

Plan Overview

The District Reopening plan shall consist of four phases:

- **Phase 1:** Full-time Remote (Online) Learning from September 9 - October 2, 2020. Teachers providing instruction remotely from home and students receiving instruction at home. Essential employees will report to their respective locations
- **Phase 2:** Remote Synchronous Learning from October 5 -November 25, 2020. Teachers return and teach remotely from their classroom four days a week (Monday, Tuesday, Thursday, and Friday). Students remain at home receiving instruction remotely. Wednesday is fully remote learning; however, the District can utilize the day for professional development on as needed basis
- **Phase 3:** Targeted Instruction (Soft Launch) from November 30 – December 23, 2020. English Language Learners (ELLs), Students categorized as Self-contained classification according to their Individualized Education Plans (IEPs), and Tiered 3 students as identified by the District’s facilitated assessment report physically to receive in-person instruction four days a week. Wednesday will remain the day to deep clean the buildings, while teachers and students conduct learning remotely from home. The District can utilize Wednesday for professional development on as needed basis
- **Phase 4:** Traditional learning (Brick and Mortar schools) from January 4 – June 25, 2021. In-person instruction for every student. Students attend schools daily and receive face-to-face instruction from their teachers. Full entry for all students and staff, Monday through Friday.

Note: Full-time remote learning option is available to students upon written request to the Superintendent of Schools or designee

Procedures for Submitting Fulltime Remote Learning Requests

- Submit a written request to the Office of Superintendent of Schools or email request to mashid@irvington.k12.nj.us on or before August 31, 2020
- Written request must include the child’s name, school, grade level, parent’s contact information, and explanation for the request.
- Request for students with disabilities will be handled by the Department of Special Services
- Points of contact for questions and concerns are Dr. Matin Adegboyega at 973-399-6800 x 2117 or Dr. Latee McCleod at 973-399-6800 x 2167

Phase 1

Full-Time Remote Learning September 9 – October 2, 2020

All students are eligible for full-time remote learning. As a result, Irvington Public Schools will offer families and students full-time virtual learning during phase 1 of the 2020-2021 school year.

A virtual classroom provides an experience similar to the physical classroom. However, it requires new pedagogical approaches and a redesign of the instructional model which includes: Virtual Classroom Interaction, Collaborative Learning, Student Centered Instruction, Variety of Content, Presentation and Learning Activities, Psychologically Safe Environment, Positive and Constructive feedback, and Explicitly Teaching and Assessing 21st Century Skills in a virtual classroom.

This will involve synchronous learning that happens in real time. Students and teachers will interact in a specific virtual space through a specific online medium, at a specific time. The method of synchronous virtual learning includes: G-suite, Zoom, Meet, DOCS, I-Ready, etc. Students and teachers will interact using a technology device. This will require that students engage with their teacher(s) and peers for the same period of time as the traditional school day. Students will receive a weekly schedule outlining the activities for the week.

The virtual classroom will also allow asynchronous learning to take place based on students' schedule and needs. Teachers will provide learning materials for class and group instruction.

While the expectations are for the students to work during prescribed times, the District will ensure that recorded lessons are accessible to students and parents.

Transition between Learning Options

- Transition between learning options can only take place during phase 4 from In-person traditional learning to full-time remote learning at the end of the 3rd marking period
- However, if data shows that the student is failing or not meeting expectations in a full-time remote learning environment, a parent/teacher conference must be held
- Further, the parent/teacher will follow the procedures and best practices for Interventions and Referral Service (I&RS) to transition the student to the in-person learning model if deemed appropriate prior to the end of third marking period

