



ELIZABETH PUBLIC SCHOOLS

Every Child, Achieving Excellence

REOPENING
Together
PLAN

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Elizabeth Public Schools Reopening Together Plan
Back-to-School Guidance, Fall 2020
August 10, 2020

Introduction

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

The Center for American Progress (July 2020)

Our Pledge

Reopening Our Schools Responsibly

Our Guiding Principles

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

The Elizabeth Public Schools is committed to educating our students with health, wellness, and safety as a primary concern. As a school district, we have grappled with bringing kids back into the classroom, as our parents and teachers have expressed their concerns about safety. We asked pediatricians, internists, pulmonologists, infectious disease specialists and education experts for help evaluating the various options for school district plans. We learned that certain practices can lower the risk of an outbreak at school and keep kids, teachers and families safer. Safety is defined as “fewer than 5% of coronavirus tests in an area are positive”. As of late July, that one benchmark disqualified eight of the 10 largest public-school districts in the country.

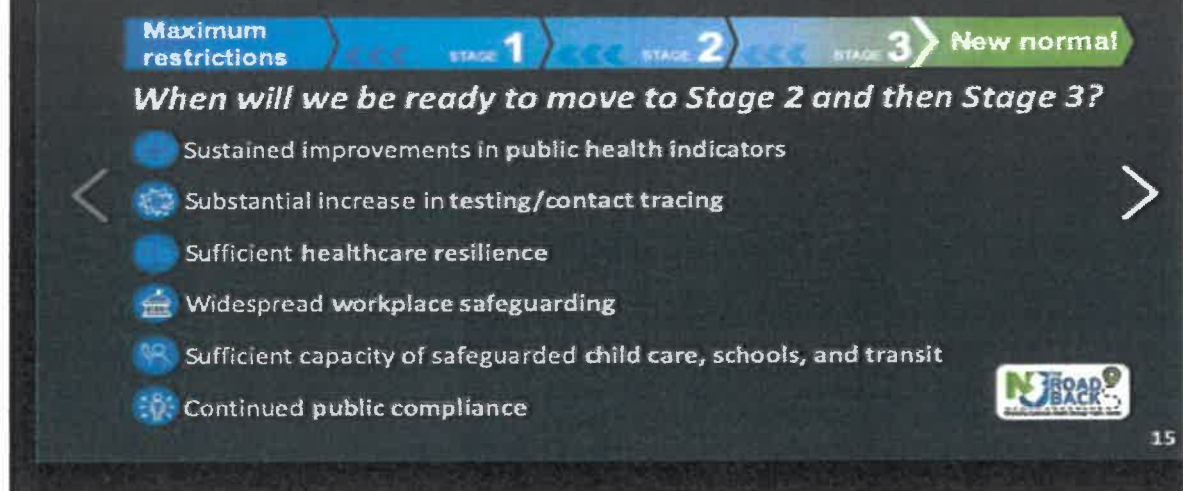
On May 18, Governor Phil Murphy unveiled a [multi-stage approach](#) to execute the responsible and strategic economic restart to put New Jersey on the road back to recovery from COVID-19. New Jersey's process for lifting restrictions is guided by [six principles and key metrics](#).

Stage Two (New Jersey is currently in Stage Two)

In **Stage Two**, moderate-risk activities restart. When leaving home, New Jerseyans should wear a face covering and keep a social distance from others. All workers who can work from home should continue to work from home.

- July 6: [Youth day camps and summer programs can operate.](#)
 - A summer camp program in Manasquan has been suspended after several workers tested positive for COVID-19. Several of its Beach and Recreation Department employees tested positive and are awaiting more test results.
 - Several counselors at Berkeley Heights Township's summer camp tested positive for the coronavirus last week. The camp has been closed and is likely finished for the year.
 - A camper participating in the Oakland borough's summer camp has tested positive for COVID-19, closing the Grade 6-8 camp for the rest of the summer.
- July 20: [Certain sports are allowed to resume practices and outdoor contact drills.](#)
 - Rutgers [announced on July 25 that six players had tested positive for COVID-19 in its previous testing cycle.](#) forcing the entire program into quarantine and the suspension of all in-person activities. But the outbreak expanded since. During one of Gov. Murphy's news briefings last week, State Health Commissioner Judith Persichilli said that 15 players had tested positive for the virus, and then on Monday night NJ.com reported that the outbreak had swelled to 28 players as well as several staff members. Fourteen days from the start of the quarantine — or at least the day Rutgers announced the quarantine was Aug. 8 but it's unclear when exactly the Scarlet Knights will begin camp.
- August 3: [Limit on indoor gatherings decreased to 25 people.](#)
 - New Jersey has begun reimplementing restrictions put in place earlier in the coronavirus pandemic because COVID-19 infections and the transmission rate continue to climb. The indoor gatherings limit has been scaled back to a maximum of 25 people or 25% of a room's capacity — whichever number is lower. The limit was previously set at no more than 100 people or 25 percent of a room's capacity. The rate of COVID-19 transmission has risen consistently above 1.0 over the past month. Any figure above 1.0 means the coronavirus is spreading.

The Road Back: Data Determines Dates



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

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

The District recognizes its ability to provide in-person instruction will be severely impacted. This change means online instruction not only for students whose families selected the full-time online option but also on a temporary basis for students whose families elected in-person instruction with social distancing in schools.

This is a substantial shift from our prior plan to begin with two half-days days per week of in-person services for all students. Class schedules mirror those used for students participating full-time online for the year. Online practices reflect lessons learned from spring 2020 and include expanded digital curriculum resources, as well as additional team member training. The district's ongoing expansion of technology, connectivity, and blended learning strategies across grade levels and curricular areas will ensure EPS students are able to access high-quality, rigorous instruction in this model and across all levels of the continuum throughout the year. EPS will provide additional professional development for staff and resources for families to prepare for a successful start to the school year under a model of virtual learning.

In order to effectively plan, the demographics of the Elizabeth Public School District must be considered. Currently, there are 28,308 students in the District. Of those students, 68.85% - are considered General Education, 18.82%- ELL, 11.02%- Special Education. The District also has 71.6% Free and Reduced Lunch

District Management and Communications and Response Plans

District Leadership Team and Pandemic Response Teams

Olga Hugelmeyer, Superintendent
Dr. Jennifer Cedeno, Assistant Superintendent
Rafael Cortes, Assistant Superintendent
Judy Finch-Johnson, Assistant Superintendent
Harold Kennedy, Jr., School Business Administrator
Francisco Cuesta, Chief of Operations
Tracy Crosby, Director of Early Childhood Education
Dr. Daphne Marchetti, Director of Elementary and Secondary Education
Sandra Nunes, Director of Bilingual, ESL & World Languages
Diana Pinto-Gomez, Director of Special Services
Aaron Goldblatt, Director of Curriculum & Instruction
Ben Candelino, Director of Athletics
Kathy Badalis, Director of Staff Development and Innovative Programs
Dr. Dorothy McMullen, Director of Special Projects
Luis Couto, Director of Plant & Property
Michael Rijo, Director of Transportation
Jamie Leavitt, Director of Food & Nutrition Services
Alberto Marsal, Chief Information Officer
Mark Colicchio, Elizabeth Health Officer
Dr. Guillermo Munoz, Chief Medical Inspector
School Nurses
School Principals
Preschool, K-8 and 9-12 Teachers
Parents

The Elizabeth Public Schools Pandemic Response teams meet the minimum requirements. Certain schools have added additional personnel that go above and beyond. Each school has a team comprised of the following:

Principal
Child Study Team Member
Guidance Counselor
School Social Worker
School Nurse
Security Guard
Head Custodian
Parent
Teacher

District Communication Plan

Our Board of Education has supported the addition of a COVID-19 Health and Safety Compliance Liaison, responsible for engaging with students, parents, faculty, staff and administrators to answer questions or concerns about health and safety requirements.

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

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

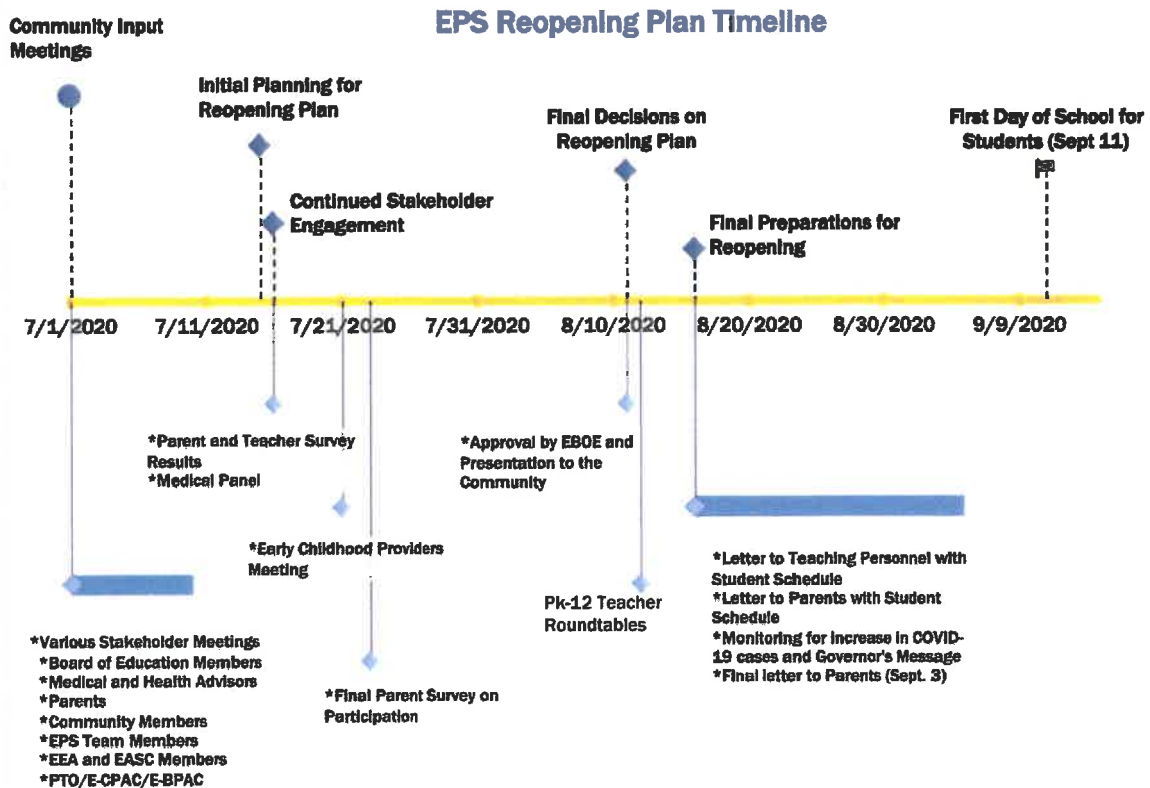
The Reopening Together Plan will be available on the district website as well as each school's website. A dedicated section will be created to support distance learning, as well as a separate one to support special education families, will be refreshed with updated information for Fall reopening.

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

Our Sources of Information

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

Timeline



Key Dates

By July 6, 2020

Superintendent presentation to school community on Reopening Plan and launch of the Initial Parent Survey through July 15, 2020.

By July 16, 2020

Elizabeth Board of Education hosts a medical panel to include the following:

Dr. Guillermo Munoz – Internist in Elizabeth

Dr. Rolando Lozano – Pediatrician in Elizabeth

Mark Colicchio – City of Elizabeth Health Officer

Dr. Carlos Remolina – Division Chief of Pulmonology at Trinitas Regional Hospital

Jose Polanco – Advance Practice Nurse Urgent Care/Hospital Medicine

Dr. Pedro Cordero – Vascular Surgeon

By July 27, 2020

Parents responded to the Parent Survey to indicate their preferred instructional model for each of their children. This deadline enabled EPS to plan class schedules for full-time online and in-person instruction.

By August 7, 2020

Parents responded to the Parent Survey indicating whether they preferred in-person or full-time remote learning instruction and transportation services for Fall 2020. In addition, Stakeholder engagement sessions were held that included the following:

Elizabeth Parent Teacher Organization
Elizabeth Special Education Parent Advocacy Committee
Elizabeth Bilingual Parent Advocacy Committee
Elizabeth Education Association
Elizabeth Administrators and Supervisors Association
Principals
School Nurses
PK-12 Teachers

By August 10, 2020

Elizabeth Board of Education Meeting to discuss decision for Fall 2020.

Laptop distribution begins to parents of students in grades PK, K,1&2. A total of 400 laptops were distributed on July 6th to students in grades K-2 in preparation for summer school. Parents receive an orientation at the time of laptop is picked up.

