

# CARTERET PUBLIC SCHOOLS



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## DISTRICT RE-ENTRY PLAN

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SEPTEMBER 2020



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## BACKGROUND

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The COVID-19 pandemic impacted every aspect of our lives. As we look to the future and plan for students to return to schools in-person this fall, we must recognize and prepare for the ways the virus and necessary public health response has changed and will change the way students learn.

The District Re-Entry Plan provides admin, staff, and parents with the information necessary to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

The Plan presents guidance related to four key subject areas:

- Leadership and Planning
- Conditions for Learning
- Policy and Funding
- Continuity of Learning

Links to the NJDOE The Road Back plan:

[NJDOE The Road Back Executive Summary](#)

[NJDOE The Road Back Full Plan](#)



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## LEADERSHIP & PLANNING

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### Stakeholders Roles & Functions

#### Board of Education

- Works with the superintendent to create and/or update district policies to facilitate and implement the District & School Re-Entry Plans.

#### Superintendent of Schools or Designee

- Maintains authority over all pandemic, crisis management, and re-entry plans.
- Leads the District Re-Start Committee
- Communicates with the media and the school community.
- Utilizes email, SMS, District website, and social media to keep the school community informed
- Provides updates for the District website, as needed
- Maintains protocol for personnel policies and working with BOE to update district policies
- Solicits feedback from staff, parents and students via surveys
- Will promote student, staff, and administrative physical and mental well-being
- Provides necessary resources and materials for all employees to effectively perform their duties
- Guides Principals in the planning and communication process

#### Assistant Superintendent

- Maintains academics and student learning
- Ensures instructional materials for each New Jersey Student Learning Standard is made available and designed to support student learning both virtually and in the classroom
- Considers ALL students when developing instructional plan
- Communicates with Manager of IT to ensure District website, Zoom, Teacher Pages, Google Classrooms, Schoology, etc. are utilized to deliver necessary instruction
- Coordinates with Manager of IT to ensure EVERY student has Wi-Fi access as well as a device
- Provides guidelines for teaching staff members related to instruction and assessments
- Collects and assesses tech surveys to determine technology needs of the students and families
- Provides professional development for all staff members related to their role

#### School Business Administrator

- Monitors and maintains the following departments: Facilities (Buildings and Grounds), Technology, Transportation, and Food Services.
- Works with the Assistant Business Administrator and the supervisor/coordinator in each area to ensure proper planning for re-entry
- Ensures plan for transportation safety and cleaning

- Plans, assesses, and allocates funding for the implementation of the District Re-Entry Plan.
- Secures all supplies and materials for safety and cleaning

### Building Principals

- Form a School Pandemic Response Team
- Develop a school schedule that supports social distancing
- Prepare an entrance and dismissal plan
- Designate an isolation room
- Oversee screening process at respective building
- Secure necessary supplies and materials including PPE equipment
- Ensure signage relevant to safety is posted throughout the building
- Make recommendations and prepares schedules for possible extra-curricular activities
- Maintain academics and student learning
- Communicate regularly with Staff and Parents to ensure plan implementation
- Provide instructional materials and resources for each New Jersey Student Learning Standard

### Teachers

- Teaching staff members will be expected to continue to develop and deliver instruction and assessments
- Seek Professional Development to enhance tech skills and apply best practices in virtual learning
- Utilize Teacher Pages, Zoom/Google Meet, and Google Classrooms to deliver necessary instruction
- Deliver All lessons via Zoom to allow for interaction with students
- Communicate with students and parents on a regular basis to foster student engagement
- Maintain the social distancing of students, and follow health & safety classroom protocols including cleaning
- Wear masks or covering

### Parents/Guardians

- Ensure student is attending school, participating and engaged in virtual learning activities
- Ensure student is completing assignments by the required deadlines
- Provide a clean mask, daily, for each child
- Communicate with the classroom teacher consistently and serve as a partner to support the learning process
- Monitor and report any illness to the school nurse prior to sending the student to school
- Report any travel plans and return dates with the school nurse and principal
- Support the district's Code of Student Conduct and ensure student compliance

### Manager of Buildings & Grounds

- Ensures Security Officers are available and trained to assist with Covid-19 related protocols
- Develops cleaning and sanitizing protocols which include a One-day (Friday) Deep Cleaning of all facilities
- Takes appropriate measures to minimize, to the greatest extent possible, the risk of viral transmission in the school facilities with vigorous cleaning policies and practices which include, but are not limited to, on a daily basis:
  - Filling of soap and hand sanitizers
  - Ensuring all paper towel holders are filled and functioning at all times
  - Sweeping and wet mopping of all floors, Vacuuming of rugs
  - Cleaning and sanitizing of hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools
  - Cleaning and sanitizing of bathrooms — toilets, sinks, walls, floors
  - Cleaning and sanitizing of cafeterias — tables, chairs, food lines
- The Manager, with assistance from the Business Administrator, assures the provision of power, heat and ventilation, water, sewer, and janitorial services.

### School Nurses

- Coordinate with the Director of Guidance to assure necessary medical supplies and assistance are available.
- Communicate as necessary with the Superintendent of Schools, the school physician, and the County and State health officials.
- Stays abreast of current information and best practices related to Covid-19
- Assist in the continued development of health & safety protocols
- Monitor both student and staff absences as related to quarantine/illness.
- Assist the district in training staff and students in health and safety protocols for re-entry.
- Become a trained Contact Tracer

### Food Service Manager

- Maintains the food service environment including serving stations, food storage areas, and food preparation areas.
- Cleaning and sanitizing of kitchen and all cafeteria tables
- Ensures servers are free from illness.
- Provides a contingency for the possible provision of food for free and reduced lunch students.
- Prepares and distributes Grab n Go lunches, as needed
- Provides Kiosks for lunch distribution at the secondary level

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## RESTART COMMITTEE

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# SCHEDULING

## IN-PERSON/REMOTE LEARNING

Schools will be required to open in September with two instructional models: Hybrid Virtual/In-person and Full Virtual. Carteret Public Schools will follow an A/B schedule in order to maintain smaller class sizes and adhere to social distancing guidelines. Students will be organized into two cohorts (A & B). Siblings will be assigned to the same cohort regardless of which school they are attending. \*\*Specified Self-contained special education classes will be offered an alternate half-day schedule.

### Schedule A/B Days

**A/B Days** - Students attend school in-person 2 days a week.

Group A: In-person Monday and Wednesday; Virtual- Tuesday, Thursday, & Friday.

Group B: In-person Tuesday and Thursday; Virtual- Monday, Wednesday, & Friday.

**All Fridays will be virtual.**

Topic	Plan of Action	Responsible for work
<b>Survey</b>	<input type="checkbox"/> Survey to be created and shared with stakeholders for input on schedule options	<b>R. Diaz, C. Zimmer</b>
<b>Scheduling</b>	<input type="checkbox"/> Building administration will work to finalize schedule when creating school-based plan	<b>Principals</b>
<b>Student Groupings</b>	<input type="checkbox"/> Determine student groupings for in-person instruction to ensure each class has no more than 15 students	<b>Principals</b>

### **Instructional Time Schedules for Hybrid and Virtual Learning Models**

**Elementary Schools:** Start Time: 8:35 am  
End Time: 2:05 pm

**Middle School:** Start Time: 8:15 am  
End Time: 2:00 pm

**High School:** Start Time: 8:00 am  
End Time: 1:35 pm



## STAFFING

Topic	Plan of Action	Responsible for work
Survey	<input type="checkbox"/> Create a staff survey to collect data on staff feedback for re-opening	Rosa Diaz, C. Zimmer
Staff not returning	<input type="checkbox"/> Identify staff that will not return due to health reasons /childcare	Rosa Diaz
Staffing	<input type="checkbox"/> Building administration will work to finalize classes and teacher schedules when creating school-based plan	Principals

## ATHLETICS

*Carteret Public Schools has determined there are far too many risks and unknowns at this present time. Therefore, all Fall Athletics have been canceled.*

### **Plan for a possible Winter/Spring Season**

Topic	Plan of Action	Responsible for work
Training	<input type="checkbox"/> Provide all approved coaches with training regarding NJSIAA required protocols	Athletic Director
Screeners	<input type="checkbox"/> Determine who will screen athletes	Athletic Director
Physicals	<input type="checkbox"/> All students will be required to have active or renewed physicals prior to starting any coach directed workouts and practices	Athletic Director
Thermometers	<input type="checkbox"/> Purchase thermometers for athletic screeners	Athletic Director, BA
Forms	<input type="checkbox"/> Upload and disseminate required forms	Athletic Director

<b>Practice Spreadsheet</b>	<input type="checkbox"/> Create a spreadsheet with practice information as outlined below.	<b>Athletic Director</b>
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*To be reconsidered for a possible Winter/Spring Season:*

The governor’s Executive Order 149 specifies that high school sports activities under the jurisdiction of the New Jersey State Interscholastic Athletic Association (“NJSIAA”) may resume in accordance with reopening protocols issued by NJSIAA, which shall consider NJ Department of Health (DOH) guidance in issuing these protocols. The NJSIAA has established direct communication with the governor’s office, the DOH, the NJ Department of Education (DOE), as well as other state associations that are in similar situations regarding the impact of the COVID-19 pandemic. Regular communication with these state decisionmakers will keep the NJSIAA up-to-date on all matters potentially impacting the return of high school athletics.