Full-time Remote Learning: Pre-K Model Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-9:30	Teachers Prep	Teachers Prep	Teachers Prep	Teachers Prep	Teachers Prep
9:30-9:50	Group Meeting/Shared Writing (Live with Recording)	Group Meeting/Shared Writing (Live with Recording)	Group Meeting/Shared Writing (Live with Recording)	Group Meeting/Shared Writing (Live with Recording)	Group Meeting/Shared Writing (Live with Recording)
10:00-10:10	Read Aloud (Pre-Recorded)	Read Aloud (Pre-Recorded)	Read Aloud (Pre-Recorded)	Read Aloud (Pre-Recorded)	Read Aloud (Pre-Recorded)
10:20-10:35	Small Group Instruction ELA (Pre-Recorded)	Small Group Instruction ELA (Pre-Recorded)	Small Group Instruction ELA (Pre-Recorded)	Small Group Instruction ELA (Pre-Recorded)	Small Group Instruction ELA (Pre-Recorded)
10:35-10:50	Small Group Instruction Mathematics (Pre-Recorded)	Small Group Instruction Mathematics (Pre-Recorded)	Small Group Instruction Mathematics (Pre-Recorded)	Small Group Instruction Mathematics (Pre-Recorded)	Small Group Instruction Mathematics (Pre-Recorded)
11:00-11:45	Lunch	Lunch	Lunch	Lunch	Lunch
12:00-12:45	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
12:45-1:45	Gross Motor	Gross Motor	Gross Motor	Gross Motor	Gross Motor
1:45-2:45	Free Play	Free Play	Free Play	Free Play	Free Play
2:45-3:05	Online Prep	Online Prep	Online Prep	Online Prep	Online Prep

Elementary K-5 Full-time Remote Learning Schedule

- All students receive instruction remotely together
- Remote learning days are single periods for all subjects
- Remote instruction is a combination of live and recorded sessions
- Remote instructional day ends at 1:10 p.m.

	Monday	Tuesday	Wednesday	Thursday	Friday
Time	All students	All students	All students	All students	All students
8:30-8:40 a.m.					
8:45-9:25 a.m.	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
9:30-10:10 a.m.	Prep	Prep	Prep	Prep	Prep
10:15-10:55 a.m.	ELA	ELA	ELA	ELA	ELA
11:00-11:40 a.m.	Math	Math	Lunch	Math	Math
11:45 a.m.-12:25 p.m.	Lunch	Lunch	Math	Lunch	Lunch
12:30 -1:10 p.m.	Science	Science	Science	Science	Science
1:15-2:00 p.m.	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
2:05 2:45 p.m.	Online Prep	Online Prep	Online Prep	Online Prep	Online Prep
2:45 2:50 p.m.	Online Prep	Online Prep	Online Prep	Online Prep	Online Prep
3:05 p.m.	Online Prep	Online Prep	Online Prep	Online Prep	Online Prep

Middle School Full-Time Remote Learning Schedule

- Teachers and students will follow their normal schedule with shortened periods
- Lunch and preparation periods are to be taken during normally scheduled periods
- Teachers and students will follow an A/B day schedule (alternating days)

Period	Time	Schedule
Period 1	8:30 - 9:00	Class
Period 2	9:05 - 9:35	Class
Period 3	9:40 - 10:10	Class
Period 4	10:13 - 10:55	Grade 6 Lunch/Grades 7 & 8 Class
Period 5	10:58 - 11:40	Grade 7 Lunch/Grades 6 & 8 Class
Period 6	11:43 - 12:25	Grade 8 Lunch/Grades 6 & 7 Class
Period 7	12:30 - 1:00	Class
Period 8	1:05 - 1:35	Class
Period 9	1:40 - 2:10	Class
Office Hours	2:15 - 2:51	Virtual Office Hours

High School Full-Time Learning Schedule

Monday A-Day	Tuesday B-Day	Wednesday Catch Up Day & Live Check-In Sessions	Thursday A-Day	Friday B-Day
30/45 - minute instructional activity per class. There should be recorded lessons provided as well.	30/45-minute instructional activity per class. There should be recorded lessons provided as well.	15/20 - minute Google Meet Check-In Session per class.	30/45-minute instructional activity per class. There should be recorded lessons provided as well.	30/45-minute instructional activity per class. There should be recorded lessons provided as well.