By August 11, 2020

Communication to the school community on the Reopening Together Plan for 2020-2021

By August 31, 2020

Communicate individual student schedules and teacher/course assignments.

General Guidance to Protect Team Members and Students

All decisions about how schools reopen are informed by the most recent local health data in partnership with the City of Elizabeth Health Department and the New Jersey Department of Health. We recognize that there are additional considerations that must be addressed to ensure students, families, and staff are well supported in the upcoming transitions.

It is important to note that the development of the Reopening Together Plan included protecting vulnerable individuals as defined by the CDC. CDC has defined certain students and staff who need extra precautions against infection. As prescribed in the governor's guidance, EPS has provided a full-time online option for students and teachers. This option is available for students and teachers who need extra precautions due to medical risk and others who are concerned about potential risk to themselves or a family member.

Supports for Our Team Members

One goal of the EPS Reopening Together Plan is to ensure that all staff—instructional, clinical, operational, and administrative—have the resources to feel safe and comfortable returning to the workplace. Our goal also includes ensuring that all team members remain employed regardless of the instructional model implemented.

Elements of this support model include the following:

1a. Flexible Work and Leave Options

Provide updated resources and procedures, including:

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

1b. Personal Protective Equipment

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

1c. Health and Wellness

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

1d. Professional Development

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

Support for Our Families

Another goal of the EPS Reopening Together Plan is to ensure that all families have the tools, resources, and supports to feel safe and comfortable. Elements of this support model include the following.

1a. Flexible Schooling Options

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

1b. Food Services Continue to provide meal services to students unable to attend school in person.

1c. Language Services

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

1d. Training and Support

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

1e. Technology Support

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

1f. Family-School Engagement

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

PHASE I: FULL TIME REMOTE LEARNING

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

- Students will receive interactive, teacher-led/synchronous instruction five days per week, Monday through Friday. This means daily interaction with teachers.
- Classes will follow a daily schedule similar to a normal school day. Schools will continue to operate on a modified half day schedule
 - Prek-8: 8:20am –12:39 pm
 - High School: 7:30am- 12:22 pm
- New instructional content will be taught, work will be graded, and attendance will be taken.
- Students will have opportunities for small-group work with teachers and peers.
- All students in grades PreK-12 will have access to a device, and through our agreement with Altice, an internet package is available to families at no cost who may not have had internet access.
- Social-Emotional Learning (SEL) will be delivered through synchronous interaction with teachers and counselors.
- Parent Academies will be offered, with training and resources for parents to support learning at home.

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

Parents will be asked if they prefer to have related services in person or virtually. If a parent chooses in person, the services will be offered at three centralized locations. Depending on the number of parents that opt for in person we would create schedules similar to those below to accommodate as many parents as possible. Transportation will be provided.

Related services in person: Grades 3-12, 1-hour sessions.

Time of therapy	Speech therapist 1	Speech therapist 2
9:00 am -10:00 am	Student 1	Student 1
10:05 am -11:05 am	Student 2	Student 2
11:10 am -12:10 pm	Student 3	Student 3
12:15 pm -12:45 pm	Lunch	Lunch
12:50 pm -1:50 pm	Student 4	Student 4
1:55pm -2:55 pm	*Small group 1- 3 students	Student 5

5 minutes in between allows for student to be returned to parent

Related services in person for grades PreK – 2, 45-minute sessions due to child's age

Time of therapy	Speech therapist 1	Speech therapist 2
8:45 am -9:30 am	Student 1	Student 1
9:35 am -10:20 am	Student 2	Student 2
10:25 am -11:10 am	Student 3	Student 3
11:15 am -12:00 pm	Lunch	Lunch
12:05 pm -12:50 pm	Student 4	Student 4
12:55 pm - 1:40 pm	Student 5	Student 5
1:45 pm -2:30 pm	Student 6	Student 6

5 minutes in between allows for student to be returned to parent

Our goal is to maintain a focus on continuous improvement. Virtual learning will include scheduled synchronous learning, live interaction with teachers, and mandatory participation times and attendance monitoring. The goal is to replicate the classroom experience, so we may transition smoothly when we return to in-person learning. The ability to return to in-person will be re-evaluate at the end of the first marking period.

In preparation for the start of the school year, daily communications will be sent out to our families in order to provide an orientation of the full virtual environment. In addition, scheduled sessions for your child to meet their teacher virtually and learn how they access content, support, and feedback. School leaders will work to ensure all parents are provided with a schedule to pick up the necessary instructional materials and school schedule prior to the start of the new school year.

Students will prepare for remote learning by:

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

Families will prepare for remote learning by:

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

Teachers will prepare for remote learning by:

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

Leaders will prepare for remote learning by:

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

Technology for Dynamic Learning Environments

In May, the Board of Education approved the application for federally funded **CARES Emergency Relief Act Grant** funding in the amount of \$1,977,326 and **Digital Divide** funding in the amount of \$2,640,432 for a combined total of **\$4,617,758** to support over 7,000 devices for all Preschool, Kindergarten, First and Second grade teachers and students at every school. The federal funding also covered the cost for internet connectivity for July 2020 through June 2021 for unlimited number of students in the total amount of **\$164,000**. This is inclusive of the purchase of additional Wi-Fi devices for distribution to families, when reliable home internet access is not available.

With these enhancements, all students in PreK-12 will be provided with laptop computers, as needed, to support learning in-person and online. Priority is to ensure reliable vendor performance and a safe and secure virtual learning platform to support enhanced online instruction in 2020-21.

1a. Student and Staff Privacy Considerations:

Every student and staff member have a unique username and password.

We conduct vendor risk assessments on all our providers, to ensure data is protect and that the vendor complies with the **COPPA – The Children’s Online Privacy Protection Act (COPPA)**, and **FERPA – the Family Educational Rights and Privacy Act**.

1b. Consolidation of Management Systems

We are a Microsoft shop and have consolidated the management of our systems by using Microsoft Intune, a cloud-based service that focuses on mobile device management (MDM) and mobile application management (MAM). We control how our organization’s devices are used, including mobile phones, tablets, and laptops. We also configure specific policies to control applications.

1c Remote Instruction Best Practices:

Our Student Information System (SIS) is PowerSchool and it is integrated with a Learning Management System (LMS). Through the LMS curriculum content and course creation is accomplished. Microsoft Teams is use as the collaboration tool for teachers and student’s interaction and Microsoft Office 365 suite provides the applications for students create, stored, email and submit assignment and projects. Teachers have a classroom management tool, GoGuardian to control the interaction and participation of the students during online school.

Preparing for Rigorous Instruction

All teachers will provide direct, synchronous instruction, in an amount similar to the hybrid model, in all of the required subjects. In addition, language supports will be provided for English Language Learners, as required and the appropriate supports will be provided for Special Education students to meet IEP requirements. Students will also receive weekly Social-Emotional Learning (SEL) lessons. Daily office hours with counselors and social workers are available by appointment.

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

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

All students will follow a daily four-hour schedule with additional supports provided for small group instruction as defined below:

Student Day: Remote Learning Schedule

Grade Prek-8 Remote Learning Schedule	START TIME 8:20 am	END TIME 12:39pm
HOMEROOM	8:20 AM	8:25 AM
PERIOD 1	8:25 AM	8:55 AM
TRANSITION	8:55 AM	8:57 AM
PERIOD 2	8:57 AM	9:27 AM
TRANSITION	9:27 AM	9:29 AM
PERIOD 3	9:29 AM	9:59 AM
TRANSITION	9:59 AM	10:01 AM
PERIOD 4	10:01 AM	10:31 AM
TRANSITION	10:31 AM	10:33 AM
PERIOD 5	10:33 AM	11:03 AM
TRANSITION	11:03 AM	11:05 AM
PERIOD 6	11:05 AM	11:35 AM
TRANSITION	11:35 AM	11:37 AM
PERIOD 7	11:37 AM	12:07 PM
TRANSITION	12:07 PM	12:09 PM
PERIOD 8	12:09 PM	12:39 PM
VIRTUAL STUDENT SUPPORT	1:30 PM	2:30 PM
VIRTUAL PARENT SUPPORT	2:30PM	3:00PM

Grade 9-12 Remote Learning Schedule	START TIME 7:30 am	END TIME 12:22 pm
PERIOD 1	7:30 AM	8:17 AM
TRANSITION	8:17 AM	8:19 AM
PERIOD 2	8:19 AM	9:06 AM
TRANSITION	9:06 AM	9:08 AM
PERIOD 3	9:08 AM	9:55AM
TRANSITION	9:55AM	9:57 AM
PERIOD 4	9:57 AM	9:59 AM
TRANSITION	9:59 AM	10:18 AM
PERIOD 5	10:18 AM	10:58AM
TRANSITION	10:58 AM	11:00AM
PERIOD 6	11:00AM	11:40 AM
TRANSITION	11:40AM	11:42 AM
PERIOD 7	11:42 AM	12:22 PM
VIRTUAL STUDENT SUPPORT	1:16 PM	1:51 PM
VIRTUAL PARENT SUPPORT	1:51 PM	2:18 PM

Providing Virtual Instructional Supports In All Content Areas

We will be focused on establishing a baseline for student learning in order to determine the skills that will need to be reinforced throughout the first marking period.

Early Childhood

All new 3-year-old and new 4-year-old students will be assessed by the teacher using the assessment that provides information about a child's development of visual-motor/adaptive, language and cognition, and gross-motor skills. Teachers will also gather baseline data through student work samples and anecdotal notes to establish a baseline for student learning that is aligned to the Early Learning Scale (ELS) child assessment tool.

Bilingual/ESL

English language learners will be assessed with an appropriate diagnostic assessment to measure level of literacy, mathematical skills and English language proficiency level. The results of the assessment will be used to establish a baseline for student learning. In addition, the WIDA Can Do Descriptors will also be used to determine a baseline for the development of English language proficiency.

World Languages

In World Languages students will be assessed using the Can-Do statements to determine language proficiency levels. This is common practice in World Language classrooms. Lessons and student grouping are guided by language proficiency. The Can Do Statements will be shared with students to encourage engagement and self-direction.

Visual and Performing Arts

In Visual & Performing Arts students will be assessed using a rubric, to determine the level of proficiency students at varying grade levels have in creating and performing in each of their arts classes. These proficiency levels will be evaluated through a scaled rubric and will be based on the New Jersey Visual and Performing Arts standards for student's participation, creation and performance, aesthetics, critique, world, culture, history and society. In addition to the rubric, an ongoing Sketchbook and performance log will be submitted to the teacher to evaluate growth as well as a self-guided evaluation by the student.

Special Education

Self-contained students will be administered an appropriate diagnostic assessment to measure academic proficiency ongoing throughout the year. In-class support students will follow the plan set forth for the general education students with appropriate modifications.

ELA K-12:

Students in K-1 will take an initial screener via iRead digital platform. Students in 2-3 will complete the Growth Measure from Into Reading. In grades 4-5, students will complete initial placement via a designated online platform. All data that is generated will allow teachers to determine a starting point for Tier II and Tier III supports. Teachers will also be provided with a brief scope and sequence of skills from the previous school year that will be embedded in the pacing guide and calendars at-a-glance in order to best structure their whole and small group instruction. Teachers will be encouraged to take anecdotal notes based on student performance. Students in Grades 6-12 will also complete an initial pre-assessment via an online platform. The diagnostic assesses student mastery of reading and writing ELA standards at various grade levels. The data collected from the assessment will be utilized to determine individual student needs, as well as inform teacher instruction on various levels, including whole group, small group and individual bases.

Mathematics K-12:

Students will complete an initial placement assessment to establish a baseline for student learning. Students will also complete an enVision diagnostic grade level readiness assessment (K-7), initial topic assessments via ST Math (2-5), Successmaker initial placement (4-5), and

unit readiness assessments (6-12). Data generated will provide teachers with information on strengths and weaknesses to tailor whole group, small group, and intervention lessons. Standards from the previous year will be embedded in curricula, taught prior to the introduction or simultaneously with the grade level standard, as per the math standards vertical progression map. In addition, these skills are also embedded as daily routine activities (K-3), addressed throughout the use of SuccessMaker (4-5), and practiced within the ST Math program (K-5).

Science K-12:

Students will complete an initial pre-assessment to survey baseline performance related to current content/module standards. Standards from the previous school year will be embedded into the pacing guide for reinforcement before moving into new content. K-8 students will utilize FOSSweb and Investigation iChecks. Students in grades 9-12 will utilize the various digital platforms associated with their specific course materials (REALIZE, Flourish, etc.).