[NJSIAA Phase 1 Memo](#)

[NJSIAA Phase 1 Guidelines](#)

[NJSIAA Questionnaire](#)

[NJSIAA Screening Questions](#)

**Link to Sports Practice Schedules:** (Spreadsheet must include sport, coach name, designated screener, dates and times of practices, location of practices, and list of enrolled student athletes.)

## EXTRA-CURRICULAR ACTIVITIES

***\*\*Pending approval by the Superintendent***

<b>Topic</b>	<b>Plan of Action</b>	<b>Responsible for work</b>
<b>Advisors</b>	<input type="checkbox"/> Determine what staff are willing to serve as advisors and ensure personnel submission for approval	<b>Principals</b>
<b>Scheduling</b>	<input type="checkbox"/> Determine scheduling needs, including rooms, group size not to exceed 15 students <input type="checkbox"/> Include a link to your extra-curricular Activities below	<b>Principals; Advisors</b>
<b>Activities</b>	<input type="checkbox"/> Limit activities to those that adhere to strict social distancing protocols as outlined in this plan	<b>Principals; Advisors</b>

If approved, Extracurricular Activities/clubs will continue to meet virtually. Any approved in-person activities will be limited to 15 students and will follow the same protocols observed during the school day.



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## CONDITIONS FOR LEARNING

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In all stages and phases of pandemic response and recovery, Carteret Public Schools will comply with Center for Disease Control (CDC), state, and local guidelines. Schools will also provide reasonable accommodations for staff and students at higher risk for severe illness and promote behaviors that reduce spread, such as social distancing, frequent hand-washing, and the use of face coverings.

### **Links to county, state, and federal sites:**

[Centers for Disease Control & Prevention](#)

[US Department of Education](#)

[NJ Department of Health](#)

(The NJ Department of Health also operates a toll-free information line at DOH - 1-800-222-1222)

[Middlesex County Updates](#)

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## GENERAL HEALTH & SAFETY GUIDELINES

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### **Precautionary Measures in Response to COVID- 19**

According to the CDC, patients with COVID-19 have reported mild to severe respiratory illness. Symptoms may appear 2 - 14 days after exposure and include fever, cough, and shortness of breath. Call your healthcare professional if you develop symptoms and have been in close contact with a person known to have the disease or if you recently traveled from an area with widespread or ongoing community spread of the disease.

The district is taking the following proactive measures in response to guidance information received regarding COVID-19:

- Creating Re-entry schedules to limit the number of students attending school on a given day to ensure proper social distancing within classroom spaces (A&B Groups)
- Daily entrance process will involve separate entrances, social distancing line-up, and temperature checks
- Masks will be required for all Staff, Students, and Visitors. Face shields will be provided for all staff and students.
- Masks will be required on all school buses

- Plexiglass will be placed in main offices and in several instructional areas
- Additional outdoor learning areas are being created to increase safe learning spaces.
- Students will have minimal movement, whenever possible, so as to prevent contact with others.
- One way hallways will be designated in every building, wherever possible
- Appropriate measures are being taken to minimize, to the greatest extent possible, the risk of transmission in school facilities with vigorous cleaning practices. This includes, but is not limited to, cleaning and sanitizing hard surfaces (touch points), bathrooms, classrooms, and other common areas. All staff will follow the District Cleaning and Sanitizing Protocol.
- Additional hand-sanitizing stations have been purchased and installed throughout the school buildings.
- The Superintendent will monitor information, stay in contact with the School Physician, County and State Health Officials and communicate with the nurses in each building.
- Only touch-free water fountains (bottle fillers) will be permitted for use
- Temperature checks and/or certification of fever-free forms will be implemented for staff and students
- An additional nurse to support the health professionals in the district pending approval
- Appropriate PPE supplies for nurses, custodians and anyone having consistent, direct contact with sick children
- Nursing services will continue to monitor students and staff who may exhibit respiratory symptoms. They will adhere to exclusion recommendations from public health officials for acute respiratory illness; Students and staff should be fever free for 24 hours without fever-reducing medication.
- For the safety of all students and staff, we ask parents to inform the school nurse if the student's absence is due to illness. A re-entry assessment will take place for every student returning after fever/flu-like symptoms or after traveling abroad. Parents must call the school Nurse prior to bringing the student back to school (The same procedures will be followed for Staff prior to returning). Instructions will be provided for the re-entry assessment. Students and staff who have been treated with flu-like symptoms may be required to submit a physician's note confirming clearance to return.

As always, if a student in a class is exhibiting signs of illness, including signs of the flu, they should be immediately referred to the school nurse for assessment.

There are common steps that all staff can take to prevent the spread of any respiratory virus, including the Coronavirus:

- Get your flu vaccine.
- Facemask/coverings will be required for all staff and students.
- Cover coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose and mouth.
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol-based hand sanitizer (60% alcohol) if soap and water are not available.

- Stay home if you're sick, especially with a fever.
- Avoid close contact with people who are sick.
- Avoid shaking hands.
- Use a closed fist or hip to open and close doors whenever possible. Use a knuckle rather than the pad of your finger to turn on light switches.
- Practice other good health habits. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.

**The NJDOH has established a hotline (800-222-1222)** to answer questions about COVID-19. Operated by the Poison Information and Education System, the 24-hour public hotline is staffed with trained healthcare professionals and can accommodate callers in multiple languages.

## Classrooms

Topic	Plan of Action	Responsible for work
<b>Classroom setup</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the maximum number of desks in a classroom with 6 feet between desks</li> <li><input type="checkbox"/> Student desks facing one direction, when possible</li> <li><input type="checkbox"/> Hand sanitizer stations in each classroom</li> <li><input type="checkbox"/> Extra masks for each classroom</li> <li><input type="checkbox"/> No shared objects</li> <li><input type="checkbox"/> Check rooms for ventilation and window access (opening)</li> <li><input type="checkbox"/> Desks cleaned between classes</li> <li><input type="checkbox"/> Open windows, when possible</li> </ul>	<b>C. Androvich, H. Berrios</b>
<b>PreK Setup</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-K cots should be 6ft apart</li> <li><input type="checkbox"/> Pre-K belongings separated at all times (cubbies)</li> <li><input type="checkbox"/> Pre-K handwashing before and after snack time and lunch</li> <li><input type="checkbox"/> Outdoor play area – cleaned in between sessions</li> </ul>	<p><b>Teachers</b></p> <p><b>Custodians</b></p>

## TRANSPORTATION

Topic	Plan of Action	Responsible for work
<b>IEP Busing</b>	<input type="checkbox"/> Determine which students require busing as per their IEP	<b>Sue Cherney, Carmela Collazo</b>
<b>Scheduling</b>	<input type="checkbox"/> Once principals have created their student groupings for in-person instruction, transportation will provide bus companies with a list of students and the pick-up days <input type="checkbox"/> Survey parents to determine how many will transport their children	<b>Carmella Collazo, Haydee Torres</b>
<b>Safety</b>	<input type="checkbox"/> Ensure parents and students are aware of mask requirement on all buses.	<b>Principals</b>

[ESCNJ Commission Guidelines for busing](#)

**Procedures to Reduce the Spread of Contagion**

- Drivers should practice all safety actions and protocols as indicated for other staff, including frequent hand washing and face coverings.
- Hand sanitizer will be made available for all students upon arrival at school
- Students must wear face coverings while riding on the bus if social distancing or physical barriers cannot be maintained. Accommodations for students who are unable to wear face coverings should be consistent with the student’s IEP. For adults, accommodations shall be consistent with those provided by the school district for staff and others;
- Contracted transportation providers shall be required to clean and sanitize seats, rails and highly touched surfaces before each run. The district shall collaborate with the contracted service provider to develop these procedures and ensure that they are consistently followed. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols:
- All personnel responsible for cleaning school buses shall document the cleaning/sanitizing measures taken. Personnel are required to:
  - Demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus; and
  - Provide a certification that, before the route commenced, the required process was completed as required.
- These procedures will include a minimum of two stages: cleaning, which removes dirt and germs from surfaces; and disinfecting, which kills germs on surfaces that remain after cleaning.
- The procedures will identify sanitizing agents that may be used and will be limited to approved school

cleaning products included on the U.S. Environmental Protection Agency’s list of products that have been shown to be effective against COVID-19;

