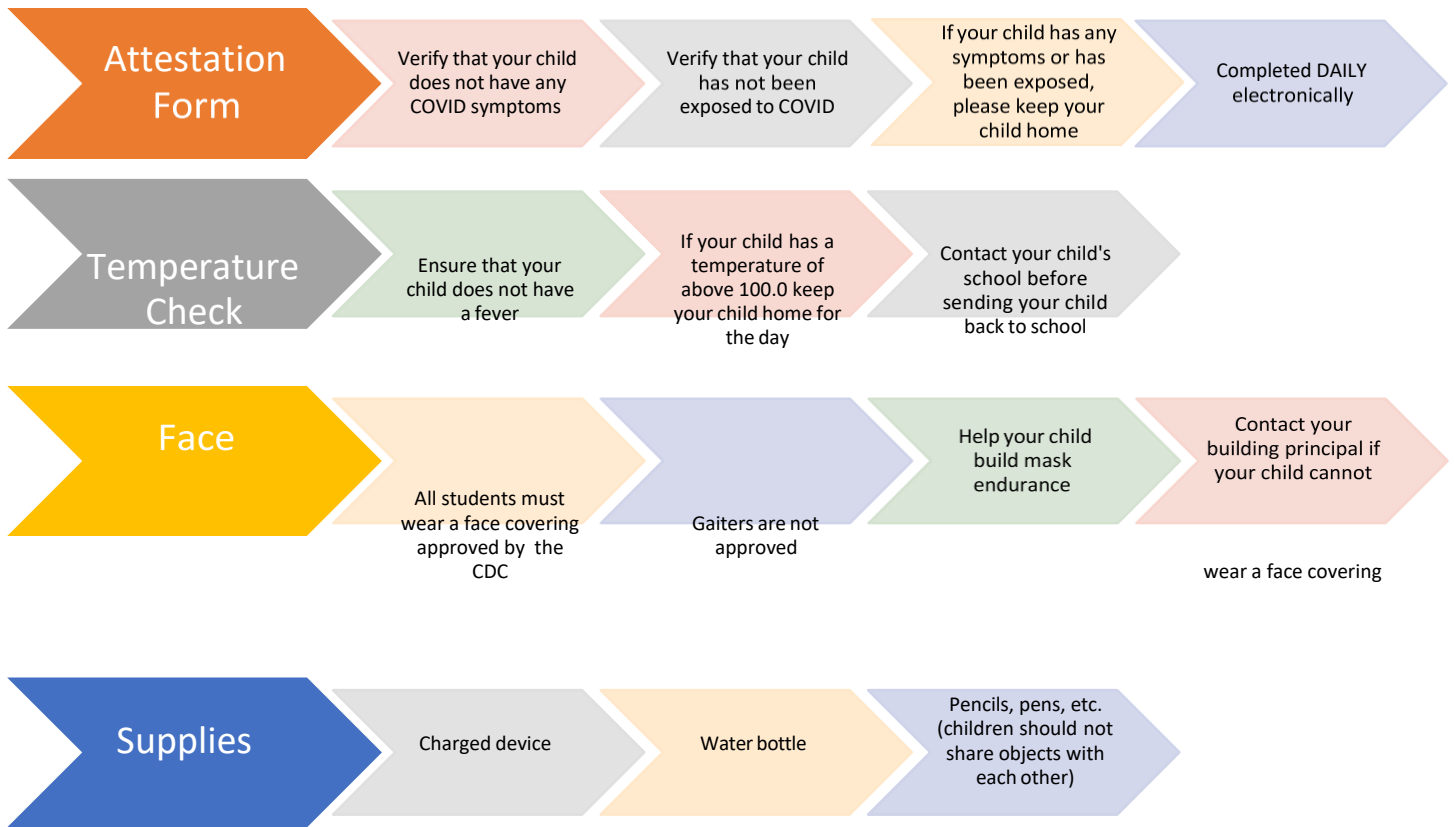
Hybrid Learning Example (November 2020 School Day Schedule)

| Monday                            | Tuesday        | Wednesday                                                                     | Thursday       | Friday         |
|-----------------------------------|----------------|-------------------------------------------------------------------------------|----------------|----------------|
| All Virtual Phase I               | Schools Closed | All Virtual Phase I                                                           | Schools Closed | Schools Closed |
| A-Day Cohort A<br>Phase II Begins | A-Day Cohort A | All Virtual Instruction for Students<br>8AM-12PM<br><br>Teacher PD<br>1PM-3PM | B-Day Cohort B | B-Day Cohort B |
| A-Day Cohort A                    | A-Day Cohort A | All Virtual Instruction for Students<br>8AM-12PM<br><br>Teacher PD<br>1PM-3PM | B-Day Cohort B | B-Day Cohort B |
| A-Day Cohort A                    | A-Day Cohort A | Schools Closed                                                                | Schools Closed | Schools Closed |

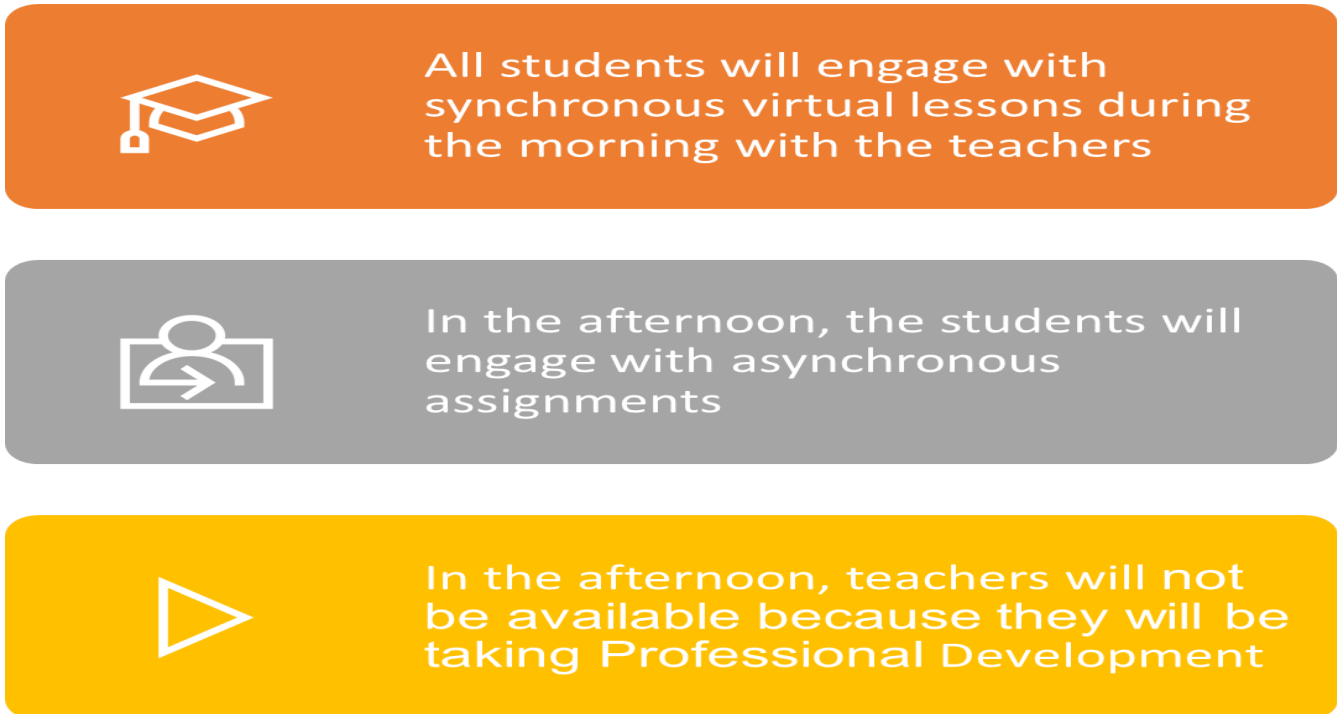
**Remote Learning Responsibilities During the Hybrid Learning Model**

|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Teacher Responsibilities</b>                  | <ul style="list-style-type: none"> <li>● Make remote learning activities available in a timely manner.</li> <li>● Be available at scheduled times to answer student/caregiver questions and provide timely feedback on student work.</li> <li>● Provide a range of meaningful learning opportunities that meet the needs of all learners</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Student Responsibilities</b>                  | <ul style="list-style-type: none"> <li>● Dedicate appropriate time to learning, as guided by the lessons provided by your teachers.</li> <li>● Remember to practice digital citizenship at all times and find a comfortable place at home where you can study and learn.</li> <li>● Complete your assigned work by the due date and be respectful to yourself, teachers and peers.</li> <li>● Check emails and teachers' websites daily for updates, or have your parents help you.</li> <li>● When working independently, plan to take some "brain breaks" to ward off fatigue and lack of concentration. Move around, have a snack, or talk to someone before resuming your work and submit all assignments by the provided due dates.</li> <li>● Communicate via email with teachers any problems you are having with assignments and/or technology, or have your parents email the teacher.</li> <li>● If you are having trouble with your device, refer to the district website for instructions.</li> <li>● Log on at designated time for daily lessons and review assigned work and complete your assigned work by the due date.</li> <li>● Ask clarifying questions when you need help or don't understand and be respectful to yourself, teachers and peers.</li> </ul> |
| <b>Parent/Caregiver/ Family Responsibilities</b> | <ul style="list-style-type: none"> <li>● Support your child in practicing digital citizenship and reviewing work assigned to the student.</li> <li>● Reserving a space for students to complete remote learning work independently and with few distractions.</li> <li>● Talking to students about their work every day and helping students establish and follow regular daily routines.</li> <li>● Encouraging adherence to all virtual/remote learning assignments.</li> <li>● Asking your child about his/her, assignments to further engage them in the learning.</li> <li>● Helping your child set daily goals and track progress toward meeting them.</li> <li>● Checking with your child to ensure assignments are completed by due dates.</li> <li>● Reminding your child to email teachers if they have any questions or need support in their learning.</li> <li>● Emailing teachers with any questions that younger student may have.</li> <li>● Regularly checking the district website for important information and updates <a href="http://www.plainfieldnj12.org/">http://www.plainfieldnj12.org/</a></li> <li>● Reach out to teachers and principals with any questions and concerns -- they are here to support you!</li> </ul>                               |

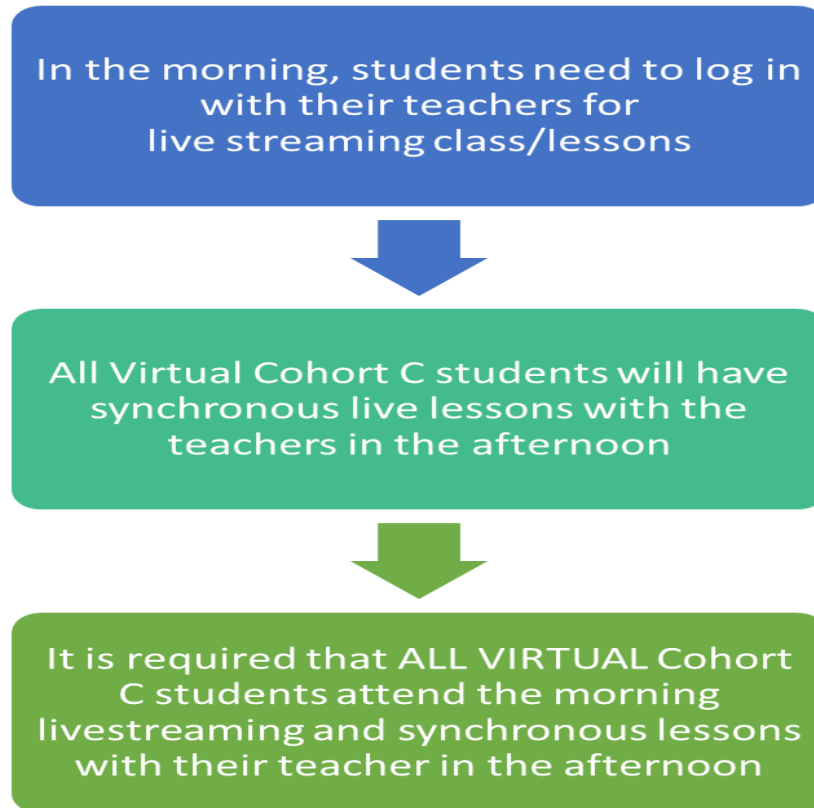
Section 1A – Parent Responsibilities BEFORE sending your child to school Daily



What does Virtual Wednesdays Look Like?



The PPSD students registered in the All Virtual Learning Model (Cohort C) will be engaged as follows:



For those families searching for support, either with your child's assigned device or assignments and/or grades, reference this below chart to show you with whom to contact (see Pages 16-18, Appendix I):

|                      |                                                                                                                                                          |
|----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Devices              | <ul style="list-style-type: none"><li>• Please contact your child's principal</li></ul>                                                                  |
| Internet             | <ul style="list-style-type: none"><li>• Please contact your child's principal</li></ul>                                                                  |
| Assignments & Grades | <ul style="list-style-type: none"><li>• Please contact your child's teacher</li></ul>                                                                    |
| Schoology & Apps     | <ul style="list-style-type: none"><li>• Email <a href="mailto:schoologysupport@plainfield.k12.nj.us">schoologysupport@plainfield.k12.nj.us</a></li></ul> |

The PPSD Has Moved to a New Learning Management System – **What is Schoology?**

Learning Management System that allows teachers to:

- Administer online curriculum materials.
- Track and report student data and information.
- Deliver online instruction within a blended classroom environment.
- Teachers focus on:
  - Increasing student engagement.
  - Creating deeper learning experiences.
  - Providing opportunities for communication and collaboration.
  - Assigning and collecting work electronically.
  - Fostering 21st Century Skills and Digital Citizenship.
- Engage with learning materials and the school community inside and outside of the classroom.
- Safe and monitored teacher/administrator/parent online environment.

|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>What Parents See</b></p>     | <ul style="list-style-type: none"> <li>• The classes your child is enrolled in.</li> <li>• The groups your child is a member of.</li> <li>• Your child's upcoming assignments and due dates.</li> <li>• School and class announcements and course updates.</li> <li>• Calendar.</li> <li>• Materials.</li> <li>• Graded Schoology assignments.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><b>Parent Expectations</b></p>  | <ul style="list-style-type: none"> <li>• Assist your child with managing their time</li> <li>• Stay connected with your child's teachers</li> <li>• Log into Schoology regularly to monitor your child's upcoming class work/assignments due dates</li> <li>• Limit distractions</li> <li>• Set goals for your child</li> <li>• Know where to find help, resources and ask questions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p><b>Student Expectations</b></p> | <ul style="list-style-type: none"> <li>• Students are expected to login to Schoology each school day to access their courses, instruction from their teachers, assignments, and educational materials.</li> <li>• Required work for the week will be posted on each Schoology course daily. All required work is due to the specified teacher.</li> <li>• Students are expected to check in each day to all Schoology courses.</li> <li>• Students are expected to attend and be on time for all live sessions.</li> <li>• Students are expected to be engaged.</li> <li>• Students are expected to put his/her phone or other digital devices away during instructional time.</li> <li>• It is the student's responsibility to check all of your courses in Schoology each day for work assigned and due dates.</li> </ul>                                                                                                                                                                                                    |
| <p><b>Parent Assistance</b></p>    | <ul style="list-style-type: none"> <li>• Schoology Open House Sessions in Spanish/English on 8/20, 8/24, 8/26 and 8/27 11am, 3pm and 7pm on each day listed above</li> <li>• Sign-up for student access account information and Parent login/usage training (sign-ups will be available as of August 26 via the district website)</li> <li>• On-going support will be available via email, support phone lines</li> <li>• Additional program help sessions will be scheduled and posted to the website beginning September 8</li> <li>• Communications will take place via email, School Messenger, District website and school-based communications</li> <li>• Parents can adjust Schoology email and app notifications</li> <li>• <a href="#">Schoology Parent Help Center</a></li> <li>• <a href="#">Technology Information for Plainfield Families</a></li> <li>• <a href="mailto:schoologysupport@plainfield.k12.nj.us">schoolgysupport@plainfield.k12.nj.us</a></li> <li>• three live hotlines will be posted</li> </ul> |





# Tech Support

## Technology and Connectivity

PPSD strives to ensure that every student has access to a device and internet connectivity. PPSD prioritizes the provision of technology, or, alternatively, in-person instruction, to students that are otherwise without access.