Social Studies K-12

The focus in Social Studies will be on instructional activities that support Social Studies content across all grade levels in a fashion to support the crucial competencies our students are expected to master in the areas of reading and writing. Readings and all related activities will strictly follow the curricula and be geared toward high engagement with the opportunity for students to expand their learning and think critically. Teachers will be required to maintain anecdotal notes based on student performance and ongoing communication with parents will be key in fostering the connection between the teacher, student and parent. Finally, teachers will review data generated from the digital platforms along with student performance to determine student progress.

Career and Technical Education (CTE)

Approximately 3,500 Elizabeth Public high school students are enrolled in CTE programs of study across the seven high school academies. The district offers 29 state-approved programs of study. Each program of study provides an opportunity for students to earn postsecondary and/or industry credentials and participate in work-based learning experiences. To ensure these opportunities are available to our students without interruption we will provide professional development for our teachers to support hybrid learning environments that allow students to earn industry credentials as well as receive career guidance. CTE equipment and supplies have been assessed to ensure safe workspaces for students and team members. CTE student engagement will occur through synchronous and asynchronous lessons that center on assisting students in earning industry credentials. A baseline for student learning will be established through SGOs and benchmarks which are geared toward measuring CTE skills. Additionally, we are working with our community and industry partners to provide and modify work-based learning experiences for our students.

Individual Student Baseline Management

Teachers will regularly review data generated from the digital platforms along with student participation and performance in order to determine student progress.

Early Childhood

Throughout the first collection period (September-November) preschool teachers will continue to collect work samples and anecdotal notes for both in-person and virtual learners that is aligned to the ELS. In addition, preschool teachers will assess each student individually utilizing the Preschool Checklist to identify their progress in letter recognition, letter sound, numbers & counting, and shape identification. The data obtained from the ELS and the Preschool Checklist will be used to score the Preschool Progress Report (report card) that will be shared with parents at the end of the first collection period.

Bilingual/ESL

By using the selected diagnostic platform and the results of the student-diagnostic assessment, small groups will be established to target the identify academic needs and address the development of English proficiency levels of ELLs. The diagnostic platform will be used to assess student's baseline and allow for routine assessments to ensure students are making adequate progress. Through the usage of differentiated strategies and targeted interventions, teachers will monitor student progress through the WIDA Can-Do Descriptors and the diagnostic platform.

World Languages

Once students are assessed by with the Can-Do Statements, and language proficiency levels are determined, students will be grouped in Novice-Low, Novice-Mid or Novice-High learning groups. Tasks will then be differentiated accordingly, and lessons will be adjusted to ensure all students have equal access to curriculum, as well as equal opportunity to acquire the target language. Can Do Statements as well as World Languages Learning Progressions indicators will be used throughout the school year to gauge student language proficiency and adjust tasks and groupings accordingly. As a result, students' instructional plans will be revised and will include any necessary adjustments for student support.

Visual and Performing Arts

As the arts teacher's complete projects with the students they will review the work and create small group critiques to evaluate the work and assist on making improvements in a collaborative and positive way as taught each year in the arts as we follow the Principles and Elements of Design and Music Essentials for learning. A journal will be kept by each student in sketchbook format and writing, to illustrate students' thoughts and ideas for the current projects, future projects and reflection on their status of a work in progress. Video tutorials, written instructions and a visual example will be given to the students to assist with all assignments. Both peer and faculty, will be available for discussion as the work is being created and handed in as a final product to be graded.

Special Education

The diagnostic assessment will be used to establish a baseline which will subsequently be used to plan and target instruction. Data will be collected ongoing to ensure growth and/or to deliver the appropriate intervention.

ELA K-12:

Students in K-2 will utilize iRead, which is a digital platform that provides students personalized learning to help close reading gaps. The program focuses on phonological awareness, phonics, and fluency. Students in Grade 3 will utilize Waggle, which is a digital platform that allows teachers to truly personalize learning for students by being able to assign content. Teachers will analyze the ongoing dynamic assessment that happens throughout the use of the program. In Grades 4-12, student progress will be monitored daily through anecdotal observations, open-ended responses, student notes (Notice and Note, Cornell Notetaking, Strategic graphic organizers, etc.), teacher-created assessments, and checks for understanding. The use of SuccessMaker in Grades K-8 and Measure of Academic Progress (K-12) will also support teacher monitoring by generating key data that will inform the different tiers of instruction.

Mathematics K-12:

Teachers and students will monitor student progress through adaptive digital math tools such as ST Math (K-5), Savvas Realize (K-5), SuccessMaker (K-7), Khan Academy (6-12), MathXL (6-12), Carnegie Learning Mathia (9-12), and Measure of Academic Progress (8-12). Teachers will also examine student growth through teacher/created assignments utilizing these digital platforms. Additional improvement will be determined through anecdotal observations, open-ended responses, projects, checks for understanding, classwork assignments, embedded quizzes, and benchmark assessments. Teachers will also assist students in self-progress monitoring through assignment submissions and personalized study plans. Administrators and supervisors will monitor student progress via digital math programs and online benchmark assessment data.

Science K-12:

Teachers will monitor student performance using formative assessment throughout the lesson, lab notebook electronic sheets, Unified Classroom assignment submission, TEAMs collaboration, and performance on post-assessment module surveys. Students will demonstrate understanding of content standards on benchmark assessments on the SchoolNet platform. Teachers are encouraged to utilize the online platforms they are most comfortable with such as Class Dojo, Socrative, edpuzzle, kahoot, etc. to monitor student progress.

Social Studies K-12:

Students will be assessed on an ongoing basis including; classwork, student participation, quizzes, tests, and projects. Teacher feedback will be geared toward students not only acquiring course content but reading and writing proficiencies crucially needed for student success in high school and beyond. Students will be encouraged to extend their learning beyond the classroom during this time by exploring additional readings and resources found on various internet platforms to enhance source materials introduced and topics covered within the curriculum.

Implementation and Monitoring of Student Instructional Plans

Early Childhood

Preschool Teachers will take anecdotal notes and collect work samples during each of the 3 collection periods to monitor student progress and score each of the items on the ELS assessment. Anecdotal notes and work samples will become part of each student's portfolio and be used to monitor and share student progress with parents. Preschool teachers will continue to follow the Preschool Intervention and Referral Team referral process for any child, learning in-person or virtually, who they feel is struggling academically or behaviorally and needs additional strategies to become a successful learner. The PIRT will provide the teacher and family with strategies they can implement at home and at school in order to help the student. Progress will be monitored every 6 weeks and the child's individualized PIRT plan will be updated as needed.

Bilingual/ESL

Instructional plans will be implemented by the teacher to ensure that all students are given equal access to the curriculum including, the proper modifications based on their WIDA Can Do's. Teachers will be required to complete a progress monitoring tool for each student that has an instructional plan. The Supervisors of Bilingual and ESL will meet monthly with the teachers to review the progress monitoring tool and instructional plans. Adjustments to these plans will be made as needed.

World Languages

World Languages instructional plans will be reviewed on a regular basis by the World Languages Supervisor and feedback will be given to teachers to support best practices for differentiation of instruction as well as fidelity to the World Languages curriculum and Pacing Guides. The World Languages Supervisor will meet with World Languages teachers as a department to support with implementation of curriculum as well as meet with teachers individually to support as needed.

Visual and Performing Arts

The Supervisor of Visual & Performing Arts will review lessons for areas of Art, Dance, Drama, Music and Instrumental practices. With the support of a strong curriculum and standards, we will continue to leverage the curriculum to guide our practice through the arts. Collaboration between team members in each area will occur during department meetings to ensure the lessons are equitable for all students and the resources provided, support the instruction presented at each grade level in each school. Teachers will be closely monitoring the accommodations tool to ensure students are offered additional resources when struggling.

Special Education

CST members will continue to meet with teachers during regularly scheduled matriculation meetings to discuss student progress and performance. CST members will also communicate with our families to ensure that our students SEL needs are being addressed.

Staff will continue to utilize the Intervention and Referral service process to provide additional supports to those students who require additional supports.

ELA K-12:

Teachers will be provided with a brief scope and sequence of skills that will be strategically embedded in the pacing guide and calendars at a glance to ensure that students will learn prerequisite skills necessary to master grade level skills. In Grades 1-3, an emphasis on phonics skills that are not revisited in the new grade level will be addressed in September. In Grades 4-5, word analysis skills or morphological awareness will be embedded throughout the school year in order to help students build their vocabulary in an age-appropriate way. In Grades 6-12, skills and standards are recursive. Teachers will have a scope and sequence, pacing guides, resources and guidance as to which skills must be taught as a priority. During MP1 our focus will be on the Narrative Reading and Writing. Students will engage in narrative readings, as well as text-based narrative writing. Specific skills teachers will address include analysis of theme, character, conflict, plot sequence, author's purpose, point of view, key vocabulary and literary analysis. Pacing guides and key weekly foci in terms of skills and aligned resources will be available for teachers. Students will utilize graphic organizers and instructional strategies, such as Notice and Note close reading strategy, Notice and Note Reading Logs for fiction and nonfiction, SOAPSTONE, STEAL, SPACECAT, SIFFT in their classes, as they work on the Narrative and literary analysis. In addition, core texts, text-sets, fiction and nonfiction texts, informational articles and instructional videos will be available on Unified Classroom course pages in the resource sections.

Mathematics K-12:

The Mathematics Department's goal is to encourage students to achieve mathematical literacy through analyzing, reasoning, and effectively communicating ideas, while solving and interpreting real-world situations. This requires students to understand the language of mathematics and master grade level standards. Teachers will be provided curricula and pacing calendars aligned to the New Jersey Instructional Units/Framework and College Board Advanced Placement. Math topics will be organized via Unified Classroom pages providing resources such as vocabulary, anchor charts, digital manipulatives, and instructional videos (2-12). Curricula and calendars will highlight embedded prerequisite skills that were missed causing an academic gap. Previous grade and current grade level standards will be taught prior or concurrently, as per the math standards vertical progression map to develop fundamental (K-5), algebraic (6-12), geometric (6-10), calculus (10-12), and statistical concepts (6-12). Teachers and students will monitor progress of instructional plans through data collected via enVision cumulative progress assessments (K-5), ST Math topic assessments (2-5), and SuccessMaker performance (4-5).

Science K-12:

Teachers will utilize Unified Classroom and TEAMS to communicate and monitor student instructional plans. A pacing guide will be provided to support teachers in implementing the curriculum framework, as well as offer embedded opportunities for reinforcement of prior year's standards before moving on to new content. Teachers will create opportunities for students to reflect, adjust and correct their thinking and provide meaningful feedback

Social Studies K-12:

Social Studies instructional Plans will be reviewed on a regular basis by the Supervisor of Social Studies. Feedback will be provided to teachers based on best practices in terms of differentiation of instruction and alignment to the curriculum and pacing guides. Collaboration between teachers will be ongoing in conjunction with the Supervisor. Teachers will monitor student progress and provide additional resources to assist students in need of additional support and provide weekly report to Supervisor of such efforts.

Professional Development Considerations**Remote Learning Practices and the District's Learning Management System****Early Childhood**

All preschool teachers and students will receive Apple iPads to be used for both in-person and virtual learning. iPad training will be provided for all preschool teachers and the tools and applications on the device will be implemented into the preschool curriculum. Some of the key features that will be utilized include the Microsoft Office applications (i.e. Word, PowerPoint, Teams.) Preschool teachers will be specifically trained on the implementation of the following iPad tools, features and applications including the camera, clips, garage band, sketches, Class Dojo/Remind and more.

The lesson plans for the first few weeks of school will be designed to teach the preschool students the basic functions and features of the ipad. Parents will also receive a pre-recorded ipad training, with additional parent training offered throughout the school year.

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

Professional development sessions have been scheduled for teachers on the various topics including:

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

Special Education:

Special education teachers' trainings will focus on virtual instruction platform with a concentration on following IEPS while delivering differentiated instruction.

Trainings for special education teachers will consist of:

- Online platform
- Microsoft learning tools
- Reading/writing strategies
- Autism virtual learning PD
- Curriculum updates

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

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

ELA K-12:

The ELA Department will collaborate with key partners to provide instructional supports and professional development centered on virtual teaching and learning. HMH Into Reading will provide virtual trainings and webinars focused on the implementation and integration of iRead (K-2), Waggle (3), and the effective use of the HMH Ed Online platform. HMH offers Teacher's Corner for teachers in K-3, which encompasses virtual on-demand professional development videos and recorded modeling. The Children's Literacy Initiative will provide access to virtual learning opportunities that focus on instructional practices in the digital age. The Department will offer voluntary (K-5) and required (6-12) department meetings for all teachers to provide support with curriculum and remote instruction. The supervisors will provide a schedule of office hours for different grade levels to further address questions and concerns. Virtual professional development on pacing guides, curricula expectations, and the implementation of specific platforms, such as TEAMS, Ed Online, Seesaw, Unified Classroom, and FlipGrid will be provided. In addition to these platforms, students in Grades 4-11 will be able to submit their essays on the MyAccess! online writing program.