## STUDENT FLOW, ENTRY, EXIT, AND COMMON AREAS

Topic	Plan of Action	Responsible for work
<b>Arrival of students</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine the number of screening stations (thermometers needed)</li> <li><input type="checkbox"/> Determine the number of entrances with the ability to do temperature scans and hand sanitizer stations</li> <li><input type="checkbox"/> Isolation Rooms where at least 6 feet can be established between individuals</li> <li><input type="checkbox"/> One way hallways and stairwells, if possible</li> <li><input type="checkbox"/> Markers for spacing</li> <li><input type="checkbox"/> Hand Sanitizer by the entrance points / exit doors</li> <li><input type="checkbox"/> Spacing for lining students outside-staff/security to monitor</li> <li><input type="checkbox"/> Identify staffing for screening</li> <li><input type="checkbox"/> Identify space for The Path @ Elementary</li> </ul>	<b>C. Androvich, Principals</b>
<b>Bathrooms</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Hand sanitizer and soap dispensers inside all bathrooms</li> <li><input type="checkbox"/> Purchase Touchless Soap dispensers</li> <li><input type="checkbox"/> Hand dryers and sinks inside bathrooms</li> <li><input type="checkbox"/> Hand-washing stations inside classrooms, when possible</li> <li><input type="checkbox"/> Create a schedule for sanitizing bathrooms (periodically) during school day</li> <li><input type="checkbox"/> Prop open bathroom doors, when possible</li> <li><input type="checkbox"/> Add air purifiers, when possible</li> </ul>	<b>C. Androvich</b>
<b>Hallways - Transitions</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> One way hallways</li> <li><input type="checkbox"/> One way stairwells</li> <li><input type="checkbox"/> Signage indicating direction</li> </ul>	<b>Principals</b>
<b>Lockers</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> No use of lockers / gym lockers unless deemed necessary and approved by Supt</li> </ul>	<b>Principals</b>

<b>Visitors into the Building</b>	<input type="checkbox"/> Limit access <input type="checkbox"/> No visitors to classrooms  <input type="checkbox"/> No visitors beyond designated area at each school; Plexiglass barriers to be installed in all main office areas	<b>Principals</b>  <b>C. Androvich</b>
<b>Monitoring</b>	<input type="checkbox"/> Identify staffing needed to monitor morning arrival, dismissal <input type="checkbox"/> Bathroom monitors during the day to ensure social distancing	<b>Principals</b>

### Student Spacing

- Student spacing (social distancing) is a non-medical measure intended to reduce the spread of disease from person-to-person by discouraging or preventing people from coming in close contact with each other. Students shall be reminded by staff and parents of the importance of adhering to these measures.
- Student spacing strategies may include:
  - Spacing students' desks the recommended distance apart;
  - Discouraging prolonged congregation in hallways, lunch rooms, etc.;
  - Limiting group activities and interaction between classes;
  - Avoiding school activities that place individuals in close proximity; and
  - Keeping students in classrooms, while teachers rotate, whenever possible

### Visitor Procedures for Contagion Prevention

In order to prevent the spread of disease during pandemic recovery and to protect the health and safety of students and staff against infection, no visitors shall be permitted in the schools until pandemic restrictions are lifted. The principal may admit a visitor if he or she determines that it is necessary. In all such cases, the visitor shall submit to the screening procedure (e.g., temperature and exposure questionnaire) and shall be required to wear a face mask while in the school building. The face mask shall be required in all cases. However, an accommodation may be made where the visitor can demonstrate that wearing a face mask is detrimental to the visitor's health. A child under two years of age shall not be required to wear a face mask.

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## SCREENING, PPE, AND RESPONSE TO PRESENTING SYMPTOMS

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Topic	Plan of Action	Responsible for work
<b>Screening</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create protocol for screening upon entrance into the building for staff and students</li> <li><input type="checkbox"/> Screen all students upon entering the classroom/building</li> </ul>	<b>Principal, School Safety Specialist, Nurses</b>
<b>PPE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Maintain inventory of district PPE supplies</li> <li><input type="checkbox"/> Create Spreadsheet of PPE supplies and weekly inventory</li> <li><input type="checkbox"/> Routinely purchase PPE supplies to ensure schools maintain appropriate levels</li> </ul>	<b>H. Berrios, C. Androvich, C. Collazo</b>
<b>Response to Presenting Signs</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow protocols listed below</li> </ul>	<b>Nurses</b>

## **Screening Protocol**

### **Daily Student Screening**

Upon entering the school building, students and staff will be screened by designated staff. Only students wearing masks/face coverings will be allowed to enter the building. Every student will use the hand sanitizing station and then undergo a temperature check. If the temperature is below 100.4, they will then proceed to their class. If a student's temperature is 100.4 or above, the student will be escorted to the nurse. The school nurse will conduct a more thorough [screening](#) to identify symptomatic students.

### [Screening Questionnaire for ill, return from travel, and symptomatic](#)

Symptomatic students will be placed in isolation rooms away from other students in a non-threatening manner, within clear line of sight of an adult. Parents will be contacted to pick-up students, immediately. Parents must take their children to their primary care physician for follow-up. Students will be placed on a 14-day quarantine period. Students may return to school sooner if tested negative for COVID-19 and fever free. If COVID-19 test was not administered, the following will be required for return: By the 14th day in quarantine, the following must be met: 3 days with no fever and 10 days after other symptoms have ended. Students in quarantine will participate in the Virtual/Remote Only option while at home.

### **Parents:**

Parents/Guardians will be asked to conduct a self-check at home before sending their child to school each morning using the following checklist ([Daily Home Screening for Students](#)). During the next month, we ask that you collect reusable and washable face coverings that your child is comfortable wearing. Be reminded your child must come to school with a mask. While at home, continue to practice good health and hygiene habits, such as proper hand washing, taking temperatures, and using hand sanitizer when soap and water are not available. Also, ensure you have more than one working thermometer at home, so you may periodically check your child's temperature.

## **RESPONSE TO STUDENTS & STAFF PRESENTING SIGNS:**

### **Symptoms of Covid-19**

A fever of 100 degrees or greater, cough, shortness of breath or difficulty breathing, chills, repeated shaking with chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, congestion or runny nose, nausea or vomiting, diarrhea.

### **What should you do when a student or staff presents with symptoms of COVID-19?**

- For the safety of all students and staff, we ask parents to inform the school nurse if the student's absence is due to illness. A [re-entry assessment](#) will take place for every student returning after fever/flu-like symptoms or after traveling abroad. Parents must call the school Nurse prior to bringing the student back to school (The same procedures will be followed for Staff prior to returning). Instructions will be provided for the re-entry assessment. Students and staff who have been treated with flu-like symptoms may be required to submit a physician's note confirming clearance to return.
- COVID-19 presents with signs and symptoms that may be indistinguishable from much more common respiratory viruses. At this time, respiratory illnesses are much more likely to be due to common viruses (e.g., influenza, common cold) than COVID-19. If a community (or more specifically, a school) has cases of COVID-19, local health officials will help identify those individuals and will follow up on next steps. You are not expected to screen students or staff to identify cases of COVID-19.
- Students with fever, cough, or difficulty breathing should be placed away from others and asked to wear a face mask until they can be sent home. Isolation rooms will be available at each building.
- Staff members should be sent home by the Principal, after the nurse assessment, and advised to seek medical advice.
- Maintain contact with the Superintendent, and notify the school doctor and/or the local health department with any questions or concern about an ill student or staff member.  
<http://www.middlesexcountynj.gov/Government/Departments/PSH/Pages/Office-of-Health-Services.aspx>

### **What else can you do?**

Instruct and encourage staff, students, and families to follow the common steps that everyone can take to prevent the spread of any respiratory virus, including COVID-19:

- Get your flu vaccine.
- Cover your coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose and mouth,
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol-based hand sanitizer (60% alcohol) if soap and water are not available.
- Stay home if you're sick, especially with a fever.
- Avoid close contact with people who are sick.
- Avoid shaking hands. An elbow bump is recommended as an alternative.
- Use a closed fist or hip to open and close doors whenever possible. Use a knuckle rather than the pad of your finger to turn on light switches.
- Practice other good health habits. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.
- Follow the CDC's recommendations for using a face mask.

## **Pandemic Early Prevention Detection Plan**

- Upon re-entry, the District will continue to follow the Infection Control Procedures (ICP). The Infection Control Procedures (ICP) provide six levels: planning, taking advanced precautions, keeping alert, preparing for possible school closures, implementing full activation of Pandemic Plan for school closure, and recovery.

### **Infection Control Procedures (ICP)**

#### **Specific Action Items by School Pandemic Response Level**

##### **Level 1 - Plan**

- L1-1. Review district emergency response and infectious disease policies and procedures for necessary revisions.
- L1-2. Develop a plan for moving students from one area of the school to another (isolation of sick students until picked up) and moving well students from one school to another, if necessary.