### **If You Are Experiencing Technical Issues:**

Parents, please contact our Helpdesk Department at (908) 731-4223 or E-mail: [helpdesk@plainfield.k12.nj.us](mailto:helpdesk@plainfield.k12.nj.us) For all other IT related questions, please call Rose Carson at (908) 705-3009.

## Technology FAQs

**Q:** My child is new to the district, how do I receive a device?

**A:** *Please contact your child's Principal for further instructions.*

**Q:** I have children in different schools within the district, how do I get their devices?

**A:** *Please contact each of your children's school Principals for further instructions.*

**Q:** I do NOT have internet access at home, what do I do?

**A:** *Please contact your child's school Principal to explain your need.*

**Q:** What is the cost of a replacement device and/or accessories?

**A:** *Please refer to the Section (Broken/Vandalized Devices)*

**Q:** My child broke their device, what do I do?

**A:** *Please refer to the Section (Broken /Vandalized Devices)*

**Q:** How do I add software to my device?

**A:** *All educational software necessary for student instruction has been preloaded. Additional software can be downloaded through Jamf Service App located on the home screen of the device. For all other educational software, please contact: [jcox@plainfield.k12.nj.us](mailto:jcox@plainfield.k12.nj.us), [svalente@plainfield.k12.nj.us](mailto:svalente@plainfield.k12.nj.us), or [jgordon@plainfield.k12.nj.us](mailto:jgordon@plainfield.k12.nj.us)*

**Q:** My child locked their device, what do I do?

**A:** *Contact Technical Support at 908-731-4423 or email helpdesk at [helpdesk@plainfield.k12.nj.us](mailto:helpdesk@plainfield.k12.nj.us)*

**Q:** I'm leaving the District, how do I return my child's device?

**A:** *All devices and accessories must be returned to your child's school prior to the District releasing any records.*

**Q:** My child's device has been lost/stolen, what do I do?

**A:** *All lost or stolen devices must be reported to your child's school and a theft, vandalism report must be filled out.*

### All Plainfield Public School District Students and Families Must Understand That:

- All students are allowed access to digital resources unless the school is notified in writing by the parent/guardian.
- All users of the District's network and equipment must always comply with the Plainfield Public School District policies – 61.42.1 Internet Safety and Technology, and Staff Use of Internet, Social Networks and Other Forms of Electronic Communication – File Code 4119.26 (enclosed in this document).
- All devices are on loan to students and remain the property of The Plainfield Board of Education.
- All users are accountable to all school, District, Local and State/Federal laws regarding the use of Technology.
- All use of technology, equipment, and the network must support the use of education.
- Students and families must follow all guidelines set forth in this document and by district staff.
- All rules and guidelines regarding the use of devices and technology are in effect before, during, and after school hours for all District devices whether or not your child is on or off of school campus.
- All files stored on the District's equipment or on the District's network are the property of the District and may be subject for reviewing and monitoring at all times.
- The term "devices" refers to laptops, iPads, batteries, power cord/chargers and bags/cases/covers. Each piece of equipment is issued as an educational resource. The conditions surrounding this equipment can be equated to those of a textbook or a school-issued calculator.
- Students are expected to keep the equipment in good condition. Failure to do so will result in extra cost for repair or replacement.
- Students are expected to report any damage to their device as soon as possible. This means no later than the next school day.
- Students who identify or know about a security concern or problem with their device are expected to convey the details to their teacher.
- Students are expected to notify a staff member immediately if they come across any inappropriate information such as images, messages that are threatening, dangerous, or anything that makes them feel uncomfortable.
- All users are expected to follow existing copyright laws and educational fair use policies and laws.
- Students may only log in under their assigned Plainfield Public Schools username. Students should not share their passwords with any other students at any time.
- Students may not loan equipment to any other person for any reason as parents will be held financially responsible for any loss or damage to their child's assigned device.
- Any failure to comply with the rules as outlined in this resource may result in disciplinary action. The Plainfield Public School District may remove any user's access from the Network without notice at any time if the user is engaged in any unauthorized activity.
- The Plainfield Public School District reserves the right to confiscate the equipment at any time.

### Parent/Guardian Responsibility

- Investigate and apply parental controls available through your home Internet Service Provider and/or your wireless router and make Internet safety the number one priority.
- Develop a set of rules/expectations for Internet use at home.
- Only allow Internet use in common rooms of the home (e.g. living room or kitchen) and not in bedrooms or closets. Demonstrate a genuine interest in what your student is doing while online. Ask questions and request that they show you his/her work often.
- If your child is visiting another household, be sure to ask about Internet safety and child monitoring.
- The rules and regulations are provided here so that students and parents/guardians are aware of the responsibilities that students accept when they utilize district owned technology equipment. In general, this requires efficient, ethical, and legal utilization of technology resources. **Violations of these rules and guidelines will result in disciplinary action** as per File Code 5131 Code of Conduct/Discipline.
- Electronic Guidance for Students & Parents

| Device/Accessories            | Cost     |
|-------------------------------|----------|
| iPad Wi-Fi 32 Space Gray      | \$459.00 |
| Logitech Rugged iPad Case     | \$59.00  |
| Apple 12 W. USB Power Charger | \$19.00  |
| Apple Lightening to USB Cable | \$29.00  |

All use of technology must:

- Support students and be age appropriate
- Do not share logins and passwords
- Do not develop programs to harass, hack, bring viruses or change others files
- Follow Internet safety
- All files must be school/app appropriate material and exclude explicit or improper references to alcohol, gangs, drugs, obscene language, nudity, bullying, harassment, discriminatory or prejudice behavior
- Equipment Use & Care
- Devices must be placed/stored in a safe place
- Device must be covered with designated protective case or cover at all times
- Protect the device from extreme heat, cold, food and drinks, infants, and pets
- Completely shut down your device before traveling
- Do not leave the device in a car
- Always use two hands to carry the device
- Do not deface district issued equipment in any way. This includes, but is not limited to markings, painting, drawings, or marring any surface of the device
- The protective case for the device should never be removed, for any reason, as doing so will lead to damage to the device for which you will be responsible
- You are not allowed to load personal software onto your district owned device
- Broken/Vandalized Devices
- Accidents do happen. There is a difference, however, between an accident and negligence.
- If any equipment is lost, the student or parent must report it to the school's administration and teacher immediately. The school's administrator will then reach out to the District's Information Technology Department.
- The circumstances involving the loss/theft/damage for each situation will be investigated. The Information Technology Department will make a determination regarding replacement. Parents/guardians will be held financially responsible for the loss/theft/damage of equipment.
- If the device has been stolen or lost, the school must be notified. The parents are to file a police report immediately. A copy of the police report must be provided to the school by the parent or student within five (5) days.
- The first infraction regarding a lost or stolen device will be a rate of \$50. The second infraction regarding a lost or stolen device will be \$100. The third infraction regarding a lost or stolen device will result in paying for the full device. Reminder, it is the parents' and students' responsibility to report lost and/or stolen equipment to the proper school officials. The cost of the devices and accessories is in the list below:

Digital Code of Conduct

Proper behavior as it relates to the use of technology is no different than behavior in all other aspects of District activities. All users are expected to use the District's technology resource in a legal, responsible, ethical, and polite manner. The digital citizenship guidelines are intended to clarify those expectations as they apply to computer and network usage and are consistent with the Plainfield Public Schools Board policy on use of technology resources in instruction. A student who knowingly violates any portion of the digital citizenship expectation will be subject to suspension and/or revocation of privileges on the District's Network and will be subject to other disciplinary actions in accordance with the school's policy. [Appendix H: Device Student/Parent Consent](#), [Appendix I: Information Technology Support](#). Pages 35-36.

## Section 2: General Health and Safety

The Health and Safety Section of the Hybrid Plan identifies Critical Areas of Operation which the District has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours. [Appendix B: Mental Health Services and Steps](#), [Appendix J: Health and Safety Protocols](#), Page 29 and 37.

### Classrooms, Testing and Therapy Rooms

- Ensure that students are seated at least six feet apart within the classroom including the use of physical barriers between desks and turning desks to face the same direction or having students sit on only one side of the table, spaced apart
- Ensure that other instructional and non-instructional rooms comply with social distancing standards to the greatest extent practicable
- Provide for limited use of shared objects when possible and clean such objects between uses
- Ensure that indoor facilities have adequate ventilation, including by: maintaining operational heating and ventilation systems where appropriate; ensuring that recirculated air has a fresh air component; opening windows if A/C is not provided; and maintaining filters for A/C units, according to manufacturer recommendations
- Ensure that hand sanitizing stations or hand sanitizer bottles are maintained with alcohol-based hand sanitizers in the classrooms, at entrances and exits of buildings, and near lunchrooms and bathrooms
- Ensure that existing handwashing stations with soap, water, and alcohol-based hand sanitizers are full
- Include provisions that facilitate student hand washing at regular intervals (or use of alcohol based hand sanitizer if washing with soap and water is not possible), such as designating times for students to wash hands (e.g. before eating, after using the restroom, and after blowing their nose/coughing/sneezing), use of signage to encourage hand washing

The PPSD supports social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications will be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

- 1.) When social distancing is difficult or impossible, face coverings will be required for students, and face coverings are mandated for visitors and staff unless it will inhibit the individual's health.
  - a) All parents are asked to send their children to school with a face covering. Enforcing the use of face coverings may be impractical for younger children or individuals with disabilities as such social distancing will serve as a classroom norm in all buildings.
- 2.) In a classroom setting where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks but should be worn when moving about the classroom.
- 3.) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.
- 4.) Use of shared objects should be limited when possible or cleaned between uses.
- 5.) All indoor facilities in district will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.

- 6.) PPS school district will prepare and maintain hand-sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
- a.) In the classrooms (for staff and older children who can safely use hand sanitizer).
  - b.) At entrances and exits of buildings.
  - c.) Near lunchrooms and toilets.
  - d.) Children ages five and younger will be supervised when using hand sanitizer.
  - e.) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- 7.) Schools have developed a comprehensive school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.
- a.) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.
- 8.) Limit use of supplies and equipment to one group of children at a time and clean and disinfect between uses. When possible, ensure adequate supplies to minimize sharing of high touch materials to the extent possible. Teachers will remind students not to share electronic devices, toys, books, and other games or learning aids, or thoroughly clean and disinfect between use.
- 9.) Within the hybrid learning model (see appendix):
- a.) Where possible, classes will stay together to include the same group of children each day (cohorts).
  - b.) Building level plans are designed for minimal mixing between groups/cohorts.
  - c.) School plans allow for outdoor classrooms where possible and when seasonally appropriate.
  - d.) Plans reflect additional time/periods for lunch to ensure proper social distancing during lunch and recess periods, which also ensures students, have time to wash their hands.
  - e.) All building plans support the practice of handwashing throughout the day and during transition times. [Appendix J: Health and Safety Protocols](#), Page 37-38.

The PPSD prioritized its Air Quality Preparation in the following manner:

In-door air quality test performed in all buildings.

Vents cleaned in all buildings.

Window hardware repaired throughout the District.

Outside vendor to install air purification systems to improve air quality in all campuses.

## **Section 3: Transportation**

The PPSD Transportation will follow the guidelines from the NJDOE “The Road Back” for the safety of students and staff. All school buses will be sanitized, disinfected daily, and after each route. Students’ temperatures will be checked prior to boarding the bus as part of the health screening. We will maintain social distance practices on our school buses to the maximum extent practicable. If we are unable to maintain social distancing, based on our available resources and transportations demands, a face covering must be worn by all students who are able to do so upon entering the bus. If students cannot wear a face covering based on their needs, there will be a vacant row between students. Students will be allowed to share seats only if they are from the same household. Liquid hand sanitizer will not be used on buses as it is not recommended.

- Students are required to wear face coverings if the student can do so, while providing accommodations as appropriate for young students or students with disabilities.
- An extra supply of face coverings should be maintained on school transportation vehicles for riders who forget to bring them.
- Special accommodations will be made to address specific student exceptionalities as needed.
- Maintain social distancing practices on buses to the maximum extent practicable.
  - For example, sitting at evenly spaced intervals, sitting family members together, and closing down everyother row of seats.
- Best practices for cleaning and disinfecting school buses and other transport vehicles will be implemented.
- Buses will follow the same cleaning protocols as are used in occupied school buildings.
- Buses will be well ventilated at all times with windows opened to optimize the circulation of fresh clean air.
- The use of touch-free stations where possible will be utilized.
- Clean and disinfected transportation vehicles regularly, focusing on frequent cleaning of touched surfaces in the vehicle (e.g., surfaces near the driver’s seat, hard seats, door handles, seat belt buckles, light and air controls, doors and windows, grab handles) between routes will be in effect.
- The safety of all those using our student transportation is our number one concern.