Wednesday Live Check-In Sessions

A Day	B Day
Block 1 9:00 a.m. - 9:30 a.m.	Block 1 12:00 p.m. - 12:30 p.m.
Block 2 9:30 a.m. -10:00 a.m.	Block 2 12:30 p.m. - 1:00 p.m.
Block 3 10:00 a.m. - 10:30 a.m.	Block 3 1:00 p.m. - 1:30 p.m.
Block 4 10:30 a.m. -11:00 a.m.	Block 4 2:00 p.m. - 2:30 p.m.

Schedules for other Phases:

- Phase 2 will follow the same schedule for the full-time remote learning
- Phase 3 will follow the traditional learning schedule Monday, Tuesday, Thursday, and Friday. However, on Wednesday, students will not report for in-person instruction. Students will be required to engage in full-time remote learning
- Phase 4 will follow the traditional learning schedule Monday through Friday

Best Practices in Remote Learning Model

Teaching in a full-time remote learning classroom should feel as natural as teaching in any physical classroom space five days a week.

Best practices in a full-time remote classroom will include the following:

- Focus
- Activation
- Mini-lessons
- Guided Learning
- Individualized Instruction
- Extension and Assessment

These essential elements are important in the physical classroom and they are equally important in a full-time remote learning classroom

- Teachers will provide students and parents/families with a weekly schedule. Remote learning will happen in real time and will provide students with an experience very close to traditional face-to-face teaching
- The remote learning classroom is a shared online learning space where the students and teacher work together simultaneously. The interactions take place through the use of common learning tools and platforms approved by the District's IT Educational Department to support teacher instruction and learning activities
- Teachers have the important role of guiding the learning process and supporting the class or group activities and discussions
- Teachers will create meaningful lesson activities for student engagement. Tasks that simply ask one-way input does not engage students, nor do they ask students to go deeper in their thinking and understanding. Meaningful and complex tasks provide opportunities for all students to flex important muscles such as creativity and critical thinking skills
- Teachers engage students in their immediate surroundings of whom or what is being affected most (real world discussions and events). They provide opportunities for relevant project-based learning activities (PBL). This is one method teachers can provide students the opportunity to engage in meaningful learning tasks
- Teachers will use 21st Century skills and technology tools/resources. Remote learning requires teachers to leverage technology like never before. Technology is

used intentionally and strategically as a tool to build all students' skills, not as a tool just to drive instruction

The most common learning tools/platforms students, parents/families can expect to find in the remote learning classrooms are:

- GSuite
 - Classroom
 - Meet
 - Docs, Sheets, Slides
 - Forms
 - YouTube
- I-Ready
- Envision 2.0 (SAVAS / Pearson)
- Zoom

As mentioned, teaching and learning in a remote learning classroom provides an experience similar to the physical classroom. Synchronous and Asynchronous learning happens in real time. However, it requires new pedagogical approaches and a redesign of the instructional model which includes:

- Remote classroom interaction - Create a positive learning environment and assist the students with achieving the expected outcomes. There must be opportunity for students to have frequent interaction between classmates and teacher; as well as the student learner and the instructional content. Encourage students to participate every 3-5 minutes. This can be achieved through a variety of activities (Creativity-brainstorming, digital design, Oral Communication-group discussions, collaborative and/or individual PBL tasks, Q&A sessions, oral presentations, interviews with experts/people connecting content taught, etc.)
- Collaborative learning - Students working together to achieve a common goal, exchange views, clarify the meaning of concepts, or solve a problem together. This creates opportunities for cooperation in skill development. This approach is also associated with an active process of collective constructive knowledge, using the group as a source of information, a motivational agent, and as a means of mutual support
- Student centered instruction - The classical teaching approach which the focus is on the content and the students must work independently with little opportunity for collaboration (virtual teaching; Written Communication-Google docs, written feedbacks, research, assessment- formative & summative, etc.). The students and the teacher interact equally (active participation, collaborative work, and communication are practiced in this space). The teacher creates opportunities for “Both” independent learning and students learning from one another...guiding the students in developing and practicing the skills they need. This approach increases the motivation level of the students, as well as their interest in learning activities