##### **Level 2 - Take advanced precautions**

- L2-1. Follow identified precautionary measures.
- L2-2. Identify an isolation room in each school.

##### **Level 3 - Keep alert (initiate surveillance & heightened awareness)**

- L3-1. Implement prevention strategies to make the school environment conducive to good hygiene.

##### **Level 4 - Prepare for possible school(s) closure**

- L4-1. Institute procedures to identify staff and students showing influenza or Covid-19 symptoms.

##### **Level 5 - Implement full activation of Pandemic Plan - School Closure**

- L5.1. Close school(s) as directed by the Health Department or other authorized agencies.

##### **Level 6 - Recovery**

- L6-1. Be prepared for another wave of virus in a few weeks.
- L6-2. Evaluate the success of The Pandemic Plan and adjust, as needed.

Guiding principles for organizations working in coordination with local public health officials: “Recognize, Respond, and Report”

## Recognize Early

- School nurses will immediately report via telephone increased influenza/COVID 19 cases to public health authorities as required.
- Communicate, collaborate, and coordinate surveillance, epidemiology, and containment activities with public health authorities.

## Surveillance and Epidemiology

- Schools will track the number of absentees using Realtime to specifically monitor students and staff reporting signs and symptoms of influenza or COVID 19. The timing, specifics and scope of surveillance activities will be conducted under the supervision and close coordination of the local health department.
- During school closure, the number of reported positive cases (by school) will be tracked closely by the school nurse. (Create Log to share with Admin)

## Transmission Containment

- Measures to be undertaken to limit the spread of germs amongst students and staff. These include “social distancing” or “non-pharmaceutical interventions” and the following:
  - Increase separation between students;
  - Utilize hand, cough and sneeze hygiene;
  - Make daily announcements to remind students of the importance of hand washing and coughing/sneezing etiquette;
  - Display virus prevention [signage](#) throughout each building;
  - Disinfect containment surfaces;
  - Provide parental, staff and student communication about prevention, detection and management as needed;
  - Identify unvaccinated students, medically fragile students and staff; and
  - Utilize isolation areas as needed for suspected communicable illness/diseases.

## Case Isolation

- Procedures developed for handling students and staff who have the signs and symptoms of influenza/COVID 19. These include:
  - Provide masks for the infected to wear;
  - School nurse, Administrator and/or Designee will wear PPE;
  - Place suspected students and staff in an isolated area with adequate ventilation;
  - Discharge sick students and staff as soon as possible; and
  - Refer to their medical provider for evaluation and clearance to return to school/work.

## Quarantine

- People who have been exposed to coronavirus (COVID-19) are at risk for contracting and becoming sick themselves. Since people can be contagious up to 2 - 14 days before showing any signs and symptoms, it may be necessary to quarantine (separate them from other people) these individuals until they show symptoms or are proven to be germ free.
- Staff testing positive will remain home as recommended by the [NJDOH](#).
- Typically, health department officials draft and enforce orders of quarantine. Because a pandemic outbreak is expected to be fairly widespread, official quarantine is unlikely. However, informal self-quarantine to prevent the widespread infection of contacts is likely to be encouraged. [See risk exposure chart](#).

## Mitigation Measures, Including Social Distancing

- Implement prevention strategies to make the school environment conducive to good hygiene by:
  - Remind students and staff to clean their hands and make sure they have the supplies to do so by making soap, alcohol based hand sanitizer, paper towels, and sinks accessible;
  - Remind students and staff to cover noses and mouths with a tissue or sleeve when coughing or sneezing and have tissues readily available. Make sure tissues are available in all classrooms and common areas such as libraries and cafeterias and remind students and staff to dispose of used tissues in waste receptacles;
  - Conduct frequent sanitary, health & safety inspections of the schools. Encourage staff and the custodial team to wipe down any surfaces that may have been contaminated by saliva or other respiratory secretions.
  - Place hand sanitizer dispensers and stations throughout schools;
  - Have students and employees use hand sanitizer upon entry into schools and classrooms.
  
- Reduce the spread of the virus by identifying the schools' responsibilities to the students and community:
  - Upon notification that a pandemic is occurring, set up prominent notices at all entry points to facilities, advising staff, students, and visitors not to enter if they have symptoms of influenza.
  - Educate employees, students, and visitors on how to stop the spread of the virus. [Signage](#) containing information regarding hand hygiene, covering coughs and sneezes, and student spacing is placed around schools. [Fact sheets](#) with this information are also distributed.
  - Enforce policies and procedures for implementing containment measures as per the most recent guidance (canceling sports events and other mass gatherings).
  - Ensure adequate supplies of tissues, hand sanitizer, soap and water and cleaning supplies are available to students and staff.

**The NJDOH has established a hotline (800-222-1222)** to answer questions about COVID-19.

Operated by the Poison Information and Education System, the 24-hour public hotline is staffed with trained healthcare professionals and can accommodate callers in multiple languages.

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## CONTACT TRACING

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Topic	Plan of Action	Responsible for work
Procedures	<ul style="list-style-type: none"><li><input type="checkbox"/> Create procedures for certified contact tracers</li><li><input type="checkbox"/> Must include notification to local health officials</li></ul>	Sean Powers

<b>Policies</b>	<input type="checkbox"/> Determine whether a district policy is necessary	<b>Rosa Diaz, Melissa Jones</b>
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Contact Tracing is the process of identification of persons who may have come into contact with an infected person ("contacts") and subsequent collection of further information about these contacts. By tracing the contacts of infected individuals, testing them for infection, isolating or treating the infected and tracing their contacts in turn, public health aims to reduce infections in the population.

**The goals of contact tracing are:**

- To interrupt ongoing transmission and reduce the spread of an infection
- To alert contacts to the possibility of infection and offer preventive services
- To offer diagnosis, counseling and treatment to already infected individuals
- If the infection is treatable, to help prevent reinfection of the originally infected patient
- To learn about the epidemiology of a disease in a particular population

The district will identify certified contact tracers who will work collaboratively and with the guidance of County Health Officers.

All procedures will adhere to applicable federal and state law and regulations regarding privacy and the confidentiality of records.

Contact tracing for COVID-19 typically involves:

- A. Interviewing people with COVID-19 to identify everyone with whom they had close contact during the time they may have been infectious;
- B. Notifying contacts of their potential exposure;
- C. Referring contacts for testing;
- D. Monitoring contacts for signs and symptoms of COVID-19; and
- E. Connecting contacts with services they might need during the self-quarantine period.

To prevent the further spread of disease, COVID-19 contacts are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to a person with COVID-19. Contacts should monitor themselves by checking their temperature twice daily and watching for symptoms of COVID-19.

The School Safety Specialist shall consult with the local health department in the development, review and revision of the district [Contact Tracing Protocol](#) and procedures. The School Safety Specialist and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy.

The school nurse in consultation with the building principal and School Safety Specialist shall establish measures for a system of open communication that allows staff, students, and families to self-report symptoms and/or suspected exposure.

A staff member shall immediately notify the principal and the school nurse when he/she observes symptoms consistent with COVID 19 or becomes aware that an individual who has spent time in a district facility tests positive for COVID-19. Upon immediate consultation with the School Safety Specialist, local health officials,

staff, and families will be notified of a confirmed case while maintaining confidentiality when the COVID-19 test is positive.

When the individual exhibits symptoms the school nurse will ensure that the student is taken to the designated isolation area. The nurse will examine the individual and may refer them for testing and treatment. A student exhibiting symptoms of COVID 19 may be required to submit to a COVID 19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The nurse shall report all students testing positive for COVID 19 to the health department. The health department shall conduct the contact tracing.

Symptoms of COVID 19 include:

- A. A fever of 100.4° F or greater;
- B. Cough;
- C. Shortness of breath or difficulty breathing;
- D. Chills;
- E. Repeated shaking with chills;
- F. Muscle pain;
- G. Headache;
- H. Sore throat;
- I. New loss of taste or smell;
- J. Fatigue;
- K. Congestion or runny nose;
- L. Nausea or vomiting;
- M. Diarrhea

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

The School Safety Specialist along with other identified district tracers and school nurses shall make information available and/or conduct virtual information sessions to educate the broader school community on the importance of contact tracing.