## Section 4: Student Flow, Entry, Exit and Common Areas

The PPSD has developed a policy which includes the process and location for student and staff health screenings, if necessary. The process will include screening upon arrival for symptoms and history of exposure, visual check of students for symptoms and/or confirmation with families that students are free of COVID-19 symptoms, documentation of when signs/symptoms are observed, and any necessary accommodations for students with disabilities. The schools will contain physical guides or markings to help ensure that staff and students remain at least six feet apart in lines to enter or exit the building and at other times, and require utilization of face coverings when physical distancing (six feet) cannot be maintained for individuals waiting to enter or exit a building. All schools' individual websites contain the flow, entry, exit, and common areas details.

The PPSD's transition from the fully remote learning to the hybrid model plans maintain if physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building, utilization of face coverings will be required. Schools will have physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

- 1.) Schools have prepared additional requirements defined in the respective building plans (see appendix):
  - a.) Established "one-way routes" in hallways.
  - b.) Maintain social distancing in hallways and common areas.
  - c.) Minimize the number of non-essential interactions between students and staff throughout the school day.
  - d.) Created student cohorts as an effective strategy to limit exposure and contact.
  - e.) Limit commingling between classes or other district-set groups of students.
  - f.) Minimize social distanced large group gatherings
  - g.) Building plans reflect a system that allows for physical distancing throughout the school day.
  - h.) Hand sanitizer is strategically located throughout the school buildings.
  - i.) Signage will be placed around school buildings to provide hygiene advice and reminders.
- 2.) School plans limit the number of students in the hallway at the same time by staggering release from classrooms ensuring that students remain at least 6 feet apart.
- 3.) To keep traffic in the hallways within social distancing protocols, students will not utilize their lockers.
- 4.) Schools plans reflect that designated full in-person students will eat lunch in the cafeteria practicing social distancing which will be proctored by teacher duty assignments. Students participating in full virtual and hybrid learning programs will grab and go for lunch. [Appendix J: Health and Safety Protocols](#), Page 37-38.

## Section 5: Screening, PPE and Response to Students and Staff Presenting Symptoms

The PPSD has developed protocols following the CDC and NJDOE "The Road Back" for students, staff, and families. These were created to ensure the health and safety of all PPSD stakeholders related to COVID-19 for the reopening of schools [Appendix J: Health and Safety Protocols](#), Page 37-38. [See Page 36 for face covering guidelines.](#)

## **Section 6: Facilities Cleaning Practices**

- (1) All PPSD employees will adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise.
- (2) The Policy establishes cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:
  - (a) A schedule for increased routine cleaning and disinfection.
  - (b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).
  - (c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.
  - (d) 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 are:
    - (i) Classroom desks and chairs;
    - (ii) Lunchroom tables and chairs;
    - (iii) Door handles and push plates;
    - (iv) Handrails;
    - (v) Kitchens and bathrooms;
    - (vi) Light switches;
    - (vii) Handles on equipment (e.g. athletic equipment);
    - (viii) Buttons on vending machines and elevators;
    - (ix) Shared telephones;
    - (x) Shared desktops;
    - (xi) Shared computer keyboards and peripheral devices;
    - (xii) Drinking fountains will be closed and students and staff are encouraged to bring their own water bottle.
    - (xiii) School bus seats and windows.
  - (e) Sanitize bathrooms hourly, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).



## **Section 7: Meals**

Students will be provided with breakfast and lunch each school day to be served via a “Grab and Go” style. During dismissal from their “Brick and Mortar” day, students will “Grab and Go” a bag of both breakfast and lunch for their virtual and/or next in-person learning day. For those select students attending school in-person each day, the cafeterias will be used following the Board’s below plan:

- (a) Stagger times to allow for social distancing and clean and disinfect between groups.
- (b) Discontinue family style, self-service, and buffet.
- (c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.
- (d) Space students at least six feet apart.
- (e) Require individuals wash their hands after removing their gloves or after directly handling used food service items.

**Breakfast/Lunch:**  
Schools will provide breakfast & lunch  
“to go” at dismissal so that students may  
eat at home

## **Section 8: Recess/Physical Education**

The PPSD completed an inventory of outdoor spaces and marked off areas to ensure separation between students. Recess will be staggered by groups and staff must disinfect playground equipment and other shared equipment between uses. PPSD locker rooms will be closed. Students are encouraged to wear comfortable clothing and safe footwear to school so they can participate in physical education classes without needing to change. All schools will ensure:

- Recess and/or other outdoor activities are staggered
- Utilization of cones, flags, tape, or other signs to maintain six feet of space between groups participating in recess or other outdoor activities
- Students wash their hands with soap immediately after outdoor playtime
- The use of playground equipment is staggered and implement frequent disinfecting protocols
- Close or stagger the use of and frequently disinfect, locker rooms, if necessary
- Minimize sharing of equipment and clean and disinfect equipment between each use
- Designate specific areas for each class during recess to avoid cohort mixing

## Section 9: Field Trips, Extra-Curricular Activities and Use of Facilities Outside of School Hours

Extra-Curricular activities, including after school and/or expanded learning, field trips, and home instruction, are an important part of our students' physical, social, emotional, and academic development and well-being. The benefits are plentiful but many logistical, structural, and public health challenges still exist. Accordingly, the District's first priority is the safety of our students, staff, and community-at-large. All participating students are expected to attend their respective out-of-school time program on all scheduled days, whether face-to-face or digital, as in alignment with the State and District regulations.

The out of school time academic support programs, such as 21<sup>st</sup> Century Community Learning Centers, Family Friendly Centers, and the Ramp Up Academy, will occur in alignment with the schools' AA/BB schedule adhering to all health and safety protocols (see Critical Area of Operation #10A). Because of the ½ school day schedule, all after school programs will continue to operate fully remotely. Any student participating in the District's Virtual Academy is eligible to also participate in an after-school program as long as the program takes place at the student's home school. At this time, the District will adhere to the CDC and The Road Back recommendations, as there will be no out-of-school field trips, no school assemblies, and no gatherings of groups/classrooms of students. Teachers and programs may schedule virtual field trips, however. State regulations require that the District continue to provide home instruction (NJAC 6A:16-10.1-2) for eligible students. As such, home instruction will continue to take place, when necessary, and will be implemented remotely. All home instruction teachers will connect with their students utilizing the virtual platform the District authorizes, such as Zoom, Google Meet, and Schoology.

Organizations requesting use of District facilities must follow the District's facilities request process and adhere to all masking, hygiene, and social distancing procedures. We value the support that our extra-curricular learning activities provide students. We understand our students may have experienced a learning loss and that we need to get our students back on track and learning grade-level content. Where possible, the District will find ways to continue executing these important after school learning experiences while also adhering to public and safety guidance.

The after school/extra-curricular programs facilitated by the District will continue to be accessible by all students. Each after school site will provide academic and enrichment support to eligible participants virtually. The start and end dates/times vary from program to program. The below table demonstrates the day-to-day structure with a week of the District-led after school programs:

| <b>Program</b>        | <b>Monday</b>       | <b>Tuesday</b>      | <b>Wednesday</b>    | <b>Thursday</b>     | <b>Friday</b>       |
|-----------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 21 <sup>st</sup> CCLC | All Cohort Students | All Cohort Students | All Cohort Students | All Cohort Students | All Cohort Students |
| FFC                   | All Cohort Students | All Cohort Students | All Cohort Students | All Cohort Students | All Cohort Students |
| Ramp-Up Academy       | No Program Day      | All Cohort Students | All Cohort Students | All Cohort Students | No Program Day      |

## Appendix A-1: Elementary Hybrid Learning Resources

| If your in-person lesson focuses on this:                                               | Students can do this remotely:                                                                                                                                                                                                                                                                                                                                                                            | Recommended digital resources:                                                                                                              |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| K-2<br>Phonics                                                                          | <ul style="list-style-type: none"> <li>Collect items or make a collage of items that have the same sounds</li> <li>Picture sorts of words that have the same beginning or ending sound</li> <li>View a video lesson to support phonics skills be taught (OG skills and routine)</li> </ul>                                                                                                                | Starfall<br>ABCya                                                                                                                           |
| K-2<br>Reading                                                                          | <ul style="list-style-type: none"> <li>Read a book and draw/write what happened in the B-M-E</li> <li>Practice retelling the story you read using the sequence words</li> <li>Write or draw the problem in the story</li> </ul>                                                                                                                                                                           | Scholastic Literacy Pro<br>Readworks.org<br>Newsela (gr.2)<br>Storyline online<br>Learning A-Z                                              |
| K-2<br>Writing Craft                                                                    | <ul style="list-style-type: none"> <li>Revise draft to change sentences from telling to showing</li> <li>View mini lesson on writing topic or skill</li> </ul>                                                                                                                                                                                                                                            | Learning A-Z<br>Brainpop                                                                                                                    |
| 3-5<br>Reading informational text (including social studies, science, or other content) | <ul style="list-style-type: none"> <li>Read a section of text and write a response that incorporates ideas from the face-to-face lesson and the independent reading</li> <li>Read or listen to an article from Readworks or Newsela related to the topic being studied and annotate page</li> <li>Create 3 column chart labeled fact, questions, and response (FQR) and complete while reading</li> </ul> | Scholastic Literacy Pro<br>Readworks.org<br>Newsela<br>Google Docs<br>Padlet<br>Flipgrid                                                    |
| 3-5<br>Reading a literary text                                                          | <ul style="list-style-type: none"> <li>Discuss/write inference you have about the text and state the text evidence which supports your inference</li> <li>Compare/contrast character traits at the beginning and at the end of the story</li> <li>Create a mind map with reading-be prepared to share in class</li> </ul>                                                                                 | Scholastic Literacy pro                                                                                                                     |
| Introducing content-specific vocabulary                                                 | <ul style="list-style-type: none"> <li>Construct a vocabulary map about the concept that includes: "original" definition; synonyms; antonyms; examples; sentence application; visual interpretation; etc.</li> <li>Watch a video to gather more detail about the concept and write a response explaining how your understanding changed as a result.</li> </ul>                                           | Learning A-Z<br>Newsela<br>Brainpop<br>Padlet                                                                                               |
| Writing craft                                                                           | <ul style="list-style-type: none"> <li>Revise a piece of original writing to incorporate feedback from teacher or peers</li> <li>Revise a piece of writing to incorporate language, structure, or to add dialogue</li> <li>View video of mini-lesson</li> </ul>                                                                                                                                           | Google Docs<br>Brainpop                                                                                                                     |
| Analyzing and solving mathematical task                                                 | <ul style="list-style-type: none"> <li>View video or read a mathematically rich children fiction or non-fiction book.</li> <li>Use objects, draw a picture, make a chart, list, or graph, create an equation to represent the problem.</li> <li>Use a graphic organizer to make sense of math vocabulary, quantities and relationships in the problem's situations.</li> </ul>                            | Ready Classroom Math Digital Experience<br>I-Ready Digital Platform<br>Google Classroom<br>Math Learning Center (virtual manipulatives)     |
| Communicating mathematically                                                            | <ul style="list-style-type: none"> <li>Explain mathematical thinking to a guardian, sibling, partner or stuffed animal.</li> <li>Use objects, pictures, drawings, actions, clear definitions and mathematical notation to justify solutions.</li> </ul>                                                                                                                                                   | Ready Classroom Math Digital Experience<br>I-Ready Digital Platform<br>Google Classroom<br><br>Math Learning Center (virtual manipulatives) |
| Using mathematical tools                                                                | <ul style="list-style-type: none"> <li>Use tools concrete objects (cubes, geometric shapes, place value manipulatives, etc.), drawings or diagrams (number lines, tally marks, tape diagrams, tables, graphs, etc.), models of mathematical concepts, or measuring tools.</li> </ul>                                                                                                                      | Math Learning Center (virtual manipulatives)<br>Desmos                                                                                      |
| Strengthen ,reinforce mathematical foundational/ procedure skills and concepts          | <ul style="list-style-type: none"> <li>Identify numbers, and number structure (base 10 system)</li> <li>Reinforce properties of operations/ math facts and concepts through song, games, etc.</li> </ul>                                                                                                                                                                                                  | I-Ready Program                                                                                                                             |

## Appendix A-2: Intermediate Hybrid Learning Resources

| If your in-person lesson focuses on this:                                                | Students can do this remotely:                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Recommended digital resources:                              |
|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Reading informational text (including history, science, or other content)                | <ul style="list-style-type: none"> <li>Preview or review a text and take structured notes (Cornell, etc.) in preparation for in-person discussion</li> <li>Read a section of text and write a response that compares ideas from the face-to-face lesson and the independent reading</li> <li>Read a section of text and prepare a summary slide that will be shared in a class/group presentation</li> </ul>                                                                              | Newsela<br>Google docs<br>Google Slides and Schoology       |
| Reading a literary text                                                                  | <ul style="list-style-type: none"> <li>Research the author, setting, or circumstances in the story and write a summary</li> <li>Compare an element of the text (character, theme, use of language, setting, etc.) with another text in writing or visually</li> <li>Identify how and why a character changes</li> </ul>                                                                                                                                                                   | Scholastic Literacy Pro<br>HMH <i>Into Literature</i> ebook |
| Introducing a content-specific concept (e.g. adaptation, nationalism, perspective, etc.) | <ul style="list-style-type: none"> <li>Construct a vocabulary map about the concept that includes: an "original" definition; synonyms and/or antonyms; examples; sentence application; visual interpretation; etc.</li> <li>Watch a focused video to gather more detail about the concept and write a response explaining how your understanding of the concept changed as a result.</li> </ul>                                                                                           | Discovery Education Techbooks                               |
| Word Problems and/or Equations                                                           | <ul style="list-style-type: none"> <li>Compose a short story problem and write an equation to solve</li> <li>Given an equation, write a story for the problem</li> </ul>                                                                                                                                                                                                                                                                                                                  |                                                             |
| Presenting a controversial issue                                                         | <ul style="list-style-type: none"> <li>Construct a pro/con graphic organizer based on research of the issue</li> <li>Write a brief argument that includes a clear stance supported by evidence</li> </ul>                                                                                                                                                                                                                                                                                 | Gale Research in Context database                           |
| Writing craft                                                                            | <ul style="list-style-type: none"> <li>Revise a piece of original writing to incorporate feedback from teacher or peers</li> <li>Draft two possible versions of a section of a longer piece (opening, closing, description, counterargument, etc.) for which you will receive peer feedback</li> <li>Use a writing exemplar to draft a similar piece. For example, if you analyze a poem in class, students can use the same structure and language to write their own poetry.</li> </ul> | Google Docs                                                 |
| Research-based writing                                                                   | <ul style="list-style-type: none"> <li>Paraphrase an informational passage, retaining the most important information while avoiding plagiarism.</li> </ul>                                                                                                                                                                                                                                                                                                                                | Gale Research In Context for Middle School                  |
| Analyzing and solving mathematical task                                                  | <ul style="list-style-type: none"> <li>View mathematically rich videos.</li> <li>Read, print or digital media/articles related to mathematics. Identify important quantities in a practical situation.</li> <li>Create diagrams, 2-by-2 tables, graphs, flowcharts and formulas to analyze mathematical problems.</li> </ul>                                                                                                                                                              | Discovery Education<br>TED ED Math                          |
| Communicating mathematically                                                             | <ul style="list-style-type: none"> <li>Use verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays.</li> <li>Use appropriate math terminology</li> <li>Explain mathematical thinking to others and respond to others' thinking by posing questions like "How did you get that?", "Why is that true?" "Does that always work?"</li> </ul>                                                                  | Google Classroom                                            |
| Use mathematical tools                                                                   | <ul style="list-style-type: none"> <li>Use tools to explore and deepen understanding. Suggested tools are : concrete objects (cubes, geometric shapes, place value manipulatives, etc.), drawings or diagrams (number lines, tally marks, tape diagrams, tables, graphs, etc.), models of mathematical concepts, or measuring tools.</li> </ul>                                                                                                                                           | Math Learning Center (virtual manipulatives)<br><br>Desmos  |
| Strengthen, reinforce mathematical foundational/ procedure skills and concepts           | <ul style="list-style-type: none"> <li>use repeated reasoning to understand algorithms and generalize about pattern</li> <li>apply properties to generate expressions and its' equivalent</li> <li>Reinforce algebraic properties and mathematical concept through games</li> </ul>                                                                                                                                                                                                       | ALEKS Program                                               |