- Variety of content presentation and learning activities - This approach is related to differentiated learning instruction (Tiered Instruction). This approach takes into consideration the differences in the needs, levels, and learning styles of all students
- Personalized learning for individual success (IEPs, ESL, G&T). Use various sources to present the content - text, images, diagrams, audio, video, etc. as this can greatly improve the students' learning process - tailoring to the various needs and preferences of the students (switch between individual work, small group collaboration, and class discussions that address specific learning preferences of all the students)
- Psychologically safe environment - Leads to better learning outcomes. The teachers have a crucial role here. Teachers need to encourage safe discussions, mutual respect, equal opportunities to participate, and the free sharing of view-points. Teachers can enhance the psychological safety of students by adding options for self-directed learning, as well as by communicating more frequently with every student through various communication tools
- Positive and constructive feedback - The remote learning classroom allows for immediate feedback and communication between teacher and students. The key role of the teacher during this process is to create an atmosphere of positive feedback by guiding the students' interaction. Feedback acknowledges the positive aspects of the students' learning performance, and it gives them valuable comments and recommendations for improvement, which benefits the education and the progress of students. Teachers must assist students virtually to overcome their mistakes without the feelings of negativity. Thus, foster confidence and inspire all students to achieve their full potential
- Explicitly teach and assess the skills - Skills must be explicitly taught. They must be scaffolded and assessed with the same commitment as standards-based content
- 21st Century skills in a remote learning classroom
 1. Blended Learning - model and practice skills in a given context. Prior to asking students to embody these skills, teachers should pre-record a video of themselves for students to watch as a class or small group
 2. Students will analyze models and apply observation to work/assignment
 3. Students will reflect frequently throughout their work - using rubrics, to determine if they have met the goal
 4. Teachers will provide feedback - responding to students' individual growth and progress on a project or unit work, thereby providing all students the opportunity to apply feedback for continued learning and developing skills

Remote Learning Classroom Routine

- Parents/families will help support students so they feel confident and comfortable during the learning process. Teachers will establish the procedures
- Teachers will partner with parents/ families to guide students toward following the norms and the lesson structure established at the beginning of class (for example, if teachers prefer to start the class each day with checking homework or the Question of the Day, students will do this step every time (should be noted on students' weekly/monthly schedule). Following an established routine will support students in the Virtual and Hybrid classroom management process

- Teachers will deal with the discipline issues in the Virtual and Hybrid classroom immediately and without any exceptions
- Teachers will work in partnership with parents/families and with building administrators to handle situations requiring their support
- Teachers will work collaboratively with the grade level supervisors to support them with curriculum, teaching practices, and resources
- Teachers and parents/families will work together to support students in need of guidance (when rules are broken)
- Building administrators will notify parents/families regarding the course of action that will be taken for student's misconduct (Code of Conduct)
- Teachers will encourage students' questioning. Teachers will meet students where they are academically, socially, and emotionally
- Teachers and parents/families will partner to ensure students' participation in the lesson discussion/activities (encourage students to ask questions and to answer each other's questions (fellow students and teacher)
- Teachers will engage students in various teamwork projects and divide the students into groups to meet success working in different breakout rooms (teacher will manage and observe the breakout rooms)
- Teachers are to be friendly but firm. Create a delightful and friendly atmosphere in your virtual classroom with fresh content and interesting learning activities. Be easy going and open minded, but be firm and make sure that everyone follows the established rules and routines. Parents/families support teachers
- Teachers in partnership with parents/families will praise students along the learning curve. Work together to explore different ways to praise the student when they are making progress (ex: younger students - badges, cartoons, songs, etc.; older students - appoint them as leaders, announce daily achievers, etc.)