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## FACILITY CLEANING

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<b>Topic</b>	<b>Plan of Action</b>	<b>Responsible for work</b>
<b>Air circulation</b>	<input type="checkbox"/> HVAC systems up to date on air circulation	<b>C. Androvich</b>

	cleaning <input type="checkbox"/> Air purifiers, when possible	
<b>Cleaning protocols for custodians</b>	<input type="checkbox"/> Create a cleaning protocol and schedule for disinfecting classrooms, touch-points, bathrooms during the school day and after-hours ( <a href="#">Cleaning &amp; Sanitizing Protocol</a> )	<b>C. Androvich</b>
<b>Cleaning protocols for staff</b>	<input type="checkbox"/> Create a cleaning protocol for staff to disinfect student desks, work areas, and/or offices ( <a href="#">Cleaning protocol for Staff</a> ) <input type="checkbox"/> Need spray bottles and paper towels for each classroom	<b>Principals, C. Androvich</b>

**Common High Touch Areas in Classrooms:**

- Doorknobs and handles
- Classroom tables and chairs
- Light switches
- Equipment handles
- Shared remote controls
- Shared telephones
- Shared computer keyboards and mice
- Shared lesson supplies
- Chromebook charging stations (daily borrowed Chromebooks)
- Athletic equipment

**Common High Touch Areas in the Buildings:**

- Doorknobs and handles/Panic Devices
- Stair rails
- Lunchroom tables and benches
- Push-buttons on vending machines and elevators
- Light switches
- Handles on equipment



## School Cleaning

- Hand sanitizing stations have been installed throughout the school.
- Every classroom will be supplied with hand sanitizing dispensers/pumps
- Custodians will conduct routine cleaning of all touch points throughout the school day. This includes: door knobs, railings, push-bars, and bathrooms.
- Student desks will be cleaned by staff in between transition periods.
- At each transition point, students will use the hand sanitizing stations.
- During the night shift, custodians will utilize electrostatic gun sprays to sanitize classrooms after routine cleaning. Disinfecting shared work areas, counters, railings, door knobs, hard surfaces and stairwells shall be performed more frequently during the pandemic phase.
- Custodian day shift priority is the disinfecting of high-touch areas following the [Cleaning Procedures](#):
  - All staff must report to an onsite nurse/administrator for temperature check and screening before entering the building.
  - Custodians have written instruction detailing where to show careful attention such as to doors and door handles, stair handrails, locker doors/handles, phones and phone handles, water fountains, sink faucet handles, door push bars, paper towel dispenser handles, hand soap dispensers and other high touch items. All custodians have signed off that they have read and understand the process.
  - Custodians are to focus on keeping restrooms clean and stocked with soap and paper towels.
  - All hand sanitizers are to be checked and filled throughout the day.

## School Maintenance

- All staff must report to an onsite nurse/administrator for temperature check and screening upon entering the building.
- Prioritization has been given to replacement of air filters and maintenance of HVAC equipment and ongoing preventive maintenance/repair of essential life support systems such as power, heat, sewer and water.
- Construction/installation of plexiglass screens to address identified needs.
- When possible, maintenance staff will be instructed to travel individually to schools (one person per district vehicle)
- Exterior grounds keeping continues as usual with adherence to social distancing.
- Vigorous cleaning policies and practices which include (but are not limited to) on a daily basis:
  - Filling of soap and hand sanitizer dispensers;
  - Ensuring all paper towel holders are filled and functioning at all times;
  - Sweeping and wet mopping all floors;
  - Vacuum rugs;
  - Cleaning and sanitizing hard surfaces including fountains, door knobs, work areas, computer keyboards, counter tops, railings, stairwells, and writing tools;
  - Cleaning and sanitizing bathrooms -toilets, sinks, walls, floors;
  - Cleaning and sanitizing cafeterias - tables, chairs, food lines; and
  - Cleaning vents.

\*\*\*It is not necessary to routinely apply disinfectants to surfaces that are not high-touch or high-risk (e.g., floors, bookcases, tops of filing cabinets). Soft surfaces such as carpets, rugs, and drapes can be cleaned using soap and water or a cleaner appropriate for the material

## Restroom Daily Checklist

<b>9/5/20</b>	9:00	11:00	1:00

## MEALS & DISTRIBUTION

Topic	Plan of Action	Responsible for work
<b>In-School Distribution</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with Maschios to create a meal service plan consistent with school-based needs outlined in each school’s schedule</li> <li><input type="checkbox"/> Obtain a copy of Maschio’s meal preparation protocols and cleaning routines (Link below)</li> </ul>	<b>Hector Berrios, Carmela Collazo, Debbie Valley</b>
<b>Location</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Breakfast - Delivery to classrooms during scheduled period.</li> <li><input type="checkbox"/> Plan for student lunches in the classroom</li> <li><input type="checkbox"/> Create a schedule for meal delivery to the classrooms (based on the school master schedule)</li> <li><input type="checkbox"/> MS / HS –Kiosks or Grab n Go - Finalize schedule with Maschios.</li> </ul>	<b>Principals</b>
<b>Distribution for Remote learners</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continuation of Grab &amp; Go meals for students not scheduled for in-person learning</li> <li><input type="checkbox"/> Identify locations:</li> <li><input type="checkbox"/> Determine time for pick-up</li> </ul>	<b>Hector Berrios, Carmela Collazo, Debbie Valley</b>

Link: [Maschio’s Kitchen cleaning protocols & meal preparation](#)

For students not scheduled for in-person instruction, the following plan will address the continued nutrition for students who are on a free or reduced meal plan.

- Carteret Public Schools will continue to offer lunch services to all students
- Food services will prepare lists of students on Free and Reduced Lunch status by school location

- Food services will prepare bagged meals for all students on free or reduced lunch at a location that is deemed safe and free from any harmful substances. Multiple locations may be necessary.
- Grab & Go lunches outside designated locations to ensure minimal contact.
- Communication: All information will be communicated with families as needed.

## SPECIAL SUBJECT CLASSES / RECESS

Topic	Plan of Action	Responsible for work
<b>Special Subject Classes</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan for special subject classes to be held in classrooms to minimize movement within the elementary buildings.</li> <li><input type="checkbox"/> No sharing of items</li> </ul>	<b>Principals, Itinerant Staff</b>
<b>Phys Ed</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phys Ed classes will focus on Health Education while maintaining social distancing</li> <li><input type="checkbox"/> Physical activity must maintain social distancing (e.g. individual calisthenics, walking, etc.) Incorporate Mindfulness</li> <li><input type="checkbox"/> No access to locker rooms and no changing for phys ed classes.</li> </ul>	<b>Grace Cunha, Phys Ed Teachers</b>
<b>Recess</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Schedule recess for small groups at staggered times.</li> <li><input type="checkbox"/> Mark off areas to ensure separation between students</li> <li><input type="checkbox"/> Disinfect playground equipment and other shared equipment between uses</li> <li><input type="checkbox"/> Create a Recess Protocol for permissible activities and cleaning routines before re-entry to the building (<a href="#">Link Protocol here</a>)</li> </ul>	<b>Principals</b>

## OUTSIDE FACILITY USE

<b>Use of Facilities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use of facilities will be limited to school sanctioned activities. No outside groups will</li> </ul>	<b>Business Office</b>
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be permitted to utilize school facilities during the Pandemic period.

## SOCIAL EMOTIONAL LEARNING (SEL)

Topic	Plan of Action	Responsible for work
<b>Training</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff training on the SEL program adopted by the district</li> <li><input type="checkbox"/> Schedule training during the District-wide PD days</li> <li><input type="checkbox"/> Create a link to the SEL program information and resources</li> </ul>	<b>M. Jones</b>
<b>SEL/Mentoring Period</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Each school will integrate time for SEL and mentoring activities within the master schedule</li> </ul>	<b>Principals</b>
<b>SEL lessons and activities</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Delivery of SEL lessons and activities</li> </ul>	<b>Teachers</b>
<b>Mental Health Support Services</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> NEW The Path @ Elementary Level will provide counseling services and programming</li> <li><input type="checkbox"/> Training for staff on student referrals</li> <li><input type="checkbox"/> Designated space provided</li> <li><input type="checkbox"/> CMS The Path continue services</li> <li><input type="checkbox"/> CHS Pathways continue services</li> </ul>	<b>L. Balkan, Principals</b>

## BEFORE AND AFTER CARE

Topic	Plan of Action	Responsible for work
<b>Before and After care</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Meet with the B/A Admin</li> <li><input type="checkbox"/> Design plan for B/A format with safety precautions</li> <li><input type="checkbox"/> Prepare list of needed supplies</li> <li><input type="checkbox"/> Review program protocols to ensure alignment with District Re-Entry Plan</li> </ul>	<b>H. Berrios, Aftercare Admin</b>
<b>Re-Entry Plan</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Inspect and monitor B/A activities to ensure compliance with protocols outlined in the</li> </ul>	<b>Rosa Diaz</b>

- Before and Aftercare services will be offered on a student’s scheduled day (A Day OR B Day). All safety guidelines as issued by the DOE will be followed.

### **WELLNESS**

- In addition to this list of [resiliency strategies](#), a list of mental health resources for staff, including articles, applications and videos shall be provided. In addition, the District will continue to contract Pathways and other health professionals to provide workshops on staff wellness.
- Work conditions will be considered and some accommodations can be put in place for staff with significant underlying health conditions.