## Appendix A-3: Secondary Hybrid Learning Resources

| If your in-person lesson focuses on this:                                           | Students can do this remotely:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Recommended digital resources:                                                      |
|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Reading informational text (including history, science, or other content)           | <ul style="list-style-type: none"> <li>Preview or review a text and take structured notes (Cornell, etc.). Based on your notes, prepare open-ended questions that you will contribute to a class discussion</li> <li>Read a section of text and write a response that incorporates ideas from the face-to-face lesson and the independent reading</li> <li>Read a section of text and prepare a summary slide that will be shared in a class/group presentation</li> <li>Watch a video or read another text on the same topic. How do the two versions differ in terms of author's perspective or bias?</li> </ul> | Google Slides                                                                       |
| Reading a literary text                                                             | <ul style="list-style-type: none"> <li>Research the author, setting, or circumstances in the story and write a summary of your findings.</li> <li>Compare an element of the text (character, theme, use of language, setting, etc.) with another text in writing or visually</li> <li>Trace the development of a character throughout a longer text.</li> </ul>                                                                                                                                                                                                                                                    | HMH <i>Into Literature</i> ebook                                                    |
| Introducing a content-specific concept (e.g. osmosis, feudalism, romanticism, etc.) | <ul style="list-style-type: none"> <li>Construct a vocabulary map about the concept that includes: "original" definition; synonyms and/or antonyms; examples; sentence application; visual interpretation; etc.</li> <li>Watch a targeted video to gather more detail about the concept and write a response explaining how your understanding changed as a result.</li> </ul>                                                                                                                                                                                                                                     |                                                                                     |
| Presenting a controversial issue                                                    | <ul style="list-style-type: none"> <li>Construct a pro/con graphic organizer based on research of the issue.</li> <li>Write a brief argument that includes a clear stance supported by evidence.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | Gale Research in Context for High School                                            |
| Writing Craft                                                                       | <ul style="list-style-type: none"> <li>Revise a piece of original writing to incorporate feedback from teacher or peers</li> <li>Revise a piece of writing to incorporate language, structure, or other elements studied in the classroom</li> </ul>                                                                                                                                                                                                                                                                                                                                                               | Google Docs                                                                         |
| Research Skills                                                                     | <ul style="list-style-type: none"> <li>Apply taught search strategies to identify several relevant and credible sources for a given topic.</li> <li>Synthesize information from several sources to build an argument that supports your thesis.</li> <li>Refer to an exemplar "Works Cited" page to construct your own Works Cited page in MLA format.</li> </ul>                                                                                                                                                                                                                                                  | Gale Research in Context for High School                                            |
| Analyzing and solving mathematical task                                             | <ul style="list-style-type: none"> <li>View mathematically rich videos.</li> <li>Read, print or digital media/articles related to mathematics. Identify important quantities in a practical situation</li> <li>Depending on the context of the problem, transform algebraic expressions or change the viewing window on a graphing calculator to get the information they need.</li> </ul>                                                                                                                                                                                                                         | Discovery Education<br>Google Classroom<br>TED ED Math<br>NY Times Learning Network |
| Communicating mathematically                                                        | <ul style="list-style-type: none"> <li>Make conjectures and build a logical progression of statements to explore the truth of those conjectures.</li> <li>Justify conclusions, communicate them to others, and respond to the arguments of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                      | Google Classroom                                                                    |
| Use mathematical tools                                                              | <ul style="list-style-type: none"> <li>Use tools to explore and deepen students' understanding of concepts. Suggested pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer algebra system, statistical package, or dynamic geometry software.</li> </ul>                                                                                                                                                                                                                                                                                                                        | Desmos<br>Geometry Sketchpad                                                        |
| Strengthen ,reinforce mathematical foundational/ procedure skills and concepts      | <ul style="list-style-type: none"> <li>Create equivalent expressions from an algebraic expression, factor, compose function and transform figures</li> <li>Derive formulas or generalize</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                | ALEKS Program                                                                       |

## Appendix B: Mental Health Services and Steps

### **Mental Health Services**

As students return to school, they may experience anxiety, grief, or other negative feelings due to the trauma of the COVID-19 pandemic. To support our students, the school support staff will assess the need of our students and provide a three-tiered approach of support:

Tier 1: Classroom presentations (provided in person or virtually)

Tier 2: Targeted small group skill-building (provided in person or virtually)

Tier 3: Individual and intensive, case management, and referral (provided in person or virtually)

Additionally, child resiliency strategies will be emphasized in school culture and climate activities

### **Mental Health Services Steps**

To address the mental health needs of our PPSD students we will take the following steps:

Step 1. A student will be referred to the social worker or guidance counselor by the classroom teacher.

Step 2. The social worker and/or the guidance counselor will meet with that child to determine the student's needs.

Step 3. The social worker and/or guidance counselor will determine a support plan for the student.

Step 4. Students receiving mental health services will be reevaluated at the discretion of the social worker/school counselor on an ongoing basis.

## Ensuring Delivery of Special Education and Related Services to Students with Disabilities

PPSD coordinates Special Education programs consistent with guidance from the United States Department of Education, the Individuals with Disabilities Education Act (IDEA), and the New Jersey State special education regulations for students with disabilities to the greatest extent possible. Programs that'll participate in daily in-person instruction are Multiple Disabled, Behavior Disability, and Preschool Disabled ([Appendix C: PPSD Related Services Reopening Scenario](#), [Appendix D: PPSD MD Program Reopening](#), [Appendix E: Resource Program Reopening](#) or Program Plans). Other Special Education Programs (LLD, Resource, and Inclusion) will follow the district's Hybrid AA/V/BB Day Cohort model. Related services will be provided both virtually (teletherapy) and in-person at school following safety protocols as outlined by the District's original reopening guidelines ([Appendix C: PPSD Related Services Reopening Scenario](#), [Appendix D: PPSD MD Program Reopening](#), [Appendix E: Resource Program Reopening](#) for Related Services information).

PPSD Hybrid Scenario

| <b>Related Services</b>     |                                                                                                                                                                                                                           |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <b>Safety Protocols</b>                                                                                                                                                                                                   |
| <b>Speech</b>               | <ul style="list-style-type: none"> <li>● Social distancing protocols</li> <li>● Teletherapy when social distancing is not possible &amp; for Virtual School students</li> <li>● Push-in sessions when possible</li> </ul> |
| <b>Occupational Therapy</b> | <ul style="list-style-type: none"> <li>● Social distancing protocols</li> <li>● Teletherapy when social distancing is not possible &amp; for Virtual School students</li> </ul>                                           |
| <b>Physical Therapy</b>     | <ul style="list-style-type: none"> <li>● Social distancing protocols</li> <li>● Remote parent consultation</li> </ul>                                                                                                     |
| <b>Counseling</b>           | <ul style="list-style-type: none"> <li>● Social distancing protocols</li> <li>● Teletherapy when social distancing is not possible &amp; for Virtual School students</li> </ul>                                           |

**Self-Contained Program Reopening Guidelines/Recommendations**

|                                   | Elementary / Preschool Disabilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Middle School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | High School                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Schedule</b>                   | <ul style="list-style-type: none"> <li>● <u>Cohort “D” daily students report daily to brick and mortar</u> unless the child has a medical condition</li> <li>● Staggered arrival to accommodate social distancing                             <ul style="list-style-type: none"> <li>a. Follow school start times</li> </ul> </li> <li>● Early departure to accommodate social distancing</li> </ul>                                                                                                                                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>● <u>Cohort “D” daily students report daily to brick and mortar</u> unless the child has a medical condition</li> <li>● Staggered arrival to accommodate social distancing                             <ul style="list-style-type: none"> <li>○ Follow school start times</li> </ul> </li> <li>● Early departure to accommodate social distancing</li> </ul>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● <u>All students report daily to brick and mortar</u> unless the child has a medical condition</li> <li>● Follow the regular high school schedule</li> </ul>                                                                                                                                                                                                                                                                                                                                                      |
| <b>Classroom Safety Protocols</b> | <ul style="list-style-type: none"> <li>● Students MUST wear face coverings at all times</li> <li>● Students must be seated six feet apart from each other in the classroom</li> <li>● Classrooms reconfigured for social distancing recommendations:                             <ul style="list-style-type: none"> <li>a. Remove some furniture (bookshelves, circular tables, rug areas) to accommodate students’ desks/areas 6 ft. apart</li> <li>b. Possibly tape off student areas to help students remain socially distanced</li> </ul> </li> <li>● Allow students to have breaks outside in the playground (or another school area) when possible (weather permitting) following social distance protocols</li> </ul> | <ul style="list-style-type: none"> <li>● Students MUST wear face coverings at all times</li> <li>● Students must be seated six feet apart from each other in the classroom</li> <li>● Classrooms reconfigured for social distancing recommendations:                             <ul style="list-style-type: none"> <li>a. Remove some furniture (bookshelves, circular tables, rug areas) to accommodate students’ desks/areas 6 ft. apart</li> <li>b. Possibly tape off student areas to help students remain socially distanced</li> </ul> </li> <li>● Allow students to have breaks outside in the playground (or another school area) when possible (weather permitting) following social distance protocols</li> </ul> | <ul style="list-style-type: none"> <li>● Students MUST wear face coverings at all times</li> <li>● Students must be seated six feet apart from each other in the classroom</li> <li>● Classrooms reconfigured for social distancing recommendations:                             <ul style="list-style-type: none"> <li>a. Remove some furniture (bookshelves, circular tables, rug areas) to accommodate students’ desks/areas 6 ft. apart</li> <li>b. Possibly tape off student areas to help students remain socially distanced</li> </ul> </li> </ul> |



Appendix E: Resource Program Hybrid Learning Model

**PPSD Hybrid Scenario: AA/V/BB-Day at 50% Capacity**

|                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Programs:</b> Resource Room (Pull-Out Replacement), Inclusion (In-Class Replacement &amp; In-Class Support)</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Breakfast</b>                                                                                                      | <ul style="list-style-type: none"> <li>- Per district/principal guidelines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Student Arrival</b>                                                                                                | <ul style="list-style-type: none"> <li>- Per district/principal guidelines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Classrooms</b>                                                                                                     | <ul style="list-style-type: none"> <li>- Announcements/morning messages will be done virtually from the office.</li> <li>- All students will stay in classroom all day for the exception of PE.</li> <li>- All subjects will be taught in one room, Teachers will move/rotate into classrooms based on their standard teaching schedules. This includes Music and Art classes.</li> <li>- Students will be spaced out according to social distancing guidelines</li> <li>- ALL will wear masks.</li> <li>- <i>Students will bring all their materials with them from home and to school, there will be no sharing.</i></li> <li>- <i>Students will leave book bags under their desks in order to maintain sterilization of the lockers/desks.</i></li> <li>- Scheduled handwashing times during the day</li> <li>- Windows opened for the most part</li> <li>- <i>Students could have flexible seating, and or teachers could implement “at your seat yoga” this will help students who need to get up, stretch and this will help with those who struggle with sitting still.</i></li> <li>- RR students will follow District recommended schedule. Teachers will adjust class schedule in order to teach students in small groups while maintaining proper social distancing.</li> <li>- RR students will only be seen using a Pullout model. This will lessen the number of students in a homeroom/classroom for parts of the day, for core subjects (English Language Arts and Math).</li> <li>- RR students will also be spaced out according to social distancing guidelines, in the smaller space.</li> <li>- A set of materials will be given to the students for home and school.</li> <li>- Their devices will be carried with them everywhere.</li> <li>- Inclusion teachers will continue to work with their General Education teachers,</li> <li>- Inclusion students will follow District recommended schedule.</li> <li>- Inclusion students will also be spaced out according to social distancing guidelines.</li> <li>- Students will follow AA/V/BB schedule due to their self-contained smaller class sizes.</li> <li>- 50% of their class size, resulting in better social distancing.</li> <li>- Students will wear masks/face coverings</li> <li>- <i>A set of materials will be given to the students for home and school.</i></li> </ul> <p><b>*** NOTE *** STUDENTS WHOM STRUGGLE WITH HIGH SENSORY ISSUES, FACE COVERINGS, AND/OR SOCIAL DISTANCING WILL BE ADDRESSED ON A CASE BY CASE BASIS.</b></p> |
| <b>Lunch</b>                                                                                                          | <ul style="list-style-type: none"> <li>- Per district/principal guidelines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Large Gatherings (Assemblies, Staff Meetings, etc.)</b>                                                            | <ul style="list-style-type: none"> <li>- <i>All will be Virtual – streamed through student devices or promethean boards/smartboards.</i></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Technology</b>                                                                                                     | <ul style="list-style-type: none"> <li>- IPad/Chromebooks with students at ALL times home and school.</li> <li>- Teachers are to assign work through online platforms as if teaching virtually in case of emergency school closures.</li> <li>- Promethean Boards/Smart TV’s will be used to “Live” stream large gatherings, as well as model assignments for students.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Departure</b>                                                                                                      | <ul style="list-style-type: none"> <li>- Per district/principal guidelines</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

Appendix F: Transition Request Form (TRF)



PLEASE RETURN TO YOUR CHILD'S PRINCIPAL

Plainfield Public School District

I, \_\_\_\_\_, parent/guardian of \_\_\_\_\_ am aware that transferring my son/daughter from the PPSD Virtual Remote Learning Model to the PPSD Hybrid Model will be completed within 10 school days. As such, all school assignments and attendance requirements remain effective until the completion of the transfer.