Remote Learning Classroom Management

- Teachers will create well-structured lessons and provide students and families with a schedule to help with time management in the Virtual and Hybrid classroom: Younger students have short attention span...teachers may include breaks and use games to keep them focused
- Teachers will set rules and expectations ahead of time and inform students and parents/families (discipline, participation, the study process, deadlines, explain the reward system, etc.)
- Teachers will present students with their duties and responsibilities during the learning and teaching, and walk students through the structured routines they expect students to follow for completing lesson activities
- Teachers will allow students to be a part of the teaching and learning process
- Teachers and students will use polite and respectful language and eye contact. Teachers will explain what is acceptable and what is unacceptable in the remote learning classroom
- Teachers and students will have "No distractions": All phones muted, and all students should put toys away during the lessons
- Teachers will explain to students how to raise their hands and take turns speaking in the remote learning classroom environment

- Teachers will require students to ask questions, answer questions, and participate in discussions without interrupting. Teachers will manage all students digitally
- Teachers will set the example of behaviors that they expect from all students. Teachers will lead by example
- Teachers and students will follow the established norms in terms of dress code, polite language, no distractions, etc. If not followed, this can lead to discipline issues

Building Our Community One Student at a Time:

Teachers are expected to be confident and positive:

- Teachers will teach with confidence and the students will feel confident
- Teachers will prepare lessons and activities to ensure all student engagement
- Teachers will teach what is relevant in society/current events
- Teachers will take time to research different discipline issues or other problems that might occur in your virtual classroom
- Teachers will share best practices during PLC and/or at staff meetings (Wednesdays) with fellow colleagues, and district administrators.
- Teachers will partner with colleagues, support staff, parents, supervisors, vice principals, principals, and district directors to support student instruction throughout the school year,

Online Registration Process

- Beginning the week of August 10, 2020, the district will work with community stakeholders to disseminate information regarding access to the online registration process available through the Irvington Public School District Website, school buildings, and on local access radio. This is to limit direct contact based on the CDC and State of NJ COVID-19 guidelines
- A hyperlink to the registration portal is available on the Irvington Public School District Website with systematic instructions as to how to complete the registration process. The proposed online registration portal is an add-on module to the current PowerSchool Student Information System used by the district
- Registration documents can either be uploaded to the system or dropped off at a designated secure location (lockbox) outside of each school building in an envelope clearly identifying the name of the student and the date of online registration
- In the case of direct registration at schools, registration clerk Personal Protective Equipment (PPE)
- Registration documents will be available in other native languages such as Spanish, Haitian Creole, and possibly French

Modifications to Attendance Recordings

For in-person instructional days, attendance can be recorded in PowerSchool by 10:30 a.m. However, remote instructional days need more flexibility for students who may be engaging in learning in the evening due to parent work schedules or for students whose parents have chosen remote instruction for them. These scenarios particularly impact younger students. Attendance will be recorded based on the chosen model. The following options have been considered:

- During remote instructional days, teachers will mark students present who answer a question or complete an assignment before a designated time on the same day of the question or assignment
- A “school day” shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day of Kindergarten. In the case of remote instructional days, time committed to learning is not confined to set parameters. Therefore, the “school day” shall consist of assignment completion for that day
- Students who become ill due to COVID-19 and/or must quarantine will follow the same procedure as any illness. Parents will inform the school nurse and absences will be excused based on proper documentation

Curriculum

English Language Learners

ESL teachers and classroom teachers will continue to implement instructional strategies to address the academic and language needs of ELL students. In addition, supervisors, building principals and teachers will continue to collaborate with families to provide resources and tools to ensure the academic success of ELL students.

- ESL teachers will meet with students virtually using online district's tools/platforms for synchronous and asynchronous learning
- ESL teachers will plan tailored lessons to meet the needs of English Language Learners. Teachers will work to make the curriculum content comprehensible to students. They will focus on helping students develop in the areas of Listening, Speaking, Reading and Writing with specific focus placed on developing speaking skills

The district's website will continue to offer parents information on school reopening and resources/tools to support students at home. Information on the webpage is made available in multiple languages to meet the needs of our ELL population.