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## POLICY AND FUNDING

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The following policies have been revised to reflect the needed changes to address the effects of the Covi-19 Pandemic:

### **Policy Revisions:**

Policy # 1649 Federal First Coronavirus (COVID-19) Response Act

Policy # 5200 Attendance

Regulation #5200 Attendance

Policy #5310 Health Services

Regulation #5310 Health Services

Policy #9150 School Visitors

Policy #8600 Transportation

Regulation #8600 Transportation

Policy #8441 Care of Injured and Ill Persons

Regulation #8411 Care of Injured and Ill Persons

Policy #2200 Curriculum Content

Policy #2624 Grading Policy

Regulation #2624 Grading Policy

Policy #8210 School Year

Policy #2480 Alternate Education Programs

Regulation #4480 Alternate Education Programs

### **Policy and Funding**

Carteret Public Schools received \$731,909 through the CARES Emergency Relief Grant to use towards pandemic-related expenses. These funds will help the district to meet the learning needs of all students, while implementing new policies and procedures to ensure the health and safety of all students and staff.

Funds will be allocated accordingly:

- To address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, as well as homeless and foster care children, the district will provide all students with access to devices for online learning, social and emotional support, access to meals, and tutoring services to address regression and individual learning needs.
- In an effort to minimize the spread of infection diseases, the district will train all staff on best practices for containing the spread of germs and infection diseases.
- To ensure that all facilities maintain and safe and healthy environments, cleaning and sanitation protocols will be revised and implemented for the custodial staff. Additionally, the district has invested in a variety of cleaning and PPE products for both staff and students.
- The district is expanding its partnership with a local agency to provide social and emotional supports at the elementary level and will continue to support secondary students and staff. The district will continue with Mindfulness and RC support to ensure that individuals in need have access to mental health services and support.

- The district will be providing staff with professional development opportunities on best instructional practices in an online classroom.

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## PURCHASING

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### **Purchasing**

Carteret Public Schools purchased various supplies and services in accordance with Public School Contracts Law N.J.S.A. 18A:18A:

- The district invested in Chromebooks, iPads, and Mi-Fi units, to ensure that all students had access to technology and internet for virtual learning. The district is now 1:1 in Grades 1-12 and is prepared to assist those families with no access to Wi-Fi.
- In addition to providing staff with professional development opportunities in online classroom instruction, the school purchased Chromebooks and individual Zoom licenses for all teachers to optimize virtual instruction and learning.
- To ensure the health and safety of all students and staff, the district purchased industrial grade disinfectant sprayers, disinfecting wipes and sprays, disposable gloves, hand sanitizer stations for every classroom, social distancing decals, and infrared thermometers. The district also invested in fabric and disposable face masks and face shields for each student and staff member and will be installing Plexiglass partitions in various offices throughout each building.

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## USE OF RESERVE ACCOUNTS, TRANSFERS, & CASHFLOW

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### **Use of Reserve Accounts, Transfers and Cashflow**

Funds from the district's Emergency Reserve Accounts will be allocated towards unanticipated expenses the resulted from COVID-19 pandemic. These expenses include:

- Additional custodians required to implement the increased cleaning measures required to maintain the health and cleanliness of all buildings;
- A substitute nurse to provide support and coverage for all schools
- Additional security guards to ensure social distancing and enforce revised visitor procedures

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## COST AND CONTRACTING

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### **Cost and Contracting**

The district receives funding from the Federal E-rate program and also participates in cooperative contracts with the Educational Services Commission of New Jersey (ESCNJ).

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## CONTINUITY OF LEARNING

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### **IN-PERSON/REMOTE LEARNING**

Schools will be required to open in September with two instructional models: Hybrid Virtual/In-person and Full Virtual. Carteret Public Schools will follow an A/B schedule in order to maintain smaller class sizes and adhere to social distancing guidelines. Students will be organized into two cohorts (A & B). Siblings will be assigned to the same cohort regardless of which school they are attending.

#### **Schedule A/B Days**

**A/B Days** - Students attend school in-person 2 days a week.

Group A: In-person Monday and Wednesday; Virtual- Tuesday, Thursday, & Friday.

Group B: In-person Tuesday and Thursday; Virtual- Monday, Wednesday, & Friday.

**All Fridays will be virtual.**

Special Services will provide an alternate schedule which allows for additional instructional time on a daily basis for self-contained student grade Pre-K – 5.



# CURRICULUM, INSTRUCTION, AND ASSESSMENT

During in-person instruction, teachers will follow the curriculum and pacing maps. During remote learning, the following will be implemented by the teaching staff with the assistance of district and school-based administration:

The staff will be guided by [Key Points](#) which highlight priority areas for a return in September

Students on Virtual/Remote Instruction will follow the classroom instruction according to their regular schedule.

## Carteret Public Schools

Instructional Plan  
September 2020

### **Introduction:**

The Carteret Public School District is dedicated to the students of Carteret and ensuring students receive a meaningful learning experience. As we reenter school, parents will have the option of two learning models. One learning model is our hybrid model and the other is a full virtual model.

The purpose of this document is to outline how CPSD will continue to provide instruction for students upon our return to school in September. This plan has been developed in accordance with the recommendations from the NJ Department of Education.

### **Hybrid Learning Model**

Students in grades PreK- Grade 12, will follow an A/B schedule in order to maintain smaller class sizes and adhere to social distancing guidelines. Students will have in-person instruction in school, two days a week and participate in virtual, synchronous instruction three days a week. All classes, for all students, will be virtual on Fridays. Students will be assigned to either Cohort A or Cohort B. Consideration was given to siblings, so regardless of school, siblings will be assigned to the same cohort.

**Cohort A:** In-person Monday and Wednesday; Virtual- Tuesday, Thursday, & Friday.

**Cohort B:** In-person Tuesday and Thursday; Virtual- Monday, Wednesday, & Friday.

Virtual days, for students in grades 4-12, will include mandatory synchronous instruction on days when students are not in the school building. Students are expected to log into all classes in order for instruction to continue. Students in grades PreK-3 will receive instructional assignments for virtual learning days for instructional continuity. All students, in grades PreK -12, will participate in virtual learning on Friday.

### **Full Virtual Schedule**

Students in grades PreK-12, will participate in online learning five days a week. Students will be expected to attend online classes Monday – Friday, following a regular school day schedule. Lessons will include daily interactions with their teachers via Zoom. Learning will take place during regular school hours. The expectation and rigor of classes and assignments will reflect a traditional school setting.

## **Instructional Time Schedules for Hybrid and Virtual Learning Models**

**Elementary Schools:** Start Time: 8:35 am

End Time: 2:05 pm

**Middle School:** Start Time: 8:15 am

End Time: 2:00 pm

**High School:** Start Time: 8:00 am

End Time: 1:35 pm

### **Virtual Learning Expectations**

The rigor and expectations of virtual learning days for students will reflect that of a regular school day. Students will be expected to participate in all ZOOM lessons with their teachers and complete work in a timely manner. Attendance will be taken daily and for each class. Grading will return to our normal practices. All students will follow their schedules and have daily interactions with their teachers.

### **Addressing Learning Gaps**

The Carteret Public School District recognizes that students may have experienced a learning loss in the Spring. Upon the start of school in September, all students, in grades K-12, will take an online diagnostic assessment to measure academic performance, regardless of selected learning model. Students in grades K-8 will take an adaptive, diagnostic i-Ready assessment for math and reading. Students at the high school level will take a diagnostic assessment through IXL for English and math. The data from this assessment will be used to make informed decisions around targeted instruction and curricular revisions.

### **Hybrid Model Instructional Learning Plan**

- **In grades PreK-3:** On in person learning days, students will participate in lessons based on the current curriculum. They will follow a tradition student schedule including core content instruction, related arts, and social and emotional lessons. For virtual learning days, lessons will be provided, by the teacher, while the students are in school, to be completed at home on virtual learning days. The assignments may also be available in the class's Remind/Dojo/Google Classroom. The work should be completed and returned to school on the next in-person day. Teachers may determine if some assignments will be submitted via Remind/Dojo/Google Classroom. Students will be expected to check in on their virtual days, with their teacher, by 9:00 am and are invited to participate in lessons, when and if possible, via a ZOOM link that will be provided by the teacher. Students in grades K-3, are also encouraged to complete 20 minutes of i-Ready on their virtual learning days for reading and for math. Lessons on Fridays will be virtual for all and directions will be given to students on their in-person learning days.
  