Please indicate if you would like your child to opt for:

- \_\_\_\_\_ FULL TIME REMOTE LEARNING for the Marking Period of:
\_\_\_\_\_ Marking Period 2 (November 9, 2020 - January 29, 2021)
\_\_\_\_\_ Marking Period 3 (February 1, 2021 - April 1, 2021)
\_\_\_\_\_ Marking Period 4 (April 12, 2021 - June 14, 2021)

- \_\_\_\_\_ HYBRID (in-person and remote) SERVICES for the Marking Period of:
\_\_\_\_\_ Marking Period 2 (November 9, 2020 - January 29, 2021)
\_\_\_\_\_ Marking Period 3 (February 1, 2021 - April 1, 2021)
\_\_\_\_\_ Marking Period 4 (April 12, 2021 - June 14, 2021)

Please complete the following information:

Child's Name: \_\_\_\_\_

Child's School (circle one): BAR CED CLI COOK EME EVE JEFF OOD STILL WCS HMS MMS PAAAS PHS

Child's Grade: \_\_\_\_\_

Parent Name: \_\_\_\_\_

Parent Email Address: \_\_\_\_\_

Parent Phone Number: (\_\_\_\_\_) \_\_\_\_\_ - \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20-21

\*\*\*\*\* FOR OFFICE USE ONLY \*\*\*\*\*

Date Received: \_\_\_\_/\_\_\_\_/20-21 Approved (circle one): Y N

Principal Approval: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/20-21

Parent Notified via: \_\_\_\_\_ Mail (Date: \_\_\_\_/\_\_\_\_/20-21) \_\_\_\_\_ Email (Date: \_\_\_\_/\_\_\_\_/20-21) \_\_\_\_\_ Phone (Date: \_\_\_\_/\_\_\_\_/20-21)



# POR FAVOR REGRESE AL DIRECTOR DE SU HIJO

## Distrito de Escuelas Publicas de Plainfield

Yo, \_\_\_\_\_, padre/tutor de \_\_\_\_\_ soy consciente de que la transferencia de mi hijo/hija del Modelo de Aprendizaje Remoto Virtual de PPSD al Modelo hibrido de PPSD se completara dentro de los 10 dias escolares. Como tal, otdas las asignaciones escolares y los requisitos de asistencia permanecen vigentes hasta que se complete la transferencia.

Indique si desea que su hijo opte por:

\_\_\_\_\_ **Aprendizaje Remoto de Tiempo Completo para el periodo calificacion de:**

\_\_\_\_\_ Periodo de Calificacion 2 (2020 de Noviembre 9 – 2021 de Enero 29)

\_\_\_\_\_ Periodo de Calificacion 3 (2021 de Febrero 1 – 2021 de Abril 1)

\_\_\_\_\_ Periodo de Calificacion 4 (2021 de Abril 12 – 2021 de Junio 14)

\_\_\_\_\_ **Servicios Hibridos (presenciales y remotos) para el periodo de calificacion de:**

\_\_\_\_\_ Periodo de Calificacion 2 (2020 de Noviembre 9 – 2021 de Enero 29)

\_\_\_\_\_ Periodo de Calificacion 3 (2021 de Febrero 1 – 2021 de Abril 1)

\_\_\_\_\_ Periodo de Calificacion 4 (2021 de Abril 12 – 2021 de Junio 14)

### Por favor complete la siguiente informacion:

Nombre del Nino: \_\_\_\_\_

Escuela del Nino: (un circulo): BAR CED CLI COOK EME EVE JEFF OOD STILL WCS HMS MMS PAAAS PHS

Grado del Nino: \_\_\_\_\_

Nombre del Padre: \_\_\_\_\_

Correo Electronico de los Padres: \_\_\_\_\_

\_\_\_\_\_ Numero de Telefono del Padre: (\_\_\_\_)

\_\_\_\_\_

Firma de los Padres: \_\_\_\_\_ Fecha: \_\_\_\_ / \_\_\_\_ /20-21

\*\*\*\*\*  
FOR OFFICE USE ONLY

**Date Received:** \_\_\_\_ / \_\_\_\_ /20-21 **Approved** (circle one): Y N

**Principal Approval:** \_\_\_\_\_ **Date:** \_\_\_\_ / \_\_\_\_ /20-21

**Parent Notified via:** \_\_\_\_ **Mail** (Date: \_\_\_\_ / \_\_\_\_ /20-21) \_\_\_\_ **Email** (Date: \_\_\_\_ / \_\_\_\_ /20-21) \_\_\_\_ **Phone** (Date: \_\_\_\_ / \_\_\_\_ /20-21)

Appendix G: NJSIAA (New Jersey State Interscholastic Athletic Association) Sports Advisory Task Force Return to Play Update

The NJSIAA sports advisory task force return to play update is posted on the Athletics page of the Plainfield High School and PAAAS web pages as well as the NJSIAA website. The link to access the NJSIAA's Return to Play protocol is: <https://www.njsiaa.org/events-news-media/news/njsiaa-updates-plan-returning-play>.

Appendix H: Device Student/Parent Consent

By checking the first box and signing below, the student and the student's parent/guardian acknowledges and agrees to the terms of use set forth above. Additionally, the student and the student's aren't/guardian agree that the student's use of the Electronic Device is a privilege and acknowledge the student's responsibility to protect and safeguard the Electronic Device and to return the same in good condition and repair.

\_\_\_\_\_ I agree to the stipulations set forth in the above document including the Acceptable Use of Technology – Electronic Mobile Device Regulation and the Digital Code of Conduct.

Student Name: \_\_\_\_\_  
Please Print

Parent/Guardian Name: \_\_\_\_\_  
Please Print

Date: \_\_\_\_ / \_\_\_\_ /20-21

Al marcar la primera casilla y firmar a continuación, el estudiante y el padre / tutor del estudiante reconocen y aceptan los términos de uso establecidos anteriormente. Además, el estudiante y su tutor no están de acuerdo en que el uso del dispositivo electrónico por parte del estudiante es un privilegio y reconocen la responsabilidad del estudiante de proteger y salvaguardar el dispositivo electrónico y devolverlo en buenas condiciones y reparado.

\_\_\_\_\_ Estoy de acuerdo con las estipulaciones establecidas en el documento anterior, incluido el Uso aceptable de la tecnología - Regulación de dispositivos móviles electrónicos y el Código de conducta digital.

Nombre del Estudiante: \_\_\_\_\_  
Por Favor Imprimir

Nombre del Padre: \_\_\_\_\_  
Por Favor Imprimir

Fecha: \_\_\_\_ / \_\_\_\_ /20-21

Appendix I: Information Technology Support Hotline Contact Information

| Parent/Student Support Services                                        | Email Address                                                                                    | Phone Number             |
|------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------|
| Technology Support                                                     | N/A                                                                                              | (908) 731-4223           |
| Educational Applications (Schoology, Google, Clever, Class Dojo, etc.) | <a href="mailto:schoologysupport@plainfield.k12.nj.us">schoologysupport@plainfield.k12.nj.us</a> | Email ONLY               |
| Staff Support Services                                                 | Email Address                                                                                    | Phone Number             |
| Helpdesk Support                                                       | <a href="mailto:helpdesk@plainfield.k12.nj.us">helpdesk@plainfield.k12.nj.us</a>                 | (908) 731-4445           |
| Genesis Support                                                        | <a href="mailto:rsears@plainfield.k12.nj.us">rsears@plainfield.k12.nj.us</a>                     | (908) 731-4200 ext. 5006 |
| Educational Applications (Schoology, Google, Clever, Class Dojo, etc.) | <a href="mailto:schoologysupport@plainfield.k12.nj.us">schoologysupport@plainfield.k12.nj.us</a> | Email ONLY               |
| KeyNet Support                                                         | Call ONLY                                                                                        | (908) 295-7530           |
| Telco Support                                                          | <a href="mailto:cvanputten@plainfield.k12.nj.us">cvanputten@plainfield.k12.nj.us</a>             | (908) 731-4495           |

**\*\*Please include a contact number when emailing our Support Hotlines\*\***

Support numbers will only be answered during regular business hours  
8:00AM - 4:30PM Monday- Friday

Acceptable Face Coverings for all students during In-Person Learning (reference for Section 5)

Approved: Non-distracting face masks such as:



**NOT Approved:** Distracting and/or Gaiters such as:



## Appendix J: Health and Safety Protocols

Contact tracing is the responsibility of the prospective student/employee's Board of Health according to their residency. Myrna Dyson, RN Supervisor of Nursing will honor all requests for assistance with contact tracing. Therefore, it is of the utmost importance for students and staff to have the correct contact information on file. Employees MUST update their contact information through the District's Keynet Portal.

### **Students**

1. Daily temperature checks – will be sent home if temperature is above 100.0
2. Will be assessed for possible COVID-19 symptoms by the school nurse per CDC guidelines
  - a. A doctor's note will be required to return to school
3. Student(s) will be sent home if symptomatic or have a temperature of 100.0 or higher
  - a. A doctor's note will be required to return to school
4. Student with COVID-19 symptoms will be isolated from others in the health office or another designated location
5. Students who have tested positive or have been quarantined for COVID-19 will need a doctor's note of clearance to return to school ("Negative COVID-19 test" and/or doctor's note of clearance)
6. Emergency contact list will be updated quarterly
7. Face coverings are required (as tolerated)
8. Temporarily suspend all class trips, assemblies, and large group settings.
9. All rugs/carpeting should be removed from the nursing offices
10. Students who are found to be COVID-19 positive and were in any building:
  - a. Staff members, families of classmates and the Plainfield Health Department will be notified
  - b. Please see charts on Page 37 and 38
  - c. The rooms/ building will be sanitized by Building and Grounds per CDC guidelines
11. Students required to wash hands during designated interval times
12. Students are encouraged to bring their own filled water bottles

### **Employees**

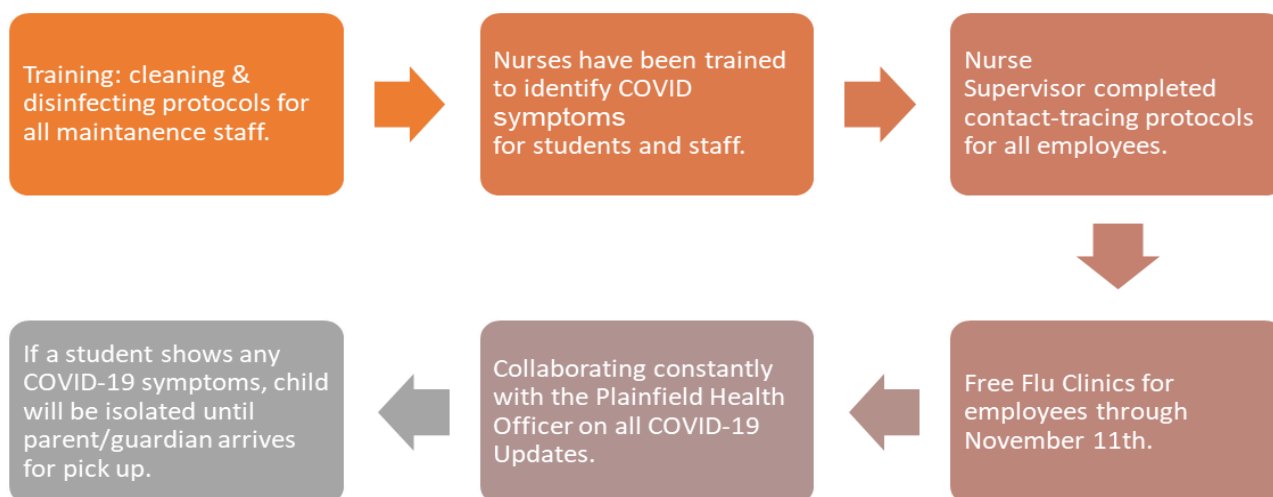
1. Daily temperature checks for all employees upon entering the work site
  - a. Temperature above 100.0 will require the employee to be sent home
  - b. Will need a doctor's note to return to work; will use sick time
2. Any employee exhibiting signs or symptoms of COVID-19 will be sent to the nurse
3. The nurse will make the decision regarding the employees' health (if able to return to work; to be sent home/doctor/emergency room; and/or if a clearance note is needed to return)
4. Employees MUST stay home when not feeling well and/or exhibiting ANY COVID-19 symptoms
5. The following is applicable for all employees who are found to be COVID-19 positive:
  - a. **Confidentiality** will be maintained
    - i. **NJ Department of Health protocols will be followed**
  - b. Must notify Nursing Supervisor (Call 732.841.1320)
  - c. Any building/rooms affected will be closed for 2-5 days
    - i. The affected areas(s) will be sanitized by Building and Grounds per CDC guidelines.
  - d. An employee will stay home from for isolation 14 days from date of last exposure (after the 10<sup>th</sup> day of quarantine, a doctor's note of clearance and/or "Negative COVID-19" test is required to return to work)
6. Face coverings will be required while in all buildings and social distancing will be practiced (at least 6 feet apart)
7. Two face coverings will be provided for all employees

8. Referral to Employee Assistance program (EAP) for mental health services is available
9. Staff will need to complete a **DAILY Attestation Form** (via Frontline/scanning):
  - a. This confirms the employee doesn't have any COVID-19 symptoms for that day
10. When an employee travels to a COVID Hotspot identified by the Governor the employee **MUST** quarantine for 14 calendar days using their own leave time. The employee must get tested if/when ANY symptoms develop. Notify Nurse Supervisor Dyson if the test comes back positive.