Special Education

Appropriate educational programs and related services will be provided for students with disabilities. Teachers, support staff, and IEP teams will work with families to collaboratively identify the services for students. The special education department will provide training, resources, and tools to support IEP teams in determining the needed services for all students.

Special education services for students will occur full-time virtually based on collaboration with families and as per the students' IEP. General education/special education teachers and related service providers will work with families to discuss students' individual needs and access to the curriculum and progress toward IEP goals. General education and special education teachers will meet with students virtually using the online district tools/platforms for synchronous and asynchronous learning. Teachers will plan tailored lessons to meet the needs of students.

The special education department will work with families to determine the most practical format to conduct IEP meetings. The case managers and IEP team members will continue to contact parents and monitor special education services to determine progress toward a student's IEP goals.

Physical Education / Recess

The Irvington Public Schools will adhere to the following protocols:

- Stagger recess if needed
- If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups
- The use of cones, flags, tape, or other signs to create boundaries between groups.
- Require that all staff and students wash hands immediately after outdoor play
- Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students
- Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing)
- Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room
- The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use
- The school district will designate specific areas for each class during recess to avoid mixing of students

Athletics Department Management Protocols

- It is the athletic department's expectation that the entire athletic community be responsible for the health and wellbeing of every stakeholder-staff, students and their families. With that expectation comes the responsibility of Student-Athletes, Coaches, Athletic Trainers, Screeners, Administrations, and within the continuum of resocialization
- If the requirements as set by New Jersey State Interscholastic Athletic Association (NJSIAA), the New Jersey Department of Education (NJDOE), and the New Jersey Department of Health are not complied, the student-athlete will lose the privilege of being able to participate in the session and not be allowed to return until the official start date of their season
- The program that violates the guidelines will not be allowed to practice for the remainder of the session
- Direct any student-athlete, coach or staff member with a temperature over 100.4° F to go home or to the designated area to wait, to call parents for a pick up, and further instructions

- Screenings shall be conducted prior to each practice. A screening shall consist of a temperature check for all players, coaches, and parents prior to the start of practice. These screenings will begin thirty minutes before practice begins, and shall stop ten minutes after practice starts. No party shall be admitted to practice ten minutes after the session begins without making prior arrangements with the coaching staff and/or athletic director
- Administration is responsible for communicating with parents, students, staff, and the Irvington Township Department of Health in the event someone tests positive for COVID-19
- Athletics Department oversees the screening process and procedures associated with the resocialization of sports in Irvington High School Athletics.
- Parents must pick up their child if they are contacted regarding any indications that their child might have symptoms of COVID-19
- Parents must get medical clearance for their child to continue participating in any of the Athletics program
- Any student-athlete, coach or staff member who tests positive for COVID-19 must self-quarantine for a minimum of 14 days and must provide a medical clearance in order to return. Coaches who fail the COVID-19 screening will not be allowed to attend activity and must obtain a medical clearance
- The Director of Athletics will be notified of any student-athlete or coach who fails the screening and further plans will be developed at that time if necessary
- Stakeholders will be informed of potential exposure in a timely manner as information becomes available
- The Athletic Director will work with the Irvington Township Department of Health for adequate contact tracing
- In the event a student-athlete, coach or staff member does not comply with the NJSIAA protocols, they will no longer participate in any of the programs

Limitations on Gatherings:

- No more than ten (10) student-athletes may be grouped together in a single area and the groups should be pre-determined by the coach prior to the start of the workout
- Social distancing of at least six (6) feet shall be maintained between student-athletes and staff at all times, including within the ten (10) student-athlete groupings
- Once student groupings are determined, student-athletes may not switch to another grouping, even for another sport
- More than one group of student-athletes can be in a single area, provided there is twelve (12) to eighteen (18) feet between each group of student-athletes
- Groupings **must** stay together throughout the entirety of PHASE 1
- There shall not be celebratory contact, e.g., fist bumps, high-fives, huddles, etc.