Mathematics K-12:

The Mathematics Department will collaborate with math program partners to provide effective virtual professional development for teachers, instructional coaches, and administrators. Voluntary virtual overview trainings of Savvas enVision (K-3 & 6-7), ST Math (K-5), and Carnegie Learning (9-12) will be held in the summer to assist teachers in transitioning to a new math program. Teachers will also have access to on-demand professional development videos, model lessons, and coaching support via math program partnerships. Teachers will also have access to lesson-specific professional development videos that are available prior to each enVision lesson and/or topic (K-7). Voluntary office hours will address one-on-one assistance while voluntary (K-5) and required (6-12) department meetings will continue to build capacity and fidelity of the program. Administrators will attend leadership trainings on look-fors,

program alignment to Danielson framework, and monitoring teacher and student progress. Teachers will also attend training during district in-service professional development days to further expand their knowledge of the math programs, curricula, and technology, including TEAMS and Unified Classroom.

Science K-12:

The Science Department will collaborate with key partners to provide instructional supports and professional development centered on virtual teaching and learning. FOSS will provide virtual trainings and webinars focused on the implementation and integration of FOSSweb. The Department will offer department meetings for teachers in grades 6-12 to provide support with curriculum and remote instruction. The supervisors will provide a schedule of office hours for different grade levels to further address questions and concerns. Teachers will also attend training during district in-service professional development days to further expand their knowledge of the science programs, curricula, and technology, including TEAMS and Unified Classroom.

Social Studies K-12:

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

Trauma-Responsive Instruction and Social-Emotional Learning

Early Childhood

Second Steps is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive. The Second Steps-Early Childhood Program will be utilized for our preschool students on a weekly basis and the lessons will teach skills in identifying one's own and other's feelings, showing care and concern for others, calming down strong feelings, using problem solving steps to find solutions, and much more. Preschool Teachers will receive support from the early childhood social workers on how to best support their students in teaching the necessary SEL skills using the Second Steps program, as well as assist with any issues that may arise that are unique to each classroom and/or child.

Bilingual/ESL

Bilingual psychologist has provided Bilingual/ESL educators with professional development opportunities on the importance of culturally responsive teaching and social-emotional learning. The bilingual psychologist will continue to provide support for teachers navigating through their student's emotions and experiences. A social-emotional appendix has been created to enhance the Bilingual/ESL curriculum with student activities. It includes an extensive list of resources for teachers as well as remote and in-person activities for teachers to implement with their students

that foster healthy social-emotional skills. The bilingual psychologist will continue to be available to consult with teachers who have social-emotional concerns about their students. In addition, counseling services will still be in place to assist our Bilingual/ESL students.

World Languages

World Languages teachers have received Social-Emotional training for classroom awareness. In addition to designing lessons which support the social-emotional well-being of our students, teachers will seek additional support from immediate school administrators, supervisor and Guidance Counselors when student stress is detected.

Visual and Performing Arts

The Visual and Performing Arts Teachers will receive profession development on Social Emotional Growth in the Arts Classroom provided by the National Arts Educators Association.

Special Education

CST members will continue with social skill and counseling needs and identified in student's IEPs and continue to provide support to staff as well.

Guidance Counselors and Social Workers

Imagine, A Center for Coping with Loss

- Grief counseling training for staff
- Grief education workshops for parent and students

Psychological First Aid by Johns Hopkins University

- Trauma based training for all mental health professionals

Panorama Education Survey Training

- Social Emotional Learning survey training for schools
- Equity and Inclusion survey training for schools

Supporting Student, Family, and Educator Wellness

1a. Social-Emotional Learning

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

Character Education Skills

1. Building Resiliency

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

2. Social Awareness

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

3. Sense of Belonging

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

4. College and Career Readiness

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

Engagement

- Students will examine their own perceptions; behaviorally, academically, and emotionally in both the in-person and virtual learning environment.
 - Teacher/Student Relationship
 - School Counselor and Social Workers will provide teachers with in-person/virtual lessons on developing a strong teacher/student relationship in a virtual setting.
 - School/Family Relationship
 - Schools will survey their students and families via:
 - Panorama or
 - New Jersey School Culture and Climate Survey

1b. Outreach Programs for At-Risk Students

- School Counselors and Social Workers will review 19-20 Academic and Intervention and Referral Service data to determine students' academic and behavioral challenges.
 - School Counselors and Social Workers will develop individual comprehensive plans to address those specific academic and behavioral needs.
- School Counselors and Social Workers will refer student to appropriate community resources as needed such as:
 - Perform Care/Mobile Response

- Trinitas Out/In patient programs
- Cooperative Counseling
- Kwenyan Professional Health Services
- High Focus Centers
- Proceeds
- True Care Mental Health Clinic
- Bridgeway Rehabilitation Services
- Alternative Education Placements

Plan for School Meals

Meals will be available every day to all students in both virtual and in-person learning. The Elizabeth Public Schools will continue to accept and process all meal applications. All PK-12 students will be provided with pre-packaged breakfast and lunch. Parents and Guardians will be allowed to pick up the meals. Three days of breakfast and lunch will be distributed meals on Sundays. Two days of breakfast and lunch will be distributed on Wednesdays. All schools will serve as distribution sites. Parents can pick up the student meal and let the staff member know the student name to be entered into the meal system. Staff members will scan the barcode associated with name for claiming purposes. Our team members will distribute the meals outside the building.

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

PHASE II: In-Person Hybrid Model

Schools will continue to operate on a modified half day schedule as follows:

- Prek-8: 8:20am –12:39pm
- High School: 7:30am- 12:22pm

Students within a school will be split into two cohorts, Cohort A and Cohort B. Cohort A would attend in-person instruction on Mondays and Tuesdays. Cohort B would attend in-person instruction on Thursdays and Fridays. The in-person instruction would be complemented by remote learning on the days when students are not physically in school. Wednesdays would be reserved for remote instruction. This will also allow for a deep school-wide cleaning.

Teachers will be available to interact with their remote learners daily, from 1:16pm- 1:51pm in the high school and 1:30pm-2:30pm in the Prek-8 schools. Teachers will be available in the

afternoons for small/whole group instruction, peer to peer instruction, follow up, questions, and check-ins.

Teachers will have office hours from 2:30pm to 3:00pm in the Prek-8 schools and 1:51pm to 2:18pm in the high school on Monday, Tuesday, Thursday and Friday.

Power School information is being reviewed and cross-referenced, so we can identify siblings that are enrolled throughout the district, whether in the same school or different schools. Once identified, each family is being given a Family Code. This will ensure that a family unit is scheduled in the same cohort, and therefore, will be on the same in-person and remote schedule. All efforts will be made to ensure that siblings attending in-person classes in multiple buildings will be assigned to the same cohort rotation.

- **In-Person Hybrid Schedule**

Cohort	In-Person 4-Hour Session	Remote Learning
A	Mondays and Tuesdays	Wednesdays, Thursdays, and Fridays
B	Thursdays and Fridays	Mondays, Tuesdays, and Wednesdays

Sample Schedule: Pre-K – Grade 8

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	In-Person 8:20 am – 12:39 pm		Remote Learning 8:20 am – 12:39 pm		
	Virtual Support 1:30 pm – 3:00 pm		Virtual Support 1:30 pm – 3:00 pm		
B	Remote Learning 8:20 am – 12:39 pm			In-Person 8:20 am – 12:39 pm	
	Virtual Support 1:30 pm – 3:00 pm			Virtual Support 1:30 pm – 3:00 pm	

Sample Schedule: Grades 9 – 12

Cohort	Monday	Tuesday	Wednesday	Thursday	Friday
A	In-Person 7:30 am – 12:22 pm		Remote Learning 7:30 am – 12:22 pm		
	Virtual Support 1:16 pm – 2:18 pm		Virtual Support 1:16 pm – 2:18 pm		
B	Remote Learning 7:30 am – 12:22 pm			In-Person 7:30 am – 12:22 pm	
	Virtual Support 1:16 pm – 2:18 pm			Virtual Support 1:16 pm – 2:18 pm	

Half Day: In-Person Hybrid Schedule

Grade Prek-8 Remote Learning Schedule	START TIME 8:20 am	END TIME 12:39pm
HOMEROOM	8:20 AM	8:25 AM
PERIOD 1	8:25 AM	8:55 AM
TRANSITION	8:55 AM	8:57 AM
PERIOD 2	8:57 AM	9:27 AM
TRANSITION	9:27 AM	9:29 AM
PERIOD 3	9:29 AM	9:59 AM
TRANSITION	9:59 AM	10:01 AM
PERIOD 4	10:01 AM	10:31 AM
TRANSITION	10:31 AM	10:33 AM
PERIOD 5	10:33 AM	11:03 AM
TRANSITION	11:03 AM	11:05 AM
PERIOD 6	11:05 AM	11:35 AM
TRANSITION	11:35 AM	11:37 AM
PERIOD 7	11:37 AM	12:07 PM
TRANSITION	12:07 PM	12:09 PM
PERIOD 8	12:09 PM	12:39 PM
VIRTUAL STUDENT SUPPORT	1:30 PM	2:30 PM
VIRTUAL PARENT SUPPORT	2:30PM	3:00PM

Grade 9-12 Remote Learning Schedule	START TIME 7:30 am	END TIME 12:22 pm
PERIOD 1	7:30 AM	8:17 AM
TRANSITION	8:17 AM	8:19 AM
PERIOD 2	8:19 AM	9:06 AM
TRANSITION	9:06 AM	9:08 AM
PERIOD 3	9:08 AM	9:55AM
TRANSITION	9:55AM	9:57 AM
PERIOD 4	9:57 AM	9:59 AM
TRANSITION	9:59 AM	10:18 AM
PERIOD 5	10:18 AM	10:58AM
TRANSITION	10:58 AM	11:00AM
PERIOD 6	11:00AM	11:40 AM
TRANSITION	11:40AM	11:42 AM
PERIOD 7	11:42 AM	12:22 PM
VIRTUAL STUDENT SUPPORT	1:16 PM	1:51 PM
VIRTUAL PARENT SUPPORT	1:51 PM	2:18 PM

1a. In-Person Instruction Considerations

In-person instruction means students physically return to the in-person classroom/school environment with the goal of returning as many students as possible. Elizabeth Public Schools will comply with all the public health safety recommendations (social distancing, classroom arrangement, cloth face mask use, etc.).

If community transmission increases, Elizabeth Public Schools will work with local and state public health officials and the DOE to determine if additional mitigation efforts may be warranted to help protect students and staffs while maintaining in-person instruction. If community transmission dramatically increases, or there are identified recurring outbreaks at educational facilities, the district may need to consider moving to a modified hybrid model or full remote learning model.

1b. Hybrid Instructional Considerations

Hybrid instruction describes a model in which students alternate between in-person and remote instruction. Having students alternate between in-person and remote instruction can help to decrease class sizes, limit exposure to students, decrease burden on transportation systems, increase physical distancing in classrooms, and help to naturally cohort students into non-overlapping groups.

Schools will appropriately address the public health safety recommendations (social distancing, classroom arrangement, cloth face mask use, etc.). If community transmission increases, or if there is updated guidance from the New Jersey Department of Education or the Office of the Governor, the district may need to consider moving to a full remote learning model.

1c. Remote Instructional Considerations

E-Remote-learning is learning utilizing electronic technologies to access specific educational curriculum outside of a traditional classroom. Remote instruction means students engage full-time from the home or other safe environment while leveraging electronic technology to insure there is not an interruption in the delivery of instruction. Students who cannot return to any in-person instruction will have the option to receive full-time remote instruction. Students accessing instruction in this manner would have the same content and course schedule but would simply access the instructional components of the class and teacher feedback remotely.

All student in PreK-12 will receive a district issued laptop/tablet to be able to support all students and teachers to learn and deliver lessons remotely.

1d. Impact of Remote/Hybrid Instruction on Other Programs

Based on public health data, the school district will determine if after-school clubs, co-curricular activities, and athletic programs can proceed for the Fall. Based on current health trends, there is a strong probability that district facilities will be closed to all after-school and weekend activities. Furthermore, there will be no public facility rental of district property until the public health crisis has been resolved.

Health services such as dental clinics will be made available by appointment only.