## Families

- a. **VISITORS** are permitted by APPOINTMENT ONLY and must adhere to the COVID-19 safety protocols
- b. Parent/Guardian/Designated Pick Up Person will wait **OUTSIDE** (in their car if available) the building to pick up a sick child:
  - i. The student will be escorted to the waiting person (car) by a designated staff member
  - ii. Proper ID will be required
- c. **Parent/Guardians must update the contact list QUARTERLY for their children attending PPSD via Parent Genesis Portal**
  - i. **Parents will complete an Attestation Form DAILY (via Genesis Parent Portal – Need a login? Contact your school's attendance secretary)**
  - ii. This **MUST** include the designated person(s) in the Parent Genesis Portal who are willing and available to pick up their child(ren)
  - iii. **Phone numbers/contact information must remain current.** This includes the work telephone numbers of parent/guardians/emergency contacts/designated pick-up contacts
  - iv. **There MUST be at least two to three contacts who will be available to pick up a child**

The preventative measures taken into account is described in the below chart:





## COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools

Updated March 23, 2021

NJDOH will continue to implement a statewide approach for school reopening with a regional/local focus. The reopening of schools requires a broad community commitment to reduce the risk of exposure to the virus that causes COVID-19. Such commitment involves social distancing, wearing masks, cleaning and disinfection and meticulous hygiene practices such as frequent handwashing. Some amount of community mitigation will also be necessary until a vaccine or therapeutic drug becomes widely available.

Based on available data, in-person learning in schools has not been associated with substantial community transmission. Though outbreaks do occur in school settings, multiple studies have shown that transmission within school settings is typically lower than or at least similar to levels of community transmission when mitigation strategies are in place in schools.

K-12 schools should be among the last settings to close after all other mitigation measures in the community have been employed, and among the first to reopen when they can do so safely. Many K-12 schools that have implemented mitigation strategies have been able to safely open for in-person instruction and remain open. CDC's Operational Strategy for K-12 Schools through Phased Prevention outlines information for schools to reopen and help them remain open through consistent use of mitigation strategies, especially universal and correct use of masks and physical distancing.

As schools transition to in-person instruction, they should consider how best to structure educational services to minimize risk to staff and students in line with the New Jersey Department of Education (NJDOE)'s "The Road Back: Restart and Recovery Plan for Education" guidelines and Executive Order 175. The CDC's School and Child Care Programs page provides various resources and recommendations for school operations and is meant to supplement, **not replace**, any state or local health and safety laws, rules, and regulations with which schools must comply.

***This guidance document outlines NJDOH COVID-19 public health recommendations for school settings and is intended for use by local health departments (LHDs). This guidance is based on what is currently known about the transmission and severity of COVID-19 and is subject to change as additional information is known. Please check the NJDOH, NJDOE and CDC websites frequently for updates.***

### Communication

Local health departments should maintain close communication with school officials in their community to provide information and share resources on COVID-19 transmission, prevention, and control measures and to establish procedures for LHD notification and response to COVID-19 illness in school settings. LHDs should identify a designated point of





contact within each school that will be responsible for coordinating COVID-19 response with local public health authorities.

### ***Regional COVID-19 Risk Levels***

Understanding that COVID-19 may impact certain areas of the state differently, NJDOH provides information on COVID-19 transmission at the regional level, characterizing risk as low (green), moderate (yellow), high (orange), and very high (red). This information will be posted online every week on the [NJDOH CDS COVID-19 website](#) and sent out via New Jersey Local Information Network and Communications System (NJLINCS) to public health and healthcare partners.

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*To sign up to receive health alert messages, contact your local health department or request a new account at <https://www.njlincs.net/default.aspx>*

---

The [COVID-19 Regional Risk Matrix](#) provides data and public health recommendations for local health departments and schools to consider based on the level of COVID-19 transmission in their region. The matrix is for the LHDs in collaboration with the local school districts and the Communicable Disease Service. Regional risk levels are just one tool that local health departments and schools can use when assessing COVID-19 risk. Local health departments have additional knowledge of COVID-19 in their jurisdictions that can inform local planning and response actions. **Implementation of these public health recommendations should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community.**

The [COVID-19 Regional Risk Matrix](#) provides public health recommendations regarding the type of instruction (in-person, hybrid, remote), response to ill staff or students, exclusion criteria, and activities that involve interaction with multiple cohorts.

#### Regions:

- Northwest: Morris, Passaic, Sussex, Warren
- Northeast: Bergen, Essex, Hudson
- Central West: Hunterdon, Mercer, Somerset
- Central East: Middlesex, Monmouth, Ocean, Union
- Southwest: Burlington, Camden, Gloucester, Salem
- Southeast: Atlantic, Cape May, Cumberland

LHDs should use the [COVID-19 Regional Risk Matrix](#) when providing guidance for schools on actions they should take based on the level of COVID-19 risk in their region.



Younger children may benefit more from in-person instruction, are less independent, and may be less likely to be infected than older students. NJDOH guidance is intended to offer recommendations and strategies for K-12 schools. However, schools that have implemented mitigation strategies that have allowed them to successfully open to full in-person instruction may continue to follow these strategies.

There is diverse guidance regarding the optimal physical distance for the prevention of COVID-19 disease transmission. The distancing recommendations in this current guidance aim to balance risk of disease transmission with the benefits of offering in-person instruction to as many children as possible. Increased distancing may be more important for middle/ high school students and adults and during times of higher community transmission. Additionally, **CDC continues to recommend six feet of physical distancing when masks cannot be worn, such as while eating and drinking.**

NJDOH continues to use proximity of six feet or less for more than 15 minutes to determine the need for quarantining persons in contact with a COVID-19 case.

## COVID-19 Regional Risk Matrix

*\*For use by LHDs when providing guidance to school districts*

| Low Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Moderate Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | High Risk                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Very High Risk                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <p>Recommend full in-person instruction. A minimum of 3 feet of physical distancing between students should be maintained in classrooms with strict adherence to mask-wearing.</p> <p>In response to ill students and staff, follow <a href="#">NJDOH School Exclusion List</a></p> <p>* If ill person had potential exposure in past 14 days, follow <a href="#">COVID-19 exclusion criteria</a>; wait at least 24 hours and clean/disinfect areas where ill person spent time. Permit limited activities involving interaction with multiple cohorts, ensuring adherence to precautions.</p> | <p>Recommend full in-person instruction. A minimum of 3 feet of physical distancing between students should be maintained in classrooms with strict adherence to mask-wearing.</p> <p>In response to ill students and staff with COVID-19 compatible symptoms, follow <a href="#">COVID-19 exclusion criteria</a>; wait at least 24 hours and clean/disinfect areas where ill person spent time.</p> <p>Recommend <a href="#">minimizing activities</a> that involve interaction with multiple cohorts (i.e. clubs, assemblies, sports).</p> | <p><b>Elementary schools:</b> Recommend full in person instruction. A minimum of 3 feet of physical distancing between students should be maintained in classrooms with strict adherence to mask-wearing.</p> <p><b>Middle/High Schools:</b> Consider in-person instruction if able to maximize physical distancing of 6 feet or more. Recommend 6 feet of physical distancing between students to the maximum extent practicable with strict adherence to mask-wearing.</p> <p>In response to ill students and staff with COVID-19 compatible symptoms, follow <a href="#">COVID-19 exclusion criteria</a>; wait at least 24 hours and clean/disinfect areas where ill person spent time.</p> <p>Recommend <a href="#">restricting activities</a> that involve interaction with multiple cohorts (i.e. clubs, assemblies, sports).</p> | <p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Recommend fully remote learning</b></p> |

**RISK LEVELS GREEN, YELLOW, AND ORANGE (IF OPEN FOR IN-PERSON OR HYBRID LEARNING):**

- **Enforce mask-wearing at all times.**
- **Implement physical distancing measures to the extent described in the regional risk matrix.**
- In response to a COVID-19 case among staff or students, follow COVID-19 exclusion criteria; work with local health department to identify and exclude close contacts following NJDOH guidance; refer to guidance on cleaning and disinfection.
- Offer students, teachers, and staff who are at high risk of severe illness or who live with people at high risk the option of virtual instruction.
- Require staff and students to stay home when sick.
- Require students and staff, **unless fully vaccinated and asymptomatic**, to stay home if they have been in close contact with someone with COVID-19 within the past 14 days. If someone in their household is being tested for COVID-19 due to illness, students and staff, **unless fully vaccinated and asymptomatic**, should stay home until the test result is received.
- Have a policy for daily symptom screening for students and staff; have plans for students and staff to report symptoms that develop during the day.
- In conjunction with local health department, identify COVID-19 rapid testing resources (viral testing) for when staff and students develop [COVID-19 compatible symptoms](#).
- Clean and disinfect frequently touched surfaces at least daily.
- Ensure adequate hand hygiene supplies are readily available.
- [Improve airflow](#) to the greatest extent possible.
- Consider physical barriers/partitions as an acceptable additional mitigation strategy where feasible.

Full in-person instruction means to open to as many students as possible with mitigation strategies in place, including minimum social distancing (as referenced in the risk chart above), universal masking, cleaning, handhygiene and other strategies in place as recommended. Hybrid learning may be necessary to accommodate distancing, with an emphasis on elementary and priority learners of all ages.

### ***Stay Home When Sick or if Exposed to COVID-19***

Educate staff, students, and their families about when they should stay home and when they should return to school. Students and staff should stay home if they have:

- Tested positive (viral test) for COVID-19
- [COVID-19 compatible symptoms](#)
- Potential exposure to COVID-19 from:
  - [Close contact](#) with a person with COVID-19 in the past 14 days.
- Engaged in domestic and/or international travel in the past 10 days, unless they are exempt from the quarantine recommendation:
  - [NJ travel advisory](#)
  - [CDC After You Travel](#)

Siblings of a student 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 and staff can consult with local public health authorities and refer to CDC guidance if [they have been sick with COVID-19](#) and when it is appropriate [to return to work or school](#) if they have recently had a close contact with a person with COVID-19.

### ***Maintain Social & Physical Distancing and Small-Group Cohorting***

Schools should establish policies and implement structural interventions to promote physical distance in classrooms to the extent described in the regional risk matrix. Outside of classrooms, 6 feet of physical distancing should be maintained to the maximal extent practicable for all grade levels.

#### **6 feet of physical distancing is particularly important in the following scenarios:**

- For middle and high schoolers when regional risk is high (orange).
- Between staff members in the school building and between staff members and students.
- In common areas, such as school lobbies and auditoriums.
- When masks can't be worn, such as when eating.
- During activities when increased exhalation occurs, such as singing, shouting, band practice, sports, or exercise (even if masks are worn).
- In community settings outside of the classroom.

The more people a person interacts with, the closer the physical interaction, the more sharing of supplies or equipment there is by multiple people, and the longer the duration of



that interaction, the higher the risk of COVID-19 spread. Therefore, the risk of COVID-19 spread varies by the type of activity and may vary by how those activities are conducted in an individual school.

The risk of COVID-19 transmission is lower when:

- There are small, in-person classes, activities, and events.
- Students are physically distanced and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- Groups of students stay together and are with the same teacher throughout the school day and groups do not intermingle.

The risk of COVID-19 transmission is higher when:

- There are full sized, in-person classes, activities, and events.
- Students are not spaced apart, share classroom materials or supplies, and intermingle between classes and activities.

When assessing the risk of the spread of COVID-19 in extracurricular activities (i.e. sports, clubs, choir), schools should consider:

- Physical proximity of students/staff and length of time students/staff are close to each other.
- Amount of necessary touching of shared equipment.
- Ability to engage in physical distancing during activity.
- Age of the students and ability to consistently follow prevention recommendations.
- Participants (students/staff) who are at high risk of severe complications from COVID-19.
- Ability to enforce and ensure compliance with prevention strategies.

When the COVID-19 risk level of community transmission is High (Orange), schools should carefully consider which activities they determine can continue, based on the individual activity's risks, strategies to reduce those risks, and the ability to ensure compliance with COVID-19 prevention recommendations.

Maintaining cohorts or groups of students with dedicated staff who remain together throughout the day, including at recess and lunch times, limits the amount of contact between individuals. Reducing the mixing of students, teachers and staff through groups:

- Decreases the opportunities for exposure or transmission of COVID-19 at school.
- Makes contact tracing easier in the event of a positive case.
- Simplifies recommendations for testing, quarantine, and isolation to a single cohort.



Examples of activities that might be minimized or restricted (depending on the current risk of community transmission) include:

- Field trips, extracurricular activities, assemblies, and other gatherings.
  - Limit activities to those that can maintain physical distancing, the use of masks, and support proper hand hygiene.
  - Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.
- School Sports (additional notes below)
- Choir and music (additional notes below)

**When a school is pursuing fully remote learning due to elevated community transmission of COVID-19 or due to a current outbreak, NJDOH recommends postponing extracurricular activities. If a school has an active outbreak of COVID-19 but remains open, in consultation with the local health department and based on the public health investigation, some or all extracurricular activities may need to be postponed until the outbreak is concluded.**

[Refer to New Jersey Department of Education \(NJDOE\)'s "The Road Back: Restart and Recovery Plan for Education"](#) for additional guidance and requirements on social and physical distancing and on small-group cohorting.

*School Sports:*

Under [Executive Order 149](#), high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by [NJSIAA](#). **However, in-person instruction should be prioritized over extracurricular activities including sports and school events to protect in-person learning.**

Schools should develop individualized plans for the implementation of school sports which adhere to NJDOH recommendations on minimizing cohort mixing based on the current risk of community spread. Additionally, schools should use current community transmission risk and a determination of the school's ability to conform to NJDOH guidance on sports activities to help determine whether sports that carry a higher frequency of close interaction based on risk levels described in [NJDOH Guidance on Sports Activities](#) should continue.

Indoor sports bear a greater risk of transmission of SARS-CoV-2, and certain close contact sports (e.g. ice hockey) carry higher relative risk. The risks and benefits of indoor sports, in addition to the current community prevalence of COVID-19, should be carefully considered when making decisions about continuing or resuming indoor sports. If indoor sports take place, proper use of a face mask for all indoor sports training and competition (except in the examples noted above) is strongly recommended.



Restrictions regarding indoor youth sports practices and competitions including interstate games and tournaments are delineated in [Executive Orders Nos. 194](#) and [204](#) and [Administrative Order 2020-25](#).

**When a school is pursuing fully remote learning due to elevated community transmission of COVID-19 or due to a current outbreak, NJDOH recommends postponing school sport practices and competitions. If a school has an active outbreak of COVID-19 but remains open, in consultation with the local health department and based on the public health investigation, some or all school sport practices and competitions may need to be postponed until the outbreak is concluded.**

Additional guidance for youth sports can be found at:

- NJDOH [Guidance on Sports Activities](#)
- CDC [Considerations for Youth Sports](#)

#### *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 **(all grade levels)**.

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.

#### ***Limit Use of Shared Supplies and Equipment***

- Ensure adequate supplies (i.e. art supplies, equipment) to minimize sharing of high-touch materials or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, games or other learning aids. If items must be shared, clean and disinfect between uses.
- Discontinue use of shared items that cannot be cleaned and disinfected.