Facilities Cleaning

- All facilities shall be cleaned and sanitized thirty minutes prior to the start of each practice, and every 30 minutes after practice begins
- Prior to any person entering the facilities, wipe down and sanitize hard surfaces
- Individuals should wash their hands for a minimum of 20 seconds with warm water and soap before touching any surfaces or participating in workouts
- Hand sanitizer and sanitizing wipes will be available for individual use when transitioning from one place to another
- Weight room equipment should be wiped down thoroughly before and after an individual's use of equipment
- Moderate risk sports practices and competition may resume
- Hand sanitizer will be available at all practices and games
- Modified practices may begin for Higher risk sports:
 - Continue pre-participation screening from Phases 1 and 2
 - Follow NJSIAA recommendations on when to resume competition

Face Coverings:

- Student-athletes who are engaged in high-intensity aerobic activity, e.g., running, sprinting, etc., do not need to wear face coverings during the period of the aerobic activity. Once the aerobic activity is over, student-athletes shall wear face coverings
- Student-athletes who are not engaged in high-intensity aerobic activity, e.g., sitting on the bench, reviewing plays, watching videos, waiting in line, etc., are encouraged to wear face coverings
- Coaches and district personnel must wear face coverings at all times unless engaged in cardiovascular activity with the players
- Face Masks are part of the entrance requirement for the summer session
- Every student-athlete, coach or staff member is required to provide their own facemask
- If anyone does not have a facemask with them when they arrive for temperature checks, they will be asked to leave and return when they have acquired a facemask

Social and Emotional Learning

A component of the New Jersey Department of Education's proposal for the return to school, included essential social and emotional learning components. The district is focused on the well-being of all students, staff, and families. These unprecedented times require changes on how instruction will be delivered to support all students' social and emotional learning needs. The following strategies will be practiced for school year 2020-2021:

- Morning or Afternoon meetings prior to the start of lesson activities to facilitate opportunities for students to connect and reflect
- Meditation and Mindfulness exercises, when possible
- Integrated Social and Emotional classroom lessons (shared ideas for the counseling department)
- Daily check-ins by school social workers and school counselors
- Individual and Group counseling sessions facilitated by school counselors
- Counseling and mental health resources provided to families, as needed
- Professional development for staff on topics such as grief and loss, depression, anxiety, motivation techniques, social and emotional curriculum, and promoting mental wellness
- Teachers prepare and plan a series of student academies that will provide a platform for students to share their experiences; thus, providing support staff with the opportunity to respond appropriately
- Schools will work on creating a Zen Den/Reset Room/Mindfulness space for students who are dealing with overwhelming emotion in the moment, and need the opportunity to decompress. The idea is to provide a safe space for students who need time to regroup. There will be follow up from a school counselor to every student who visits the room, to ensure that students feel supported and are safe

Academic, Social and Behavior Supports

Multi-tiered Support Systems - All schools will provide the following support systems for students' academic development and social growth: RTI, I&RS, PBSIS, Counseling Support Services; as well as universal screenings if needed. To support all students' academic, social, emotional, and behaviors, teachers will use positive dialogue starters to elicit students' responses and provide appropriate dialogue to support and engage students in the process of learning content and class discussions (identify students in need and provide support).

- Developmental expectations: Language abilities of students based on age, Non-verbal communication (drawing versus writing)
- Engage trusted staff in the school community as per students and families request to support students' social and emotional needs
- Build capacity of staff to recognize students' needs, and seek support for them (professional development training)

Provide for the social, behavioral, emotional, and mental health needs of the students and families in the community. This will include flexibility to accommodate the needs and different circumstances of families and students.