At this time all field trips have been canceled until further notice. Schools will be recommended to pursue virtual field trips to enhance classroom lessons.

Students and staff members that have traveled to any of the “Corona Virus Hot Spot” states will be required to self-quarantine upon returning to New Jersey for either 14 days or upon the 6th day of your return to NJ, you can get tested and once the negative results are received, you can return to school.

1e. Staffing Models and Expectations

Prior to entering the school building all staff will be required to complete the COVID-19 Self Checklist and Temperature Check.

Staff will be required to maintain at least six feet of physical distancing from other staff in their work environment. This should include avoiding staff congregation in work environments, break rooms, staff rooms, and bathrooms. In-person group meetings should be limited. For example, conduct staff meetings, PLCs, IRSS and parent meetings remotely whenever possible. Staff should also attempt to stay at least six feet from students during educational/instruction time in classrooms as much as possible.

While in the school building, students and staff will be required to wear a face mask and social distancing requirements will be followed. Enhanced cleaning protocols will be followed as well as health screening of all students and staff entering the buildings.

1f. Transition to Remote Instruction Scenarios

Students and Educators Unable to Participate In-Person

Utilizing PowerSchool Unified and Microsoft 365 TEAMS would allow our educators to simultaneously teach a class both in-person and remotely. This may take place through the capture of in person whole-group instruction that can be accessed by students learning at home in a synchronous or asynchronous manner. Students accessing instruction in this manner would have the same content and course schedule but would simply access the instructional components of the class and teacher feedback remotely. Students will be able to engage in small group and peer to peer learning with students in the live instructional model and remote model synchronously and asynchronously.

Teachers will also have remote office hours in the afternoon to be accessible to students working from home or in the school for additional support, check-in and follow-up. Virtual support for high school students will be available from 1:16 pm – 1:51 pm. Virtual support for Prek-8 students will be available from 1:30 pm – 2:30 pm.

Teachers will have office hours from 2:30pm to 3:00pm in the Prek-8 schools and 1:51pm to 2:18pm in the high school on Monday, Tuesday, Thursday and Friday.

1a. Student Learning Workgroup

Early Childhood

Preschool students will attend school based on their assigned cohort (A/B). A maximum of 8 students will be in a cohort and these students will remain together throughout the school day. Students will practice social distancing throughout all components of the daily routine.

During Work Time (i.e. free play time), small and large group times, including read-alouds and music and movement, students will be socially distanced throughout the preschool classroom and will work with toys/materials provided to them in individually packaged bags/containers.

Preschool teachers/CDAs will work with 2 students at a time in a small group, socially distanced, to teach skills as mandated by the NJ Preschool Teaching and Learning Standards. Simultaneously, the other students in the classroom will engage in work time, at their individual space (desk, table, floor) with individually packaged materials. Preschool teachers/CDAs will rotate around the classroom to engage with all preschool students.

Bilingual/ESL

With the continuation of a non-traditional learning environment of remote or hybrid learning, targeted supports are necessary to address the wide variation of content knowledge and skills. To target the academic needs of English language Learners (ELLs), teachers will design their lessons to include appropriate scaffolding and supports to develop the wide range of English language proficiency levels. In addition, teachers will also include social-emotional mini-lessons during instruction. Teachers will have access to a resource folder that will contain an array of SEL lessons. The district bilingual psychologist will continue to support both teachers and students in implementing SEL activities to address the mental health needs for our ELLs.

World Languages

The World Languages Department K-12 will support the development of world languages for all learners with differentiated lessons to ensure all students have equal access the curriculum. In addition, social-emotional lesson components will be added to lessons.

Visual and Performing Arts

The Visual and Performing Arts Department has created projects and assignments to help channel creative outlets for everyday stresses our students may be confronted with during this time. Lessons created for students in grades K-2, 3-5, 6-8 and 9-12 will provide students with the opportunity to foster creative, develop critical thinking and encourage acceptance of diversity. Curriculum aligned lessons will be delivered using video instruction and teacher conferences will reassure students to work at their own pace and ability in the arts.

Special Education

Students with IEPs will continue to get individualized instruction based on their IEP goals and objectives. During remote learning days students will be grouped based on instructional best practice to ensure growth and collaboration.

Teachers will design their lessons to include the appropriate scaffolds to target student needs in order to ensure growth and fidelity to the IEP goals/objectives.

Library

Library media specialists will deliver instruction with differentiated lessons to ensure all students have access to resources through a hybrid/digital platform. Lessons will be designed providing students tools and strategies to continue to develop media literacy and research skills.

Elementary & Secondary Education

TEAMS will be utilized to facilitate live instruction for groups learning virtually. Students will begin with whole group direct instruction. The students will then breakout into teacher-directed small group and independent work time. Small group instruction will allow teachers the time to address regression and academic gaps. Teachers will utilize TEAMS to confer with students in small groups. Students who are working independently will utilize their designated online platform. Throughout the tiers of instruction, the teacher will be responsible for assessing student understanding. At the end of each lesson, students will reconvene with the teacher for a closure activity.

ELA K-12

ELA lessons reflect whole group, small group and individualized instruction. Whole group instruction will consist of targeted mini lessons conducted by the teacher through various resources including instructional PowerPoint presentations and instructional videos. At the elementary level, teachers will focus on phonological awareness (K-1), phonics (K-3), morphological awareness (4-5) and reading skills aligned to grade-level standards. In all grade levels, the teacher will conduct read-alouds of core texts and/or text sets; with a purpose that is aligned to the mini lesson taught. Small group instruction and individual practice offer students an opportunity to hone skills related to the mini lesson, or the week's focus. In Grades K-5, these skills include phonics/word analysis, comprehension, close reading, vocabulary work, and text-based writing. In Grades 6-12, these skills include literary analyses, vocabulary work, text-based writing and research. Students may also be working on their writing skills on MyAccess, an online writing program. Teachers will utilize TEAMS to conduct small group and/or individual instruction and in some cases, when all instruction is virtual. Students will submit all work online; either on Seesaw (K-1), HMH Ed Online (K-3), Unified (2-12), FlipGrid (3-12), or the MyAccess platform (4-12) depending upon the grade level and teacher preference.

Mathematics K-5:

Students in Grades K-3 will begin each lesson with daily routines to provide students with repetitious practice of fundamental mathematical fluency skills to support grade level standards. Students in Grades 4-5 will begin each lesson utilizing the SuccessMaker program to monitor and practice regression skills. Teachers (K-5) will transition to whole group problem-based direct instruction where students will explore the lesson concept through a real-world scenario, classroom discussions, video tutorials, and guided practice problems to develop numeracy skills that support algebraic and geometric concepts utilizing enVision 2020 program materials. Following whole group instruction students will take part in independent practice where they will engage in a check for understanding activity that will inform the next part of the lesson. Utilizing this check for understanding, the teacher will break students up into small group for additional teacher-led instructional support (via TEAMS) or independent work time where students may require additional adaptive practice (Adaptive Practice powered by Knewton),

complete choice projects (Pick-a-Projects or STEM Projects), or practice skills needing reinforcement through the use of ST Math (K-5). Independent work will be submitted via Savvas Realize (K-5), Unified (2-5), ST Math (K-5), FlipGrid (K-5), or SeeSaw (K-1).

Mathematics 6-12:

Students will be engaging in whole group/small group instruction and discussions to build algebraic (6-12), geometric (6-10), calculus (10-12), and statistical concepts (6-12). Whole group instruction will focus on targeted standards utilizing components of enVision 2020 (6-7), Agile Mind (8), Carnegie Learning (9-12), Khan Academy (9-12), and textbook materials (6-12). Small teacher directed groups will provide interventions of pre-requisite standards to address regression and grade level skills. Students will consolidate learning through independent and small group practice. Independent learning will expose students to real-world math problems including, but not limited to STEM Projects, 3 Act Math Tasks, adaptive math program practice sets, and exploratory challenges. Microsoft Teams will be utilized for student-to-student and teacher-to-student interaction. Assignments will be submitted on the designated online math platform and Unified Classroom.

Science K-12:

Students will be engaging in science experiences through live and pre-recorded demonstrations during whole-group instruction. Teachers will guide students in their observations, predictions, and discussions to make sense of presented phenomena. Breakout small group and independent practice time will be guided by the teacher using Unified Classroom, TEAMS, and supplemental resources, such as online multimedia and simulations and FOSSweb (K-8).

Health Practices and Protocols

The screening, health, and safety measures that follow will offer further precautions for all students and staff.

1a. Team Members, Students, and Visitors Screening and Absenteeism

Team Members must complete EPS COVID-19 Daily Self-Check Checklist before reporting to work every day. Temperature: self – check at home to complete daily survey to obtain a green check mark.

Team Member Absence – Teachers go to Substitute Teacher vendor website to report absence and also complete the EPS COVID-19 Daily Self-Check Checklist. Courtesy call to school secretary and/or Principal. Teachers must stay at home if sick.

Visitors must complete and sign the VISITOR LOG, Health Questionnaire and have temperature checked before proceeding into the school building/Central Office.

Parents must sign an agreement that they will abide by sick / absentee guidelines. District letter to all parents revising the attendance policy/ COVID-19 considerations.

Student Absentee Survey Checklist for parents to report a sick student and for surveillance efforts to detect and respond to an outbreak.

Absentee Telephone Line: A dedicated absentee call center telephone line for parents to leave a message child's name, grade/Room # and reason for absence, include a call back phone number. School staff /secretary's duty to forward only medical calls to nurse for follow-up with consideration for language barrier. Language line implementation for use when a language barrier is present.

1b. Student Absence Reporting Checklist

If you answer Yes to any of the following questions, please keep your child home and contact your physician for further instructions. This information will be kept confidential and will be sent to your School Nurse.

Union County Governmental Public Health Partnership (GPHP)
COVID-19 Daily Pre-screening Questions

Name of Student: _____ Date: _____

Parent/Guardian Cell: _____

Are you experiencing any of the following symptoms?

Please Circle One

- | | | |
|---|-----|----|
| 1. Fever ($\geq 100.4^{\circ}\text{F}$) | YES | NO |
| 2. Cough or shortness of breath | YES | NO |
| 3. Sore Throat | YES | NO |
| 4. Chills | YES | NO |
| 5. Muscle aches or rigors | YES | NO |
| 6. Headache | YES | NO |
| 7. New loss of taste or smell | YES | NO |
| 8. Abdominal pain, nausea, vomiting or diarrhea | YES | NO |

Have you had close contact with someone who is currently sick? YES NO

Have you been diagnosed with COVID-19 in the past three weeks or have reason to believe you have COVID-19? YES NO

Have you traveled or had close contact with anyone who has traveled?
outside of New Jersey in the last 14 days?

YES

NO

If you took your temperature this morning, what was the reading? _____

To attend school, each student must complete this form daily. This is a recommended template for the COVID-19 pre-screening questions. Districts can determine the best means (electronic or paper) and platform (Survey Monkey, Microsoft Teams, Google Docs etc.) to administer the screening questions. Screening questionnaires must be completed prior to arriving on school grounds.

2a. Social Distancing and Cohorting (Grouping) Students

Social Distancing is the most important behavior we can implement to reduce our risk of contracting Covid-19. We will instruct/train staff and students emphasizing the importance of Social Distancing to avoid becoming a close contact or case: maintain 6 feet distance from others, no hugging, no shaking hands, no fist bumping etc., No sharing of food, toys, pens, pencils or other equipment. Students with viral symptoms will be isolated in a supervised isolation room, separate from the Health Office, while they await parent pick-up. Each school's Principal will choose a dedicated room close to the Main Office in consultation with the School Nurse.

Close Contact is a person who has been within 6 feet or less of a Covid- 19 positive case for 10 or minutes or is a household member of a positive Case (symptomatic or not) or shared a meal with a Covid-19 case within 48 hours of the onset of symptoms or positive test result.

Social distancing includes staying home when ill, quarantine at home, for 14 days from last contact with the Case (positive for Covid-19 or symptoms of Covid-19 and self-monitor for symptoms. If the Case is a household contact and not possible to quarantine from the person, the quarantine time begins and **continues for 14 days after the Positive Case's required isolation period ends.** if in close contact of a covid-19 case (insert quarantine/isolation chart). Even if the Contact tests negative may still develop symptoms so the entire quarantine time frame is recommended.

Cohorting (grouping) students: We will keep students in small separate groups in a defined space in order to minimize the number of interactions with others throughout the school day. If an exposure should occur, very few contacts will be affected, allowing the school to continue to operate while identifying and mitigating the number of possible close contacts. Utilize isolation room.