## Hand Hygiene and Respiratory Etiquette

- Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring of students and staff.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage students and staff to cover coughs and sneezes with a tissue if not wearing a mask.
  - Used tissues should be thrown in the trash and hand hygiene as outlined above should be performed immediately.
- Have adequate supplies including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, and no-touch trash cans.
- Hand hygiene should take place:
  - Upon arrival at school.
  - Before and after meals and snacks.
  - After going to the bathroom.
  - Before leaving for the day.
  - After blowing nose, sneezing, or coughing into tissue.
  - When hands are visibly soiled.
- Assist/observe young children to ensure proper handwashing.

## Masks

Wearing masks is an important step to help slow the spread of COVID-19 when combined with everyday preventive actions and social distancing in public settings. CDC suggests that all school reopening plans address adherence to behaviors that prevent the spread of COVID-19. Information on the use of masks in schools is outlined in [Guidance for K-12 School Administrators on the Use of Masks in Schools](#) and [Additional Considerations for the Use of Masks Among K12 Students](#). Masks must be worn by staff, students, and visitors in all situations except as delineated in [Executive Order 175](#). This includes prior to boarding the school bus, while on the bus and until they are completely off the bus.

The following principles apply to the use of masks in schools:

- Schools should teach students how to correctly wear a mask and reinforce their use.
- Masks are not a substitute for physical distancing. Masks and/or barriers do not preclude an individual from being identified as a [close contact](#) to a COVID-19 case.
- Information should be provided to staff and students on proper use, removal, and washing of [masks](#).
  - 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 one 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 and schools should have additional disposable or cloth masks available for students, teachers, and staff in case a back-up mask is needed (e.g. mask is soiled or lost during the day).
- [Appropriate and consistent use](#) of masks may be challenging for some students, teachers, and staff, including:
  - Students, teachers, and staff with severe asthma or other breathing difficulties.
  - Students, teachers, and staff with special educational or healthcare needs, including intellectual and developmental disabilities, mental health conditions, and sensory concerns or tactile sensitivity.
- For staff who are unable to wear a mask for health reasons such as those outlined above, schools may consider assigning other duties or locations to limit interaction or allow teleworking.

For more information on masks in schools, please see NJDOE’s [School Reopening Frequently Asked Questions](#) under the Face Coverings section as well as [updated NJDOE Road Back guidance](#).

[Clear masks:](#) -

Clear masks that cover the nose and wrap securely around the face may be considered in certain circumstances, if they do not cause breathing difficulties or overheating for the wearer. Clear masks are not face shields. CDC does **not** recommend use of face shields for normal everyday activities or as a substitute for masks because of a lack of evidence of their effectiveness for source control.

Teachers and staff who may consider using clear masks include:

- Those who interact with students or staff who are deaf or hard of hearing.
- Teachers of young students learning to read.
- Teachers of students in English as a Second Language classes.
- Teachers of students with disabilities.

***Cleaning, Disinfection and Airflow***

Schools should follow standard procedures for routine cleaning and disinfecting with an [EPA-registered product for use against SARS-CoV-2](#). This means **at least daily** disinfecting surfaces and objects that are touched often, such as desks, countertops, doorknobs,



computer keyboards, hands-on learning items, faucet handles, phones and toys. Information on cleaning and disinfecting your facility can be found at <https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>. Increasing the frequency of cleaning when there is an increase in respiratory or other seasonal illnesses is always a recommended prevention and control measure.

*Cleaning and disinfecting after:*

- **Notification of a case of COVID-19:**
  - As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 case is in school on the day school officials are notified of the positive test. Depending on when the person with COVID-19 was last on site, it may be difficult to know what areas they were in and what objects or surfaces they may have touched after they became sick.
  - If routine cleaning and disinfection have not been performed at least daily, or if the COVID-19 case is in school the day school officials are notified, close off areas used by the COVID-19 case (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours after the COVID-19 case was last in school before cleaning and disinfection. If it has been more than 7 days since the COVID-19 case was at school, additional cleaning and disinfection is not necessary.
    - Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces.
    - Once area has been appropriately disinfected, it can be opened for use.
- **An individual becomes ill with COVID symptoms and meets COVID-19 exclusion criteria while in school (refer to COVID-19 Regional Risk Matrix):**
  - Immediately close off areas used by the person who is sick with COVID-19 symptoms (e.g. offices, bathrooms, classrooms, and common areas), open outside doors and windows to increase air circulation in the area and wait 24 hours before cleaning and disinfection.
  - Cleaning staff should clean and disinfect all areas used by the ill person such as offices, classrooms, bathrooms, common areas, and shared electronic equipment (like tablets, touch screens, keyboards, remote controls), focusing especially on frequently touched surfaces.
    - Once area has been appropriately disinfected, it can be opened for use.

## Airflow

Improve [airflow](#) to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions.

- Bring in as much outdoor air as possible.
- If safe to do so, open windows and doors. Even just cracking open a window or door helps increase outdoor airflow, which helps reduce the potential concentration of virus particles in the air. If it gets too cold or hot, adjust the thermostat.
- Do not open windows or doors if doing so poses a safety or health risk (such as falling, exposure to extreme temperatures, or triggering asthma symptoms), or if doing so would otherwise pose a security risk.
- Use child-safe fans to increase the effectiveness of open windows.
  - Safely secure fans in a window to blow potentially contaminated air out and pull new air in through other open windows and doors.
  - Use fans to increase the effectiveness of open windows. Position fans securely and carefully in/near windows so as not to induce potentially contaminated airflow directly from one person over another (strategic window fan placement in exhaust mode can help draw fresh air into the room via other open windows and doors without generating strong room air currents).
- Use exhaust fans in restrooms and kitchens.
- Consider having activities, classes, or lunches outdoors when circumstances allow.
- Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.

Further information on strategies to improve air flow and ventilation for public school buildings is available on [nj.gov](http://nj.gov).

## *Symptom Screening*

**NJDOH recommends that schools have a policy for daily symptom screening for students and staff.** CDC has outlined considerations for schools who plan to implement [on site screenings](#). On site screening upon arrival should include [symptoms](#) listed below. Schools should follow [DOE recommendations](#) on children who are found symptomatic upon screening. See [Appendix 1](#) for a sample parental screening tool.

Parents/caregivers should be strongly encouraged to monitor their children for signs of illness every day as they are the front line for assessing illness in their children. Students who are sick should **not** attend school in-person. Schools are encouraged to strictly enforce exclusion criteria for both students and staff.

Schools should consider:

- Providing parent education about the importance of monitoring symptoms and staying home while ill through school or district messaging.



- Having a plan to screen students if not screened by parents prior to arrival.
- Using existing outreach systems to provide reminders to staff and families to check for symptoms before leaving for school.

Schools should provide clear and accessible directions to parents/caregivers and students for reporting symptoms and reasons for absences.

Schools should implement a plan to screen teachers and staff before or upon arrival at school. Schools should follow CDC's [Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019](#) for information on symptom screening for teachers and staff.

### **Preparing for Illness**

Schools should ensure that procedures are in place to identify and respond to when a student or staff member becomes ill with COVID-19 symptoms.

- Closely monitor daily reports of staff and student attendance/absence and identify when persons are out with COVID-19 symptoms.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If a school calls an ambulance or transports someone to a hospital, alert them beforehand that the person may have COVID-19.
- Designate an area or room away from others to isolate individuals who become ill with COVID-19 symptoms while at school.
  - Consider an area separate from the nurse's office so the nurse's office can be used for routine visits such as medication administration, injuries, and non COVID-19 related visits.
  - Ensure there is enough space for multiple people placed at least 6 feet apart.
  - Ensure that hygiene supplies are available, including additional cloth masks, facial tissues, and alcohol-based hand sanitizer.
  - [School nurses](#) should use [Standard and Transmission-Based Precautions](#) based on the [care and tasks](#) required.
  - Staff assigned to supervise students waiting to be picked up do not need to be healthcare personnel but should follow physical distancing guidelines.

### **COVID-19 Symptoms**

While some children and infants have been sick with COVID-19, adults make up most of the known cases to date. [Early research](#) suggests that fewer children than adults with COVID-19 get a fever, cough, or shortness of breath. Few children with COVID-19 have had to be hospitalized. However, severe illness has been reported in children, most often in infants less than one year of age.

Some children have developed [multisystem inflammatory syndrome \(MIS-C\)](#). Currently, information about this syndrome is limited.

According to the CDC, children do not seem to be at higher risk for getting COVID-19. However, some people, including children with special health care needs, may be at higherrisk. Those at increased risk include:

- [Older adults](#)
- People who have serious chronic [medical conditions](#) like:
  - Cancer
  - Chronic kidney disease
  - COPD
  - Immunocompromised state from solid organ transplant
  - Obesity (body mass index of 30 or higher)
  - Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies
  - Sickle cell disease
  - Type 2 diabetes

Signs and symptoms of COVID-19 in children may be similar to those of common viral respiratory infections or other childhood illnesses. The overlap between COVID-19 symptoms and other common illnesses means that many people with symptoms of COVID-19 may actually be ill with something else. This is even more likely in young children, who typically have multiple viral illnesses each year. Individuals with COVID-19 have had a widerange of symptoms reported – ranging from mild to severe illness. There is not a single symptom that is uniquely predictive of a COVID-19 diagnosis so if suspected, a viral test is the only way to confirm that someone has a current COVID-19 infection. Symptoms may appear 2-14 days after exposure to the virus and include the following:

- Fever or chills;
- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting;
- Diarrhea.

[Symptom Based Exclusion for Individuals with COVID-19 Compatible Symptoms:](#)

Parents should not send students to school when sick. School staff should have plans to isolate students with overt symptoms of any infectious disease that develop during the school day. For school settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school:



- At least **two** of the following symptoms: fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), 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 olfactory disorder, new taste disorder.

**For students with chronic illness, only new symptoms or symptoms worse than baselines should be used to fulfill symptom-based exclusion criteria.**

### ***When Illness Occurs Within the School Setting***

Children and staff with COVID-19 symptoms should be placed away from others and asked to wear a mask until they can be sent home. Per state policy, all students' (age 2 and older) noses and mouths should be covered with a mask. If a mask is not tolerated by the ill student or staff member, other staff should be sure to adhere to the universal mask policy and follow maximum physical distancing guidelines. (6 feet away).

- Ask ill student (or parent) and staff whether they have had potential exposure to COVID-19 in the past 14 days:
  - [Close contact](#) with a person with COVID-19.
  - Travel to an area with a high level of COVID-19 transmission
    - [NJ travel advisory](#)
    - [CDC After You Travel](#)
- Individuals should be sent home and referred to a healthcare provider. Persons with [COVID-19-compatible symptoms](#) should undergo COVID-19 testing.
  - If COVID-19 risk is low (or COVID-19 Regional Risk Matrix, green), ill individuals without potential exposure to COVID-19 should follow the [NJDOH School Exclusion List](#). No public health notification is needed UNLESS there is an unusual increase in the number of persons who are ill (over normal levels), which might indicate an outbreak.
- If ill students have potential COVID-19 exposure OR if COVID-19 risk is moderate or high (COVID-19 Regional Risk Matrix, yellow or orange), they should be excluded according to the [COVID-19 Exclusion Criteria](#).
- Schools should notify LHDs when students or staff:
  - Are ill and have potential COVID-19 exposure;
  - Are ill when COVID-19 risk level is high (orange); OR
  - When they see an increase in the number of persons with compatible symptoms.
- Schools should be prepared to provide the following information when consulting with the LHD:
  - Contact information for the ill persons;
  - The date the ill person developed symptoms, tested positive for COVID-19 (if known), and was last in the building;



- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
- Names, addresses, and telephone numbers for ill person's close contacts in the school;
- Any other information to assist with the determination of next steps.
- Immediately close off areas (e.g. offices, bathrooms, classrooms, and common areas), used by the person who is sick with [COVID-19 compatible symptoms](#), open outside doors and windows to increase air circulation in the area and wait 24 hours before you clean or disinfect. Clean and disinfect all areas used by the person who is sick as outlined in [cleaning and disinfection section](#), including isolation area. Once area has been appropriately disinfected, it can be opened for use.
  - If the number of ill students exceeds the number of isolation areas and the areas cannot be closed for 24 hours, clean and disinfect between ill persons.
- Notify the school community as per school protocol.

### ***When Someone Tests Positive for COVID-19***

Schools should ensure that parents and staff notify school authorities if students or staff test positive for COVID-19. Schools should notify the LHD and provide the following information, where available:

- Contact information for the person(s) who tested positive for COVID-19;
- The date the COVID-19 positive person developed symptoms (if applicable), tested positive for COVID-19 (if known), and was last in the building;
- Types of interactions (close contacts, length of contact) the person may have had with other persons in the building or in other locations;
- Names, addresses, and telephone numbers for positive person's close contacts in the school;
- Any other information to assist with the determination of next steps.

As long as routine cleaning and disinfecting have been done regularly (at least daily), additional cleaning measures are not necessary unless the COVID-19 case is in school on the day school officials are notified of the positive test. Notify the school community as per school protocol.

### ***COVID-19 Illness, Exposure, and Test Result Scenarios***

#### **COVID-19 exclusion criteria for persons who have COVID-19 compatible symptoms or who test positive for COVID-19:**

- Ill individuals with [COVID-19 compatible symptoms](#) who have not been tested or individuals who tested positive for COVID-19 should stay home until at least 10 days have passed since symptom onset and at least 24 hours have passed after resolution of fever without fever-reducing medications and improvement in symptoms.



- **An alternate diagnosis (including a positive strep test or influenza swab) without a negative COVID-19 test is not acceptable for individuals who meet COVID-19 exclusion criteria to return to school.**

Persons who test positive for COVID-19, but who are asymptomatic should stay home for 10 days from the positive test result.

LHDs should use the [COVID-19 Exclusion Table](#) when providing guidance for school exclusion based on the level of COVID-19 risk in their region.

**COVID-19 exclusion criteria for close contacts:**

CDC released guidance with options to shorten the [quarantine](#) time period following exposure to a confirmed positive case. While CDC and NJDOH continue to endorse 14 days as the preferred quarantine period – and thus the preferred school exclusion period – it is recognized that any quarantine shorter than 14 days balances reduced burden against a small possibility of spreading the virus. Additional information is described in [NJDOH quarantine guidance](#).