- **In grades 4-12,** On in person learning days, students will participate in lessons based on the current curriculum. Students in grades 4-8 will follow a tradition student schedule including core content instruction, related arts, and social and emotional lessons. High school students will follow their typical daily schedule, which will include all classes. For virtual learning days, students are expected to follow their daily schedule and participate in all classes, via a ZOOM link that will be provided in Google Classroom/Schoology for the students. The students

will participate in all classes they have scheduled for the day. A link will be posted daily, in the ZOOM meeting, for the purpose of taking attendance. Instructional resources will be provided, to support student learning on virtual days, in your child's Google Classroom/Schoology. Students in grades 4-8 will be expected to complete 30 minutes of i-Ready math and 30 minutes of i-Ready reading on their virtual learning days. Lessons on Fridays will be virtual for all and directions will be given to students on their in-person learning days.

### **Communication with Hybrid Model Students**

Teachers of students participating in the hybrid model will be expected to communicate with parents/guardians. Communication between parents and students will occur weekly, to update parents on academic progress, and on an as needed basis, if students are not demonstrating active participation through the online platforms and virtual assignments, or experiencing academic difficulties. Teachers will be available to virtually meet with parents on Fridays and as needed. Guidance counselors and social workers will be available daily, virtually or via phone or email, to assist with any student needs.

### **Communication with Full Virtual Students**

Students participating in the fully virtual model will have a designated teacher to communicate with parents/guardians. Communication between parents and students will occur weekly, to update parents on academic progress, and on an as needed basis, if students are not demonstrating active participation through the online platforms and virtual assignments. Teachers will be available to virtually meet with parents on Fridays and as needed. Guidance counselors and social workers will be available daily, virtually or via phone or email, to assist with any student needs.

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## **STAFF PLANNING GUIDE**

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### **EDUCATIONAL PLAN**

**Goal of Experience:** To provide students with a rigorous and engaging learning experience via in-person instruction and/or virtual learning.

Our hybrid/virtual learning plan expands upon our existing practices to ensure continuity of instruction. Teachers and students will continue to interact utilizing the Zoom and other web-based tools designed to promote online communication and collaboration. In-person interaction will be encouraged.

### **Teacher Expectations**

- a. Teacher responsibilities to support students: Every staff member is responsible to support students assigned to them for the current school year.
  1. Provide as many opportunities for interaction and socialization
  2. Check and respond to parent and student emails
  3. Provide feedback as appropriate to students
  4. Collaborate with other grade level and subject related teachers as needed for consistency and optimization.
- b. A series of learning experiences need to be created for students by grade level. These experiences will be posted on Google Classroom.
- c. Upon return to school, plan for a celebration of learning to share their products, provide feedback, and enable students to receive feedback from peers

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## TECHNOLOGY AND CONNECTIVITY

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Both the Hybrid (In-person & Virtual) and the Full Virtual Learning options require technology access to ensure continuity of instruction. The district will use Zoom, Google Classroom, Google apps and any additional platform available to ensure the delivery of instruction for students.

Lessons will be synchronous, therefore, allowing for interaction between teacher and students.

The IT department will continue to support the tech needs of teachers and students.

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## EQUITABLE ACCESS

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### STUDENTS WITHOUT TECHNOLOGY ACCESS

Based on the Home Technology Survey conducted previously less than 2% of students indicated a need for a device and/or Wi-fi access at home. Moving forward, 100% of students will be provided a device and those needing internet access may be provided personal hotspots (MIFI) to guarantee participation.

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## REMOTE LEARNING INSTRUCTIONS

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Carteret Public Schools is dedicated to the continuity of learning, especially when emergent conditions require alternate plans. As we move towards remote learning, we are adopting a virtual school format for students to continue instruction while at home.

The purpose of this document is to outline how Carteret Public Schools will continue to provide instruction if a traditional classroom setting is not possible. This plan outlines the roles and responsibilities of all stakeholders, as the success of hybrid and/or virtual learning will be dependent upon the dedication of faculty/staff, students, parents, and district administration. This plan has been developed in accordance with the recommendations from the NJ Department of Education.

### Important Notes for Parents:

- Chromebook needs have been identified through a district survey
- Classroom teachers will be available in a virtual learning environment.
  - Synchronous lessons may be provided, and teachers will be available virtually (online, email) for questions/feedback and correspondence as outlined below.
- Parents/Guardians will be contacted by teachers if students are not demonstrating active participation through the online platforms and virtual assignments.

### **Roles and Responsibilities - Pre-K – Grade 3 Parents**

Support your child in their learning process by:

- Complete the lessons scheduled for each day
- Check your teacher's Remind/Dojo all daily
- Schedule regular times each day for you to work with your child
- Have your child take movement & brain breaks after each activity.
- Contact your child's teacher via email with any questions, problems/concerns.

### **Roles and Responsibilities – Grade 4 & Grade 5 Parents**

Support your child in their learning process by:

- Checking your child's Google Classroom daily with them.
- Having your child show you their completed work each day to assure they are working on their assignments.
- Having your child take movement breaks after each subject's work.
- Talking with your child about their assignments and checking for understanding throughout each day.
- Contacting your child's teacher via email with any problems/concerns.
- Knowing that your child's teacher will contact you and/or your child principal

### **Roles and Responsibilities – Middle & High School (6-12) Parents**

Support your child in their learning process by:

- Check appropriate Google Classrooms/Schoology and emails for information on courses, assignments, and resources, on a daily basis
- Encouraging and support adherence and attendance on the virtual learning days
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Asking your child about assignment due dates and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.

### **Roles and Responsibilities – Pre K-3 Students**

- Complete your assignments
- Identify a comfortable and quiet space to study/learn.
- Engage in the virtual school platform with academic honesty

- Check appropriate Google Classrooms/Schoology for information on courses, assignments, and resources, on a daily basis.
- Submit all assignments in accordance with provided timelines and/or due dates

### **Roles and Responsibilities – Grades 4-12 Students**

- Attend and participate in virtual learning school during your class time.
- Participate in the ZOOM lesson.
- Check into every class, via Attendance Form link
- Check appropriate Google Classrooms/Schoology for information on courses, assignments, and resources, on a daily basis.
- Identify a comfortable and quiet space to study/learn.
- Engage in the virtual school platform with academic honesty.
- Submit all assignments in accordance with provided timelines and/or due date

### **Roles and Responsibilities – Teachers Pre-K - Grade 3 Hybrid Model Learning**

- Provide targeted instruction for in person students.
- Provide students with learning assignments for virtual learning days
- PreK & K teachers: Post daily read alouds for students to view from home
- Check Google Classroom and/or GoGuardian/Dojo/Remind
- Maintain Gradebook
- Provide Feedback to students
- Verify that all students have logged in and note it as attendance
- Communicate with parents/guardians on a weekly basis or as needed.

### **Roles and Responsibilities – Teachers Grades 4 – Grades 12 Hybrid Model Learning**

- Provide synchronous instruction for students in person and students virtually via Zoom
- Maintain Gradebook
- Provide targeted instruction for in person students.
- Check Google Classroom and/or GoGuardian
- Provide Feedback to students
- Verify that all students have logged in and note it as attendance
- Communicate with parents/guardians on a weekly basis or as needed.

## Roles and Responsibilities – Teachers PreK – Grades 12 Full Virtual Learning

- Provide direct instruction via ZOOM
- Use Google Classroom/Schoology/GoGuardian/Dojo/Remind to communicate with students, parents, and guardians.
- Provide Feedback to students during “interactive” assignments
- Assign meaningful learning tasks
- Maintain updated gradebook and attendance records and log of parent communication.
- Communicate with parents/guardians on a weekly basis or as needed.

## SPECIAL EDUCATION, ELL, AND RELATED SERVICES

It is imperative the District provide an appropriate education for Special Education students during a period of pandemic outbreak. We will make every effort to meet the requirements for teacher-student contact time for students with disabilities. Student progress will be monitored and feedback provided by special education teachers when appropriate, with the opportunity to communicate directly during scheduled times.

### Students with Disabilities

#### Schedule

- Students with Disabilities in Self Contained settings in grades Pre-K through 5 in the following programs : Pre -School Disabled, LLD, LLD/Autism, and Behavior Disabilities will enter school Monday through Thursday in two cohorts. Cohort A will attend 8:30-11 and Cohort B will attend 12-2:30. Supplemental remote instruction will be available during the hours the students are not physically in school using programs including Rethink, Lexia, Iready and other online programs that meet their individual needs.
- Students included in resource center, in class resource settings Pre-K-12, self-contained programs in grades 6-12 and students in the 18-21 year old transition program will follow the District’s A/B schedule available to all general education students. They will attend school two full school days a week and will receive virtual instruction 3 days a week. The District will consider the M-Th schedule for the 6-12 MD classes and the transition class if the student’s needs are not being met with the A/B day schedule.

#### Instructional Plan

- The delivery of remote/virtual instruction to students with IEPs includes a combination of paper based consumables packets and online instruction depending on the individual needs of the student. Modifications and accommodations have been made to the general education instruction by special education teachers including but not limited to individualized lessons, modified assignments, virtual lessons, 1:1 instruction, etc.