3a. Reporting and Investigating COVID-19 in the Educational Facility

Team Member COVID-19 Daily Self-Checklist

Review this COVID-19 Daily Self Checklist each day before reporting to work. If you reply YES to any of the questions below, STAY HOME and:

- Contact your supervisor and
- Human Resources
- Contact a healthcare provider for guidance to determine if testing is warranted.

If an employee has tested positive for COVID-19, a doctor's note will need to be provided upon returning to work.

If an employee is experiencing symptoms, the primary physician needs to be notified.

Employees must be fever-free for 72 hours (3 days), fever free with-out any fever reducing medication and 7 days of self-isolation.

If you start feeling sick during your shift, follow steps above.

*The Team member needs to report to their supervisor any contacts that they may have had 72 hours prior to experiencing signs and symptoms of Covid19 in the workplace.

Contact Tracing – Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19. It is a long-standing practice and is an integral function of local health departments.

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

School districts should collaborate with the local health department and engage their school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing. School Nurses Reporting and Investigating COVID-19 in the schools.

When a student presents to the nurse to have had a known close contact or potential exposure recent travel, continue with an assessment:

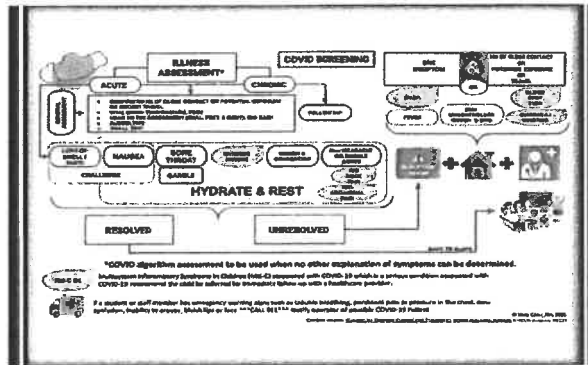
- Temperature,
- Pulse Oximeter,
- Head to toe Assessment (Oral, Feet & Body)
- Rule out a Rash
- Auscultate
- Smell Test

Continue to observe for any signs and symptoms (Refer to updated CDC Guidelines)

Multisystem Inflammatory Syndrome in Children (MIS-C) associated with Covid-19 which is a serious condition associated with COVID-19 recommended the child be referred for immediate follow up with a health care provider.

The Student is placed and continually observed in the isolation room while waiting for the parents or guardians to pick up. The parents will be apprised of their child's condition and given instruction to follow up with their pediatrician. A doctor's note will be required upon return. At this time the student, their siblings will follow isolation procedures at home.

The school nurse will report the cases (teachers, staff and students) to the Elizabeth Health Officer, the Chief Medical Inspector and the COVID-19 Health and Safety Compliance Liaison to continually updating them of the situations at their schools.



During a period of minimal or moderate community spread of COVID-19, if there is a positive case within a classroom, staff and students may be dismissed for two days to allow time for the officials to gain a better understanding of the COVID-19 situation impacting the school and for custodial staff to clean and disinfect the affected facility.

- The Superintendent will make the decision to close in consultation with the Local Health Officer and Chief Medical Inspector.
- This determination will be on a case by case basis.
- If the determination is that we have a COVID-19 positive case, the staff and students of the classroom will be self-quarantined for 14 days and consult their medical provider and be tested.
- The test results will be communicated to the School Nurse, Principal and COVID-19 Health and Safety Compliance Liaison.

Working closely with the Elizabeth Health Department, EPS will monitor for additional guidance from the New Jersey State Department of Public Health for community and indicators to assist with the decision-making on cancellation of classes and virtual/distance learning.

Prepare the Physical School Environment

1a Cloth Face Covering Use and Personal Protective Equipment (PPE)

Face coverings:

Students: All students will be required to wear a face covering especially when social distancing is not possible, unless doing so will inhibit the student's health. This also pertains to the use of face coverings while on the bus. Students will be permitted to take a brief break from wearing their mask as needed.

Educators, Staff and Visitors: All educators, staff members and visitors will be required to wear a face covering upon entrance to any school facility. Bus drivers are also required to wear a face covering while conducting the bus. If a visitor comes to the school without a face covering, one will be provided for them. If the visitor refuses to wear a face covering for non-medical reasons, entry to the facility will be denied.

A face covering is defined as a material that covers one's mouth and nose. The covering can be secured by straps or ties. The mask should fit snugly around the face and not restrict breathing. Face coverings are an important mitigation strategy to help reduce transmission of the virus. "Cloth face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice" (CDC, July 2020).

Face coverings are not recommended for children who are less than 2 years of age and for those with medical conditions that can be affected by using a mask. Parents and staff members are advised to consult with their healthcare providers about wearing cloth face coverings. Accommodations for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations. (NJDOE- Road back to Recovery Plan)

The enforcement of face coverings for younger children or individuals with disabilities may not always be feasible. The enforcement of all other mitigation efforts will be in place. These efforts include but are not limited to proper hand hygiene, good respiratory hygiene, physical distancing, cleaning and disinfecting measures, and screening procedures.

Parents are advised to begin practicing with their child on how to use a mask at home prior to the beginning of school. Prepare to have a clean face covering for your child each day. You may want to have one for each day they attend school. Cloth face coverings should be washed daily or when visibly soiled. Please refer to the instructions below on how to properly wash your cloth mask. If you plan to send your child with a surgical medical mask, these masks should be disposed of at home at the end of each school day. Surgical masks are not reusable and cannot be washed. They must be discarded after each use.

The following are example scenarios when your child will be expected to wear a face covering:

- While on the bus if social distancing is not possible.
- During drop off and pick up.
- While standing in line.
- Upon entering any school facility.
- Walking to and from their classroom.
- In the classroom when social distancing is not possible.
- When leaving their desk to walk around the classroom.
- When using the bathroom.
- When visiting with the school nurse, school counselor, administrator or any other educator offering special services.

The following are some practical recommendations regarding cloth face coverings:

- Wash or sanitize your hands before putting on a cloth face covering. Practice with your child at home on the proper steps on how to put on a face covering.
- When wearing a face covering, you should not touch the outside of the covering. If you do, wash or sanitize your hands.
- Try not to touch your face, especially your eyes when wearing a face covering. Parents please reinforce this with your children when practicing at home. Touching one's eyes is a way the virus can get inside the body. (Mode of transmission)
- All staff members/teachers are required to wash or sanitize their hands before and after helping a child apply or readjust their face covering.
- Cloth face coverings should not be worn wet. Wet coverings may make it more difficult to breathe.
- No one should share or exchange face coverings. Parents please reinforce this with your child prior to the beginning of school. Children should be discouraged from sharing or swapping their face coverings with other children.
- Parents please send your child to school with a zip lock bag or container labeled with your child's name for safe keeping of the mask when not being worn.

Your face covering should:

- fit snugly but comfortably against the side of your face



- be secured with ties or ear loops
- include multiple layers of fabric

- allow for breathing without restriction
- be laundered and machine dried without damaging or changing the shape

Wear your Face Covering Correctly

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



How to Wash Cloth Face Coverings

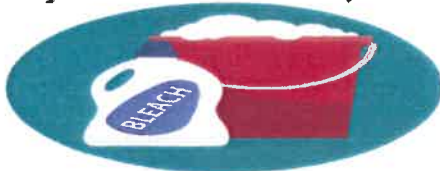
Washing machine



- You can include your face covering with your regular laundry.
- Use regular laundry detergent and the warmest appropriate water setting for the cloth used to make the face covering.

Washing by hand

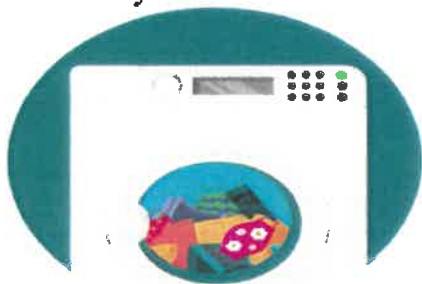
- Prepare a bleach solution by mixing:



- 5 tablespoons (1/3rd cup) household bleach per gallon of room temperature water or 4 teaspoons household bleach per quart of room temperature water
- Check the label to see if your bleach is intended for disinfection. Some bleach products, such as those designed for safe use on colored clothing, may not be suitable for disinfection. Ensure the bleach product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser.
- Soak the face covering in the bleach solution for 5 minutes.
- Rinse thoroughly with cool or room temperature water.

Make sure to completely dry cloth face covering after washing.

How to dry



Dryer

- Use the highest heat setting and leave in the dryer until completely dry.

Air dry

- Lay flat and allow to completely dry. If possible, place the cloth face covering in direct sunlight.

1b. Personal Protective Equipment:

Definition: OSHA defines personal protective equipment or commonly referred to as “PPE” as equipment worn to minimize exposure to any hazard that may cause serious workplace injuries and illnesses.

It is important to note that a cloth face covering is not considered PPE and that some staff members may require this protective equipment based on their individual role and or daily responsibilities. The following are examples of PPE that may be required for these individuals in the school setting during this pandemic:

Eye protection: Goggles and face shields provide eye protection.

Facemask: A facemask, such as a surgical mask provides protection against large-particle droplets and is primarily used to protect patients and healthcare workers from others who may have a respiratory infection.

Face shields: A face shield is a form of PPE that provides eye protection. To provide the wearer full protection from respiratory droplets, it must be used with a facemask. Face shields alone

have not proven effective against COVID-19. Therefore, the user needs to wear a face covering underneath.

Gowns (disposable): Gowns need to be changed between potentially infectious cases to prevent cross contamination.

Respirator: A respirator is a personal protective device that is worn on the face, covers at least the nose and mouth, and is used to reduce the wearer's risk of inhaling hazardous airborne particles (including dust particles and infectious agents), gases, or vapors. Respirators are certified by the CDC/NIOSH, including those intended for use in healthcare.

School Personnel that may require PPE include, but are not limited to- school nurses, designated health assistants, therapists, and other school personnel providing close contact interventions.

1c. Additional PPE Provisions

The following are the recommendations made by the National Association of School Nurses for PPE provisions based on lowest-risk, moderate risk, and highest risk scenarios. This guidance is based on evidenced based practices from federal authorities including the CDC:

- Lowest risk situation: School personnel and students must interact, and physical distancing cannot always be maintained
 - Cloth Face coverings may be used in this situation.
- Moderate Risk situation: School personnel involved in tasks that require close/direct contact with (i.e., within 6 feet of) people who are not known or suspected to have COVID-19
 - Surgical face mask required in this situation
 - Gloves- situation dependent
 - Eye protection-goggles or face shield- situation dependent
- High Risk Situation: School personnel performing a physical assessment of any individual suspected of having COVID-19 and when performing an aerosolizing generating procedure.
 - Gloves
 - Disposable gowns
 - Eye protection
 - K-95s can only be used with a full-face shield.

If there are PPE shortages the district will follow PPE supply optimization guidelines as recommended by the CDC.

- Proper Hygiene Protocols: Individuals need to follow healthy hygiene practices, stay at home when sick, practice physical distancing to lower the risk of disease spread.

Wash your hands often with soap and water for at least 20 seconds:

- Whenever you have been out in public
- After blowing your nose, coughing or sneezing
- Before eating or preparing food

- Before touching your face
- After using the restroom
- After removing your mask
- If you are using gloves, after you remove your gloves
- After changing a diaper
- After caring for someone who is sick

“If soap and water is not available, use hand sanitizer that contains at least 60% alcohol. Rub hands together covering all of the surfaces until they feel dry” (CDC, 2020).

“Avoid hand sanitizers containing methanol!”

Avoid touching your face, especially eyes, nose, and mouth with unwashed or uncleaned hands.

2. Temperature Screening –

All team members and visitors will have their temperature checked upon entry to the school building via an infrared scanning thermometer or a thermal scanner.

Parents will be required to check their child’s temperature daily before school. If anyone has a temperature of 100.4 within the past 24 hours, they must stay home and notify their School Nurse. The CDC and the American Academy of Pediatrics recognize that most children that are Covid-19 positive do not present with a fever.

Students exhibiting symptoms of a fever will be referred to the School Nurse and for an assessment by the School Nurse and if deemed necessary the child will be escorted to the isolation room to await parent pick up.

School Cleaning and Disinfection Practices

In addition to the regular daily cleaning with a cleaner/disinfectant, the following procedures will be implemented:

1. Classrooms.

Each classroom will have a hand sanitizer dispenser and canister of disinfecting wipes in the room. Students should be encouraged to wash or sanitize their hands upon entering the classroom. Desks, chairs, shared equipment, doorknobs & handles, cabinet handles, sinks and any other touch point will be thoroughly disinfected by the custodians daily.