In the school setting, excluded individuals who are close contacts of staff or students who tested positive for COVID-19 may be considered for a reduced exclusion period based on Regional Risk Levels:

**High** (orange)<sup>1</sup> exposed close contacts should be excluded from school for 14 days.

**Moderate or Low** (yellow or green) exposed close contacts should be excluded from school for 10 days. (or 7 days with negative test results collected at 5-7 days)

**Schools serving medically complex or other high-risk individuals should use a 14-day exclusion period for the exclusion of these individuals or those who work closely with them when identified as close contacts throughout all risk levels.**

*Vaccinated Individuals:*

Teachers and staff who have been fully vaccinated should follow the NJDOH [Guidance for Fully Vaccinated Persons](#). Vaccinated persons should continue to follow current guidance to protect themselves and others, including wearing a mask, staying at least 6 feet away from others while in the community, avoiding crowds, avoiding poorly ventilated spaces, covering coughs and sneezes, washing hands often, following CDC travel guidance, and following any applicable workplace or school guidance, including guidance related to personal protective equipment use and SARS-CoV-2 testing. However, fully vaccinated persons who have close contact with someone with COVID-19 do NOT need to quarantine **if they meet all of the following criteria:**

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<sup>1</sup>Schools that offer in-person learning despite very high community transmission (red Regional Risk Level should follow recommendations for high transmission (orange regional risk)





- Are fully vaccinated (i.e.,  $\geq 2$  weeks following receipt of the second dose in a 2-dose series, or  $\geq 2$  weeks following receipt of one dose of a single-dose vaccine), **AND**
- Have remained asymptomatic since the current COVID-19 exposure.

Fully vaccinated staff should continue to follow the recommendations for self-quarantine after travel as outlined in the [NJ travel advisory](#).

**Exclusion criteria for persons with COVID-19 or who have COVID-19 symptoms and persons identified as a close contact of someone with COVID-19<sup>1</sup>**

|                                                                                            | Low Risk                                                                                                                                                                                                                                                              | Moderate Risk                                                                                                                                                                                                           | High Risk                                                                                                                                                                                       | Very High Risk                         |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|
| <b>COVID-19 positive</b> (viral test), symptomatic or asymptomatic                         | Exclude according to <a href="#">COVID-19 exclusion criteria</a><br><br>Identify and exclude school-based contacts for <b>10 days (in absence of testing)</b> from last exposure and report to local health department.                                               | Exclude according to <a href="#">COVID-19 exclusion criteria</a><br><br>Identify and exclude school-based contacts for <b>10 days (in absence of testing)</b> from last exposure and report to local health department. | Exclude according to <a href="#">COVID-19 exclusion criteria</a><br><br>Identify and exclude school-based contacts for <b>14 days</b> from last exposure and report to local health department. | <b>Recommend fully remote learning</b> |
| <b>COVID-19 - compatible symptoms but not tested for COVID-19</b>                          | If no potential exposure to COVID-19 in the last 14 days, individual can follow <a href="#">NJDOH School Exclusion List</a><br><br>If person has potential exposure to COVID-19 in the last 14 days, exclude according to <a href="#">COVID-19 exclusion criteria</a> | Exclude according to <a href="#">COVID-19 exclusion criteria</a>                                                                                                                                                        | Exclude according to <a href="#">COVID-19 exclusion criteria</a>                                                                                                                                |                                        |
| <b>COVID-19 - compatible symptoms and negative COVID-19 test</b> (viral test) <sup>2</sup> | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve                                                                                                                              | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve                                                                                | Exclude individual through 24 hours after their fever has ended without the use of fever reducing medications and other symptoms improve                                                        |                                        |
| <b>Close contact</b> of staff or student with COVID-19 <sup>3</sup>                        | Close contacts of a COVID-19 case should be excluded for <b>10 days (in absence of testing)</b> from date of last contact                                                                                                                                             | Close contacts of a COVID-19 case should be excluded for <b>10 days (in absence of testing)</b> from date of last contact                                                                                               | Close contacts of a COVID-19 case should be excluded for <b>14 days</b> from date of last contact                                                                                               |                                        |

**1. In all risk levels, students and staff who are not fully vaccinated and who are household members of a student/staff member with COVID-19 compatible symptoms that meet [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 household member will need to quarantine, unless that household member meets all of the criteria for vaccinated individuals outlined on page 18.**

**2. Symptomatic individuals with high likelihood of COVID-19 (for example, who are close contacts of confirmed COVID-19 cases) who test negative by rapid antigen test should undergo confirmatory testing with a molecular test (for example RT-PCR)**

**3, Fully vaccinated persons who have close contact with someone with COVID-19 do NOT need to quarantine if they meet all of the criteria outlined on page 18.**

## Outbreaks

While schools must report single cases to their local health department, LHDs should work with schools to determine if there is an outbreak. An outbreak in school settings is defined as two or more laboratory-confirmed (by RT-PCR or antigen) COVID-19 cases among students or staff with onsets within a 14-day period, who are epidemiologically linked<sup>2</sup>, do not share a household, and were not identified as close contacts of each other in another setting during standard case investigation or contact tracing.

If an outbreak has been identified, schools and local health departments should promptly intervene to control spread (including consideration for a temporary transition of a classroom or cohort to remote learning) while working to determine whether the outbreak originated in the school setting.

Schools and LHDs should assess for and address potential contributors to the outbreak, including:

- Determining whether inconsistent or incorrect use of masks occurred and intervening to improve consistent and correct use
- Assessing implementation of physical distancing practices and intervening to improve compliance with physical distancing guidelines
- Evaluating and eliminating non-essential in-person interactions between teachers and staff during meetings, lunches and other adult to adult situations.

## Contact Tracing and Notification

Contact tracing is a strategy used to determine the source of an infection and how it is spreading. Finding people who are close contacts to a person who has tested positive for COVID-19, and therefore at higher risk of becoming infected themselves, can help prevent further spread of the virus.

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*Close contact is defined as being within 6 feet of someone with suspected or known COVID-19 for 15 or more minutes during a 24-hour period. In certain situations, it may be difficult to determine whether individuals have met this criterion and an entire cohort, classroom, or other group may need to be considered exposed. These situations should occur rarely if schools are adhering to social distancing recommendations.*

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<sup>2</sup> Health departments should verify to the best extent possible that cases were present in the same setting during the same time period (e.g., same classroom, school event, school-based extracurricular activity, school transportation) within 14 days prior to onset date (if symptomatic) or specimen collection date for the first specimen that tested positive (if asymptomatic or onset date is unknown) and that there is no other more likely source of exposure (e.g., household or close contact to a confirmed case outside of educational setting).



School staff should identify school-based close contacts of positive COVID-19 cases in the school.

- As with any other communicable disease outbreak, schools will assist in identifying the close contacts within the school and communicating this information back to the LHD.
- With guidance from the LHD, schools will be responsible for notifying parents and staff of the close contact exposure and exclusion requirements while maintaining confidentiality. For sample notification letters see [Appendix 2](#).
- The LHD contact tracing team will notify and interview the close contacts identified by the school and reinforce the exclusion requirements.

A contact tracing team from the local health department or the NJDOH calls anyone who has tested positive for COVID-19 or is identified as a close contact of a case. They ask the person who tested positive for COVID-19 questions about their activities within a certain timeframe to help identify where they may have been exposed, and anyone else they may have had close contact with while infectious. Those contacts might include family members, caregivers, co-workers or healthcare providers. Close contacts of a known COVID-19 case are asked about symptoms, referred to resources for testing, and given recommendations to isolate at home (if symptomatic) or if asymptomatic, to [stay home and monitor their health](#) for the [duration](#) of their quarantine period from the last exposure/close contact.

### ***Temporary remote learning or closure:***

The [COVID-19 Regional Risk Matrix](#) is one tool that can inform the decision-making process for school districts when considering when remote learning might be indicated. Local circumstances should be considered when making decisions impacting specific school districts and schools. Many factors would need to be considered when deciding **to transition entire schools, cohorts, or in-individual classrooms to remote learning**, such as whether all close contacts of cases can be identified and excluded from school, and the distribution of cases within the school. **Closure is a local decision that should be made by school administrators in consultation with the local public health department. While it is not possible to account for every scenario that schools may encounter over the course of the school year, the following scenarios may help inform the decision for when schools should temporarily close.**

| SCENARIO                                                                                                                                                                                                                                                    | ACTION                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| One (1) case in the school                                                                                                                                                                                                                                  | School remains open*                                                                                                                                                                      |
| Two (2) or more cases within 14 days, but are linked to an exposure outside the school setting (e.g. in same household, exposed at the same event outside of school)                                                                                        | School remains open*                                                                                                                                                                      |
| Two (2) or more cases in the same classroom or cohort (outbreak limited to one cohort)                                                                                                                                                                      | School remains open*; Recommendations for whether the entire classroom or cohort would be considered exposed will be based on public health investigation.                                |
| Two (2) or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak involving multiple cohorts)                                                                                                 | School remains open* unless public health investigation indicates closure is warranted. Restrict activity associated with transmission until public health investigation can be completed |
| A significant outbreak involving a local event, or a large local employer is occurring or has recently occurred and is impacting multiple staff, students, and families served by the school community                                                      | Consider short term transition to remote learning based on investigation by local health department.                                                                                      |
| Two (2) or more cases are identified within 14 days that occur across multiple classrooms, are not linked to exposures outside the school setting, and a clear connection between cases cannot be easily identified but in-school transmission is suspected | Recommendations for whether entire school, cohort, or individual classrooms should transition to remote learning will be based on investigation by local health department.               |
| Very high risk of community transmission (refer to <a href="#">COVID-19 Regional Risk Level Matrix</a> )                                                                                                                                                    | Recommend fully remote learning until COVID-19 transmission decreases.                                                                                                                    |

\* A temporary transition to remote learning may also be considered for a period of 2-5 days if a student or staff member attended school while potentially infectious but before being confirmed as having COVID-19. This short-term dismissal allows time for local health officials to gain a better understanding of the COVID-19 situation impacting the school and perform contact tracing.

**Period of closure:** After switching to remote learning due to an outbreak in the school or local geographic community, districts or schools should wait a minimum of 14 days before bringing any students back for in-person learning. This timeframe is sufficient so that most individuals in the school community who will develop symptoms as a result of a school exposure could be identified and self-isolate, as appropriate.

### Testing

When schools implement testing combined with key mitigation strategies, they can detect new cases to prevent outbreaks, reduce the risk of further transmission, and protect students, teachers, and staff from COVID-19.

In some schools, school-based healthcare professionals (e.g., school nurses) may perform SARS-CoV-2 antigen testing in school-based health centers if they are trained in specimen collection, conducting the test per manufacturer’s instructions, and obtain a Clinical Laboratory Improvement Amendments (CLIA) certificate of waiver. Some school-based healthcare professionals may also be able to perform specimen collection to send to a lab for testing, if trained in specimen collection, without a CLIA certificate. It is important that school-based healthcare professionals have access to, and training on the proper use of personal protective equipment (PPE).



### ***Diagnostic Testing:***

At all levels of community transmission, NJDOH recommends that schools work with their local health departments to identify rapid viral testing options in their community for the testing of symptomatic individuals and asymptomatic individuals who were exposed to someone with COVID-19. Having access to rapid COVID-19 testing for ill students and staff can reduce unnecessary exclusion of ill persons and their contacts and minimize unnecessary disruptions of the educational process.

### ***Screening testing:***

Some schools may also elect to use screening testing as a strategy to identify cases and prevent secondary transmission. Screening testing involves using SARS-CoV-2 viral tests (diagnostic tests used for screening purposes) intended to identify occurrence at the individual level even if there is no reason to suspect infection—i.e., there is no known exposure. This includes, but is not limited to, screening testing of asymptomatic individuals without known exposure with the intent of making decisions based on the test results.

Testing strategies in K-12 schools should be developed in consultation with local health departments.

## ***COVID-19 Resources***

### ***CDC***

#### ***School and Childcare Programs***

#### ***Operational Strategy for K-12 Schools through Phased Prevention***

[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](#)

### ***NJDOH***

[NJDOH COVID Information for Schools](#)

[Maintaining Healthy Indoor Air Quality in Public School Buildings NJDOH](#)

[Disinfectant Use in Schools Fact Sheet](#)

[NJDOH General Guidelines for the Prevention and Control of Outbreaks in School Settings New](#)

[Jersey COVID-19 Information Hub](#)



**OTHER RESOURCES**

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

**Appendix 1: Sample COVID-19 School Screening Tool**

**<School Letterhead in Header> COVID-19 Daily Screening for Students**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Parents/Guardians:** Please complete this short check each morning and report your child’s information per your school’s reporting instructions.

**Section 1: Symptoms**

Any of the symptoms below could indicate a COVID-19 infection in children and may put your child at risk for spreading illness to others. Please note that this list does not include all possible symptoms and children with COVID-19 may experience any, all, or none of these symptoms.

Please check your child daily for these symptoms:

**Column A**

**Column B**

|                          |                                |                          |                      |
|--------------------------|--------------------------------|--------------------------|----------------------|
| <input type="checkbox"/> | Fever (measured or subjective) | <input type="checkbox"/> | Cough                |
| <input type="checkbox"/> | Chills                         | <input type="checkbox"/> | Shortness of Breath  |
| <input type="checkbox"/> | Rigors (shivers)               | <input type="checkbox"/> | Difficulty Breathing |
| <input type="checkbox"/> | Myalgia (muscle aches)         | <input type="checkbox"/> | New loss of smell    |
| <input type="checkbox"/> | Headache                       | <input type="checkbox"/> | New loss of taste    |
| <input type="checkbox"/> | Sore Throat                    |                          |                      |
| <input type="checkbox"/> | Nausea or Vomiting             |                          |                      |
| <input type="checkbox"/> | Diarrhea                       |                          |                      |
| <input type="checkbox"/> | Fatigue                        |                          |                      |
| <input type="checkbox"/> | Congestion or runny nose       |                          |                      |

Students who are sick (e.g. fever, vomiting, diarrhea) should **not** attend school in-person. If **TWO OR MORE of the fields in Column A are checked off** OR **AT LEAST ONE field in column B is checked off**, please keep your child home and notify the school for further instructions.

**Section 2: Close Contact/Potential Exposure**

Please verify if in the last 14 days:

|                          |                                                                                                                                                                                                                                            |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> | Your child has had close contact (within 6 feet of an infected person for 15 or more minutes during a 24-hour period) with a person with COVID-19                                                                                          |
| <input type="checkbox"/> | Someone in your household is diagnosed with or being tested for COVID-19                                                                                                                                                                   |
| <input type="checkbox"/> | Your child has <a href="#">traveled from any U.S. state or territory</a> outside of New York, Connecticut, Pennsylvania, and Delaware and is not otherwise exempt from quarantine under the <a href="#">[link DOH travel restrictions]</a> |

If **ANY of the fields in Section 2 are checked off**, contact your school for exclusion recommendations. Contact your child’s healthcare provider or your local health department for further guidance.