### *Platforms used:*

- Zoom, Google hangouts, Google Meets, You tube, Screencastify, Google Classroom, Rethink, Lexia, IXL, I Ready, Edpuzzle, Brain Pop, Class Dojo, EPIC, Story online, Flipgrid, Readworks, Dulingo, Izzit, Systems 44, Read 180, Raz Kids, Khan Academy, Prodigy, Mystery Science, Newsela

### **Related Services, OT, PT, Speech**

- Related services, OT, PT, Speech will be provided via in person and virtual therapy and or/packets and activities communicated to the parents. Both individual and group sessions are being provided in accordance with the IEP goals and objectives to the maximum extent possible during the school closure. Sessions have been modified from 30 minutes to 20 minutes. Groups sessions will be modified to accommodate smaller groups and/or individual services if social distancing cannot be maintained. Virtual related services will be provided for those IEP students whose parents choose the full remote/virtual options.

### **IEPs**

- IEP may be modified if a student's parent chooses a full virtual option. The IEP will reflect a program that meets that student's individual needs. The IEP may also be modified if lesser services are provided.
- The methods used to document IEP implementation including the tracking of services and student progress including the provision of accommodations and modifications: Teachers and case managers continue to monitor student progress through progress reporting, analyzing data from online instructional tools and independent work. Related service providers have been logging student participation and progress towards goals and objectives.
- In order to follow up with families, case managers have been logging student access to services. Doing weekly check-ins in with teachers, families and OOD schools, monitoring student progress through progress reports, student attendance and work submitted.
- IEP services:
  - IEP Meetings- All annual review meetings will continue to be held via virtual platforms. Parents are participating either through Zoom, Google Meet/Hangout or via phone. All teachers and related service providers are participating in the IEP meetings. Attendance is logged via submission of a Google Form and/or Collaboration Tool on IEP Direct. If a parent requests an in person meeting, a meeting will be scheduled in a location that can accommodate social distancing. All visitors into the school building will be required to wear masks for the duration of the meeting.
  - Re-evaluation planning meetings are being held and the IEP team is making a determination if evaluations are warranted to continue eligibility. If evaluations are warranted students will be evaluated following school testing protocols implementing safe testing procedures, plexiglass dividers, temperature checks and other safety measures recommended by the CDC when social distancing is not able to be maintained. Appointments for testing will be scheduled for any students that are choosing full remote virtual schooling.



## **Compensatory Services**

- Compensatory Services as needed will be evaluated on an individual basis upon return to school.

## **Extended School Year (ESY)**

ESY- Is being offered via virtual instruction 2 hours daily between 9 and 11 AM. Parents will have the opportunity to request packet instruction in lieu of virtual instruction. Programming will be 30 days in duration and students will receive related services as per the IEP. Session times will be limited to 20 minutes per session. Virtual programming will include a hybrid of online instruction and independent work in addition to related services (speech, counseling, OT, PT, TOD) as indicated in the IEP. Transportation and 1:1 paraprofessionals will not be provided. Code mandated teacher/student ratios will be adhered to. Attendance will be monitored. Teachers will use Zoom, Google Classroom, Class Dojo, You Tube and email to connect with students. Rethink, Lexia, Touch Math, Epic Books, will be resources for delivery of instruction.

## **ELL Instruction**

### **Summer Boot Camp**

Students in grades K-5 will be participating in an intensive virtual Summer Boot camp from August 3-13. Students will participate in daily 30-minute virtual lessons which will consist of no more than 4 students. Lessons will be specific and targeted using Orton-Gillingham strategies. Students will be able to engage, ask questions and make connections with their peers and their teacher.

### **Summer Testing**

Incoming Kindergarten students and new students whose native language is not English will be tested to assess English Language. Students will be tested using the WIDA screener or the WIDA virtual screener. These assessments will ensure that students are properly placed in the fall. Qualifying students will be offered Bilingual/ESL services. The Bilingual Resource Family Liaison will contact families to explain programs and services offered.

ESL content will be scaffolded by ESL teachers based on student need. Students in grades K-8 will have ESL for 2 periods a day. Students participating in the Hybrid Model will receive ESL instruction in their classroom. Virtual students- Hybrid and Full-Time will have direct communication with an ESL teacher for 2 periods daily. Teachers will deliver ESL scaffolded lessons in the following areas- Read Alouds, Mentor/text analysis, character analysis, comprehension strategies, Orton Gilligham, SIPPS, etc. In grades 9-12 ESL students will receive appropriate ELA/ELL lessons daily (Hybrid or Virtual) based on their English Language Proficiency.

Bilingual teachers will continue Native language instruction, as needed, based on student language proficiency levels. All lessons will be scaffolded and differentiated, while ensuring they follow the scope and sequence of district approved curriculums.

### **Communicating with ELL Families**

The Bilingual Resource Family Liaison will continue to test new students as they enroll in the district, based on the completion of their Home Language Survey. Families will be contacted daily to assist with any program concerns, internet/technology issues, assignment questions, explanation of materials and or attendance concerns.



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## PARENT RESOURCES

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### PREPARING YOUR CHILD TO RETURN TO SCHOOL

- Parents of young children should practice facemask wearing, extending the time each week. This will help your child understand the importance of wearing a facemask, along with getting your child used to wearing a facemask during the course of a school day.
- Practice washing hands for 20 seconds before and after meals, and returning from outside activities.
- Practice coughing/sneezing into your elbow/sleeve, if tissue is not readily available.

### Information/Suggestions for Parents

#### LIMIT THE SPREAD OF GERMS AND PREVENT INFECTION

There are common sense steps we can all take to prevent the spread of any respiratory virus:

- For the safety of all students and staff, we ask parents to inform the school nurse if the student's absence is due to illness. A re-entry assessment will take place for every student returning after fever/flu-like symptoms or after traveling abroad. Parents must call the school Nurse prior to bringing the student back to school (The same procedures will be followed for Staff prior to returning). Instructions will be provided for the re-entry assessment. Students and staff who have been treated with flu-like symptoms may be required to submit a physician's note confirming clearance to return.
- Follow physician's advice for getting your flu vaccine.
- Wear a facemask/covering
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your mouth and nose with a tissue when coughing or sneezing. It may prevent those around you from getting sick.
- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing or sneezing. If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Avoid touching your eyes, nose or mouth.
- Practice other good health habits. Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids and eat nutritious food.
- Disinfect doorknobs, switches, handles, computers, telephones, bedside tables, bathroom sinks, toilets, counters, toys and other surfaces that are commonly touched around the home or workplace.

- Follow the CDC's recommendations for using a facemask.

### **GET YOUR HOUSEHOLD READY**

There are things you can do right now to be ready for any emergency, and many of these same tips will help you

- Prepare for any influenza situation.
- Have a supply of food staples and household supplies like laundry detergent and bathroom items, and diapers if you have small children.
- Check to make sure you have health supplies on hand.
- Know how your local public health agency will share information.
- People with elderly parents or relatives should have a plan in place for caring for them if they fall ill.
- Help family members and neighbors get prepared and share the safety messaging with those who may not have access to it.
- Have a child care contingency plan if your child is sick and cannot attend school.

According to the CDC, patients with COVID-19 have reported mild to severe respiratory illness. Symptoms may appear 2-14 days after exposure and include fever, cough and shortness of breath. Call your healthcare professional if you develop symptoms and have been in close contact with a person known to have the disease or if you have recently traveled from an area with widespread or ongoing community spread of the disease.

**The NJDOH has established a hotline (800-222-1222) to answer questions about COVID-19.**

Operated by the Poison Information and Education System, the 24-hour public hotline is staffed with trained healthcare professionals and can accommodate callers in multiple languages.



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## FEDERAL, STATE, AND LOCAL RESOURCES AND GUIDANCE

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### **Middlesex County Updates:**

<http://www.middlesexcountynj.gov/Government/Departments/PSH/Pages/2019-CoV.aspx>

### **Department of Health:**

<https://www.nj.gov/health/cd/topics/ncov.shtml>

### **US Department of Education:**

<https://www.ed.gov/coronavirus>

### **ADDITIONAL RESOURCES**

- [CDC Poster: COVID-19 Stop the Spread of Germs](#)
- [CDC: Get your Workplace Ready for Pandemic Flu](#)
- [CDC: Interim Guidance for Administrators of US Childcare Program and K-12](#)
- [Plan, Prepare, and Respond to Coronavirus Disease 2019 \(COVID-19\)](#)
- [CDC: What to do if you are Sick with Coronavirus Disease 2019 \(COVID-19\)](#)
- [National Association of School Nurses: Coronavirus Disease 2019 \(COVID-19\)](#)
- [New Jersey Department of Health: COVID-19 Guidance for Child Care and K-12 Schools](#)
- [The National Child Traumatic Stress Network: Creating Effective Child and Family Focused Disaster Behavioral Health Messages on Social Media](#)

**End of Plan**