Floors will be wet mopped daily.

Desks, chairs, pencil sharpener and any shared furniture/equipment will be wiped with disinfecting wipes multiple times per day by teacher/students.

Doorknobs, light switches, cabinet handles, sink and any shared equipment touch points will be wiped with disinfecting wipes by the teacher.

Staff/teacher desk and chair will be wiped with disinfecting wipes daily by teacher/staff. Each classroom will have a hand sanitizer dispenser and canister of disinfecting wipes in the room.

Students should be encouraged to wash or sanitize their hands upon entering the classroom.

Should multiple students use the sink to wash their hands, the water should be left running so that the faucet handles are not touched by multiple persons. Once individuals have washed their hands, the teacher should turn the faucet who will then wipe the faucet and the sink area with disinfecting wipes.

A designated individual should be assigned the responsibility of opening/closing the class doors and should sanitize his/her hands after opening/closing the door. The same guideline should be followed for cabinet/closet doors.

Use of carpets and upholstered furniture should be discouraged or removed from classroom.

2. Common areas

Hand sanitizer dispensers will be located at:

- The main entrance by the guard station for use of all visitors.
- The Main Office
- Custodian stations at each floor
- Kitchen
- Gymnasium
- Teachers Lounges/Work Rooms
- Other authorized entrances

A custodian/sub-custodian will disinfect all touch points while school is occupied; that task being his sole assignment.

Hallways and stairwells floors will be wet mopped daily

Gym floors to be mopped daily.

Hallway walls will be disinfected with an electrostatic sprayer weekly.

3. Bathrooms

A disinfecting wipes canister will be placed in all bathrooms for wiping fixtures and locks before use.

Will be disinfected daily by custodians with a deep cleaning weekly.

Doors to be kept open if possible, to avoid touching door handles. When not possible, will provide a paper waste basket by the door and encourage users to open the door with the paper towel and then dispose of it in the basket or wipe before opening.

4. Additional Cleaning Protocols in the Event of Confirmed COVID-19

The classroom should be evacuated and locked for 24 hours. After the 24 hours, the custodian(s) using a N95, KN95 masks, safety goggles, disposable gown should proceed to thoroughly disinfect the room with an EPA approved disinfectant. Hard to wipe surfaces should be disinfected with an electrostatic sprayer.

All PPE and any material to be discarded should be enclosed in a garbage bag and disposed of safely.

Utilize Ionization Plasma and portable Ultra-Violet light fixtures to disinfect the rooms.

Other measures in consideration:

The District is evaluating the use of two disinfectants that claim that will kill viruses from 6 weeks to 90 days after application.

5. School Building Use for Non-School Functions

The use of building for non-school functions is discouraged and the protocol for those functions that need to happen should be considered on an individual basis. The approval process will include a requirement for the organizer of the event to submit a COVID 19 safety plan to ensure cleaning, disinfecting, social distancing and the wearing of face coverings.

6. Ventilation Systems

All the ventilation systems will be checked for proper operation. The goal is to provide as much outdoor air as possible, prevent high ventilation rates that may spread the pathogen further from the human host and minimizing or diluting the recirculated air as much as possible. In order to achieve our goals we will:

- Increase the percentage of outdoor air as much as possible to dilute the recirculated air and minimizing the recirculated air.
- Evaluate the using of filters with a higher MERV rating (increasing the level of filtration) when the equipment can handle it.
- Running the equipment always in occupied mode to provide more changes of air by when the students show up.
- Run the UVs at a slower speed to prevent/limit the projection of any possible pathogens in the air.
- Have additional filters at hand so that if necessary, do additional filter changes.
- Lower the setting of the systems controlled by a Carbon Dioxide On-Demand Sensor to force them to increase the amount of outdoor air.

- Evaluate the addition of needlepoint bipolar ionization devices to our HVAC equipment to inactivate/kill the virus in the air and improve our filtration of particles in suspension in the room air.

Classroom Configurations

1. Seating arrangements:

- Classrooms should be arranged to minimize close contact between students. Individual chairs/desks should be arranged in rows so that, where possible, students are spaced at least six feet apart.
- All desks should face the same direction (e.g., toward the front of the class) and labeled with student's name (Prek-8)
- Students should have assigned seating in all classrooms, so they are consistently sitting next to the same person. Switching of seating should be minimized. In addition, consider having consistent seating for Cohort A and Cohort B. Cleaning will take place daily with a deeper cleaning completed on Wednesdays (remote day).
- Teachers' desk is to be spaced and arranged at least six feet apart from student seating.
- Teachers will instruct from the front of the classroom so that they can be seen by students working virtually from home.
- Classroom activities should be conducted to minimize close contact and avoid groups.
 - Collaborative groups, small group and any other paired learning activities such as guided reading or centers, will be created via learning platform Unified Classroom or Team Meetings.
- Students scheduled for choral and instrumental music should refrain from using or sharing instruments and making music. Staff may provide instruction on music theory, composition, choral structures, arrangements, historical periods, composers and opportunities for self-guided practice remotely.
- Bleachers in gymnasium will have markers to indicate seating at least six feet apart to ensure social distancing between students
- In classrooms with lab tables, one student will occupy a single lab table at a time; if needed and feasible additional seating will be added to ensure social distancing between students

Classroom Materials

- All students should have separate areas (e.g. desks, plastic bags, containers) to place individual student supplies and materials (e.g. pencils, paper, crayons, manipulatives) that should not be combined with other students' materials.
- No classroom supplies should be shared amongst students inclusive of PE, art and music supplies. Instructional manipulatives need to be cleaned daily and should not be shared among students if possible.

- Assignments are to be collected and submitted via Unified Classroom to limit exposure and contamination with hard copied material.
- The use of clear student ID badges attached to each student backpack that will indicate the color-coded cohort A or B and other student information may be considered.
- Equipment in career and technical courses are to be sanitized and wiped prior to the next student use

Cohorting

1. Cohorting (or “pods”) is where a group of students stay together throughout the school day to minimize exposure for students, teachers, and staff across the school environment.

- Classrooms should be cohorted together to the extent possible so that students and teachers in one classroom/group avoid interaction with another classroom/group.
- When possible, students should not mix with other classes during art, gym, and music sessions etc.
- It is recommended that the teacher move between classrooms instead of students. For high schools, please keep the mixing of cohorts to a minimum.

2. Other Classroom Considerations:

- **Attendance:** Teacher must take attendance for each class every day for students in-person and in remote learning. All daily attendance must be entered in PowerSchool by 9:00am. In the event of a public health investigation into a person with confirmed COVID-19 assigned seating, schedule and attendance records will aide in identification of students in close contact and potentially lessen the number of students needing to undergo quarantine.
 - District robocalls will be sent to homes of students who are determined as absent for in person and remote learning
 - Email notifications for student absences will be sent to parents via Parent Portal
- **Hallways:** When students need to move between classes, staff/teachers must monitor the hallways to encourage students to maintain physical distancing. Hallway movement procedures and markings may be placed in halls to streamline the movement of students and minimize congregation in hallways. Schools can consider having students move on the right side of the hallways or instituting one -way traffic. In addition, having “in” and “out” doors labeled on each floor of the building and utilizing one set of “up” stairs to go up and one to go “down” would assist in organizing student movement.
- **Bathroom:** Bathroom usage may be scheduled at staggered times in order to limit occupancy. In instances, where staggering is not possible, there should be a student log maintained in each classroom to ensure that only one student is leaving the classroom at a time. Students will use individual writing utensil to sign in and out. Hand washing protocols should be reviewed and reinforced with all students. Handwashing guidelines should be posted in each restroom and classroom
- **Water fountains:** Water fountains should be covered and therefore will not be used during the school day.

- **Lockers:** Student will not have access to school lockers. The use of lockers adds the risk of students congregating as well as impose longer arrival/ dismissal times with an already limited time frame. As a result, students will utilize individual book bags to transport all instructional materials daily. In the event of inclement weather, students will hang their coats on their chairs and/or place umbrellas under their desk, etc.
 - Gym Locker Room and Weight Room will not be utilized.

Integrate Hybrid Capacity Learning Environments

1a. Pre-Planning for In-Person Hybrid and Remote Instruction

Elizabeth Public Schools will plan to effectively operate using an In-Person Hybrid and Remote Instruction Model.

Parent/guardian decisions for Fall 2020 need to be submitted in order to proceed with the appropriate planning. As such, parents/guardians are being offered a choice between an In-Person Hybrid Model whereby students would have some in-person instruction mixed with online work or a Full Remote Learning model. An individual survey must be completed for each child enrolled in the school district by August 7, 2020. In addition to selecting the instructional model parents/guardians will be asked to confirm or decline the use of school transportation.

Review Transportation Policies and Protocols

1a. Transportation Safety

The Elizabeth Public Schools aims to ensure the greatest margin of safety and protection for children.

Bus Procedures to Reduce the Spread of Contagion

- Hand sanitizer will be made available at the school bus entrance for each student to use when boarding. Similarly, students must be required to wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained;
- Bus drivers will be reminded to take certain personal hygiene actions (e.g., frequent hand washing)
- District vehicles that transport students between home and school will be cleaned and sanitized including seats, rails and any surfaces touched, before and after each run.
- All personnel responsible for cleaning school buses shall sanitize the bus after every usage.

- a. The transportation office will provide each driver with a check list that must be filled dated and signed and must be handed in daily
- b. Certify that the process has been completed as required.

Sanitizing agents will be provided to each driver

- These procedures will likely include two stages: cleaning, which removes dirt and germs from surfaces, and disinfecting, which kills germs on surfaces that remain after cleaning.

The following rules are applied in order to extend margins of safety for students:

- Whenever possible, routes are designed to load and unload children on the right-hand side of the street nearest their homes. However, there may be exceptions. In addition, routes are designed so that buses do a minimum amount of backing up. No backing is ideal.

1b. Children's Well-being

Whenever a bus driver has any concerns or information about a child's well-being, that bus driver needs to share that concerns/information with the Transportation Coordinators, Director of Transportation or building principal.

Student Bus Rules

- Only students that are eligible for transportation will be permitted to ride the bus. No student may ride a bus that they are not assigned on the driver's roster sheet.
- Please give the drivers at least a 15-minute window prior to your stop time. Also, you must allow 10 minutes after your stop time for the bus in case there are any unforeseen circumstances that might cause a bus to be late, such as traffic or weather.
- It is recommended that you wait for your bus in a safe place. Do not play or stand in the road. Respect the property of the area your stop is located at. Maintain social distancing at bus stops.
- Please do not approach the bus until it has come to a complete stop and the driver has opened the door. If you must cross a roadway to get to your stop, you should cross only when the school bus arrives and stops, the red lights are flashing, the stop arm has been engaged, and the driver has signaled you to cross. ALWAYS cross in front of the bus (at a distance of 10 feet), NEVER behind.
- Enter the bus in an orderly manner, use hand sanitizer, take your seat, buckle your seat belt and remain seated. Keep your head and arms inside the bus at all times. Keep the aisles clear of feet, legs, arms, backpacks, etc.
- Keep the noise level at a minimum for the safest driving conditions.
- Follow the instructions of your bus driver. The driver has the authority to assign or change seats whenever necessary. Behave appropriately and be courteous to the driver and your fellow passengers.

- Students are required to maintain classroom-like behavior. Keep your hands to yourself. Pushing, grabbing, and reaching over seats is not permitted. Vandalism to any part of the bus will not be tolerated and will be treated with appropriate discipline.
- No smoking on the bus. No gum, food or drinks are permitted.
- Oversized objects (musical instruments, sports equipment, skateboards, etc.) are not permitted on the bus to school or home from school.
- Be on time at the end of the school day. Once the driver closes the door and the bus begins to move, he is not permitted to open the door for anyone else under any circumstances.
- Many of our buses are equipped with video surveillance for the safety of all passengers.
- Never attempt to pick up anything dropped underneath the bus.
- Utilize face masks on the bus

Athletics/Physical Education/Health

Athletics

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

Athletic Department Protocol

All screening procedures will be done outside.

To facilitate summer camps **coaches** must:

- Complete daily Covid-19 questionnaire
(Individual school screening form link will be provided shortly)
Follow prompt given after questionnaire is completed
- Report to designated screening area to get temperature recorded by screener
- Follow the recommendations given by the screener
- Secure face mask for screening and daily activities
- Designate one coach from the staff to assist the screener by recording the temperatures of the athletes onto the Microsoft Form Sheet
- Daily requirements during Phase 1
 - Follow all Phase 1 recommendations from NJSIAA (Below)**
 - Check Roster for student-athlete clearance**
 - **Only student athletes cleared may participate in daily activities**
 - Face mask**
 - Water Bottle (Minimum of 32 oz)**

Medication if necessary (i.e. asthma, allergies, diabetic, etc.)

Hand Sanitizer

- **Personal items must be labeled with your first/last name and may not be shared**

To participate in summer camps **athletes** must:

- Have their parents complete the Covid-19 baseline questionnaire; **due 5 days prior** to summer workouts
- Complete Covid-19 daily questionnaire **each day prior** to summer workouts
- Bring daily requirements to summer workouts (**Personal items must be labeled with your first/last name and may not be shared**)

Face Mask

Water Bottle (Minimum of 32 oz)

Medication if necessary (i.e. asthma, allergies, diabetes, etc.)

Hand Sanitizer

After completing the Covid-19 daily questionnaire **and recording no effects of Covid-19**, the athlete may report to designated screening area.

The screener will check the athlete's temperature and record the temperature onto a **Microsoft Form sheet** that the screener will share online with the Director & Supervisor of Athletics.

Coaches of each program will receive a **read-only form** of the Covid-19 daily questionnaire to monitor the health and availability of their team's athletes.

Parents/guardians must remain in the area until the student-athlete clears the screening process. If the student-athlete fails, the screening process they must leave immediately with their parent/guardian. If a parent/guardian is not present, the student-athlete must find an alternate way of returning home.

Where and when will the screenings and workouts take place.

NOTE Times are tentative and may change depending on the amount of athletes that attend**

- **Williams Field**
 - Boys cross country (8am then run to **Warinaco Park** and back for workout)
 - Girls cross country (8am then use **Williams Field** track or walk to **Mattano Park** for workout)
 - Girls volleyball (9am then walk to **Mattano Park** for workout)
 - Boys soccer – Underclassmen (9:30am)
 - Cheerleading (10am)
 - Football (1pm)
 - Girls tennis (3pm the travel to **Warinaco Park** for workout)
 - Boys soccer – Upperclassmen (5:30pm)
- **Westminster** for Girls soccer (9am – Girls Soccer Staff will perform screenings)

NOTE - All equipment and seating areas must be properly disinfected. Coaches must arrive early to sanitize district, city, and county locations.

How many athletes can work out at one time?

- Maximum of 60 athletes in a workout to follow social distancing recommendations during Phase 1. Programs with over 60 participants may have 2 workout sessions.

Does the district purchase the daily requirements needed to facilitate and participate in summer workouts?

- The district will provide masks, gloves, thermometers, hand sanitizer, and septic wipes for the **screeners**
- The district will provide hand sanitizer and septic wipes for the **coaches**
- The **athletes** will be required to bring their own daily requirements to summer workouts

Staff:

Ben Candelino, Director of Athletics (**Administrator**)

Marty Luc, Supervisor of Athletics (**Administrator**)

Frank Colabella, (**COVID-19 Screener**)

Crista Sciancalepore, (**COVID-19 Screener**)

Screening Process:

- In order to limit extensive lines teams will be assigned screening time slots (above).
- Student-athletes will line up in the designated area 6ft apart from each other and must wear a mask during the entire screening process.
- All COVID-19 questionnaires must be filled out electronically prior to screening (links will be provided to access the COVID-19 questionnaires by coaches and the athletic department).
- If a student-athlete answers “yes” in the COVID-19 questionnaire, a medical clearance will be required to return to activity. They do not report to the screening site.
- Student-athletes will be screened in the designated area and the flow of traffic will be directed one way to minimize contact with others. No lingering will be allowed in the vicinity.
- Failure to comply with the rules of this process as mandated by NJSIAA will result in prohibiting your clearance for activity.

COVID-19 Management Plan:

In the case of a positive COVID-19 test, positive COVID-19 antibodies test, or fever during screening the following steps must be taken:

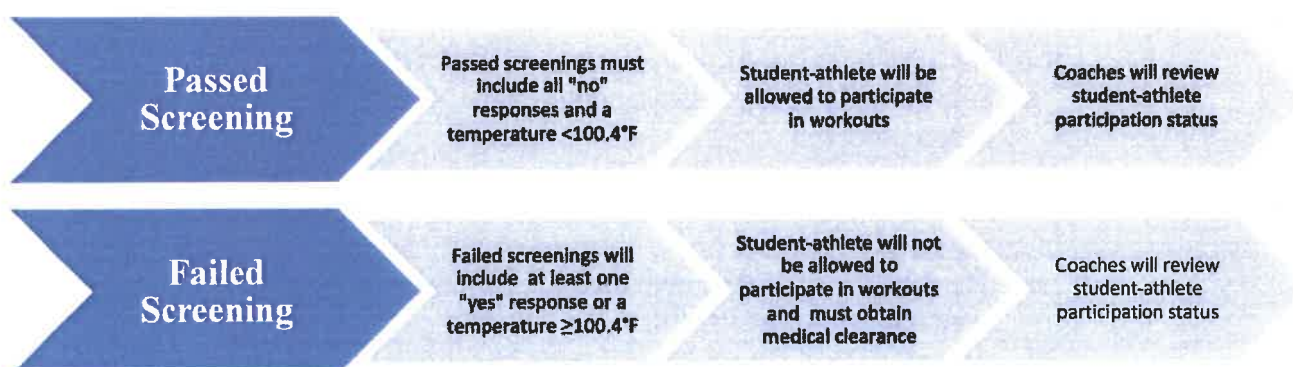
1. The designated screener will notify the athletic director of a positive COVID-19 test or antibodies test.
2. The Supervisor of Athletics will notify coaches and central administration.
3. Central administration will report necessary information with the appropriate health authorities.

4. The Supervisor of Athletics will be responsible for all communication of positive tests with parents/guardians or further communication of incidents.
5. Media: All media contact or news releases concerning the student-athlete or the event will be handled by a member of the School Administration and/or Central Administration. All information concerning the student-athlete will be considered strictly confidential.
6. In the case of a positive test for a coach or designated screener the same communication will be expected.
7. Stakeholders will be informed of potential exposure in a timely manner as information becomes available.

Procedure for student-athletes/coaches that are symptomatic or have tested positive for COVID-19

- 1. A Student-athlete has signs or symptoms of COVID-19**
 - a. Student-athlete must self-quarantine and contact their doctor for further instructions.
 - b. A return-to-play note from a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) must be completed before the student-athlete may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic student-athlete.
 - d. All members of the related pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
- 2. A Student-athlete has tested positive for COVID-19**
 - a. Student-athlete must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - c. A return-to-play note from a DO or MO must be completed before all student-athletes of the related pod may return to workouts.
- 3. A Coach has signs or symptoms of COVID-19**
 - a. The coach must self-quarantine and contact their doctor for further instructions.
 - b. A return-to-play note from a DO or MO must be completed before the coach may return to workouts.
 - c. The related pod will be permitted to continue until results are known of the symptomatic coach.
 - d. All members of the related team/pod must be extremely vigilant in checking for signs or symptoms multiple times a day.
- 4. A Coach has tested positive for COVID-19**
 - a. The coach must self-quarantine for 14 days from the date of the positive test and follow their doctors' orders.
 - b. If the coach was not directly engaged in a particular pod, and just supervised workouts while maintaining proper social distances and wearing a mask, then the team and pod may continue if other coaches are available.

- c. If the coach was directly engaged in a particular pod, then all members of the related pod must self-quarantine for 14 days from the date of the last exposure and follow their doctors' orders.
 - d. A return-to-play note from a DO or MO must be completed for all coaches and student athletes that were forced to quarantine before they may return to workouts.
5. Only a Doctor of Osteopathic Medicine (DO) or a Doctor of Medicine (MD) can clear athletes or coaches for summer workouts concerning COVID-19 signs, symptoms, and history.



Important Information for Coaches Regarding Phase 1 Activity:

The following information is important for all coaches to review prior to the start of workouts:

Workout Length	No more than 90 minutes and must include a 10-minute warm-up and 10-minute cool down
Workout Frequency	One workout per day and minimum of 1 rest day per every 7 days
Workout Setting	All workouts must be outside
Access to Workouts	Only student-athletes, coaches and staff are allowed during workouts
Workout Type	No contact will be allowed during phase 1. Workouts should be limited to conditioning; skill sets and sport-specific non-contact drills.
Summer Heat	Workouts should comply with the NJSIAA Heat Participation Policy
Hydration	Athletes must bring their own source of hydration. No sharing allowed and all personal items must be labeled with first/last name.
Face Masks	Coaches and staff must wear face masks at all times. Student-athletes engaged in high intensity aerobic activity do not have to wear a face mask. Student-athletes not engaged in high intensity aerobic activity must wear a face mask.
Grouping/Social Distancing	No more than 10 student-athletes per pod. 6 ft of distance must be maintained at all times. More than one pod of athletes may be in the same area but 12-18 feet apart. Pods should be maintained throughout phase 1.

Equipment	No equipment will be shared between student-athletes. All equipment must be properly disinfected.
Access to Facilities	No student-athletes will be allowed in the locker rooms at any time.
Restrooms	Will be available. One student-athlete will be permitted in the restroom at a time.

Physical Education

Elizabeth Public Schools Physical Education and Health instruction will be consistent with the SHAPE America School Reentry Considerations released this past July 2020. Program design will also be based on feedback received from teachers on our spring remote learning experience. Physical education will see a shift away from team sports skills and towards physical literacy and physical activity using our Microsoft Streams Movement Library and virtual gymnasiums.

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

State School Reopening Plans and Resources

Resources:

New Jersey Department of Education -The Road Back- Restart and Recovery Plan for Education
<https://www.nj.gov/education/reopening/NJDOETheRoadBack.pdf>

New Jersey Department of Health
<https://www.nj.gov/health/cd/topics/ncov.shtml>

New Jersey Governor Murphy – The Road Back-Restoring Economic Health through Public Health
<https://www.nj.gov/health/cd/topics/ncov.shtml>

COVID19 Testing Sites

Call 2-1-1 for testing information and sites

Kean University – 1000 Morris Ave, Union, 908 214-7107

Neighborhood Health Center 184 First Street, Elizabeth 908 355-4459

CVS - 1319 Magie Ave, Union 908 351-4940 [CVS.COM/coronavirus](https://www.cvs.com/coronavirus)

CVS – 430 Westfield Ave, Elizabeth 908 351-7911 [CVS.COM/coronavirus](https://www.cvs.com/coronavirus)

City MD Union Urgent Care – 2317 Center Island, US 22, Union

PM Pediatrics Urgent Care – 355 US-22, Springfield 973 467-2767

Newark Community Health Center 101 Ludlow St, Newark 800 994-6242

MD Care Urgent Medical Center – 400 Westfield Ave, Elizabeth 908 691-3800

Immunizations

NJ Department of Health Vaccine – Minimum Immunization Requirements for **Kindergarten – Grade 12** NJ State: [state.nj.us](https://www.nj.gov/health/vaccine/)

PreK

https://www.nj.gov/health/cd/documents/imm_requirements/cc_preschool_requirements_parents.pdf

K- 12

https://www.nj.gov/health/cd/documents/imm_requirements/k12_parents.pdf

https://www.nj.gov/health/cd/documents/imm_requirements/immunization_compliance_flowcharts.pdf Additional resources on face coverings:

Face coverings

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

How to wear a face covering

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html>

How to wash face coverings

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wash-cloth-face-coverings.html>

How to make face coverings video in English

<https://www.youtube.com/watch?v=tPx1yqvJgf4>

How to make face coverings video in Spanish

<https://www.youtube.com/watch?v=Yd19TbgVPAU&list=PLvrp9iOILTQZdKZTcAaYdyu4wKmhGCJNc&index=6&t=0s>

<https://nj.gov/education/reopening/NJDOETheRoadBack.pdf>

Handwashing in Community Settings: [cdc.gov/handwashing/](https://www.cdc.gov/handwashing/)
CDC offers information both in English and Spanish.

Printable Posters and Graphics:

[cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/prepare-safe-return.html#cohorting>

Mental Health Resource Partners

- Perform Care/Mobile Response (All New Jersey)- 1-877-652-7624
- Trinitas Out/In patient programs (Elizabeth)- 1-908-994-7223
- Cooperative Counseling Services (Union)- 1-908-731-7100
- Kwenyan Professional Health Services (New Providence)- 1-908-516-2336 or 2338

- High Focus Centers- (Cranford)- 1-877-463-7665
- Proceed, Inc. (Elizabeth)- 1-908-351-7727
- True Care Mental Health Clinic (Elizabeth)- 1-908-355-0050
- Bridgeway Rehabilitation Services (Elizabeth)- 1-908-469-6517