Developmental Needs

The Intervention Committee is convened for students identified as potentially at risk of harm to self or others. Parents/Families are immediately notified of any concerns. The district's Suicide and Prevention and Crisis Intervention policy will remain the same for the school year 2020-2021. The following teams are in operation in every school to support students, teachers, and families:

- School Safety Team
- PBSIS Team
- SCIP Team

Restorative Practice: Restorative justice in schools will be practiced. Building administrators will continue to receive professional development training. The goal is to build and maintain positive and respectful relationships within the entire school community. This is a district-wide initiative to enhance communication throughout the schools, and to establish a pro-social school environment during these unprecedented times.

Family Engagement/Resources

Parent Academy Series - The kick off will be Monday, August 24, 2020 and these events will continue throughout the school year 2020-2021. These series are designed to address any concerns that the community has and to provide resources for our students and their families.

- Data based decision making - Surveys and questionnaires, as well as feedback from stakeholders will continue to provide data to the committee that can be used to create programs and systems to move the district forward
- Wraparound supports - The district recognizes the need to provide ongoing support for our families both inside and outside of school. We will continue to establish partnerships with a variety of agencies to work collaboratively in support of our families. To promote family engagement, our Parent Academy and roundtable discussions, including those conducted with students, will help to promote important dialogues in support of our families
- This school year 2020-2021, a library of webinars for educators, families and students to access will be created to include a variety of instructional, mental health and social justice topics. This may be expanded to invite parents to submit clips of the experiences of students during Covid-19 to help guide practices

Mental Health Supports

Counselors are preparing for students' return to school with a variety of wellness initiatives and mindfulness programs to support initiatives already in place within our schools. We recognize the importance of relationships and safe spaces for our students and staff. School year 2020-2021, procedures will be implemented for students to access services without undue attention to self. Check-ins for students identified at higher levels of risk; proactive efforts by all staff to identify students in need of intervention. The Intervention Committee is convened for students identified as potentially at risk of harm to self or others. Parents are immediately notified of any concerns. Levels of risk are assessed, and if a student is found in need, mental health clearance is required for re-entry to school.

Pandemic Response Teams

- School-based Pandemic Response Teams will be responsible to centralize, expedite, and implement COVID-19 related decision-making
- Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district
- Members of the school teams should include a cross section of administrators, teachers, staff, and parents
- Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community
- If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team
- Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:
 - School Principal or Lead Person
 - Teachers
 - Child Study Team member
 - School Counselor or mental health expert
 - Director/Supervisor
 - School Nurse
 - Teachers representing each grade level band served by the school
 - School safety personnel
 - Custodian
 - Parent

The Pandemic Response Team is responsible for:

- Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership
- Adjusting or amending school health and safety protocols as needed
- Providing staff with needed support and training
- Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19
- Providing necessary communications to the school community and to the school district
- Creating pathways for community, family, and student voices to continuously inform the team's decision-making

Technology

Technology

- To address the digital divide, the district conducted a survey in March 2020 to identify the need for devices and connectivity. Students and teachers identifying a need for a device were distributed a technology device
- Assistance and information were provided on how to make free internet connectivity accessible to students and teachers in need
- For the school year 2020-2021, all students in grades K - 12 will be provided with a technology device through the district's 1:1 initiative. In addition, the Irvington Public Schools will collaborate with local and state governments, as well as local service providers to facilitate connectivity for the 2020-2021 school year
- Videos that provide systematic procedures on using technology are available on the District website
- Help-line is available for Technical assistance to students, teachers, and parents

Technology Distribution Schedule

For the 2020-2021 school year, the District will distribute technology devices to staff and students who have identified the needs on the following dates and times:

- Friday, September 4, 2020, 9:00 am to 12:00 noon and 2:00 to 4: 00 pm.
- Tuesday, September 8, 2020, 9:00 am to 12:00 noon and 2:00 to 4: 00 pm

Technology devices at the student's home school

Assessment

Early Childhood Assessment

- Students will be assessed during in-class and live instruction to identify their knowledge, skills, and abilities and to plan for instructional decisions using Teaching Strategies GOLD Assessment
- Multiple sources of student data will be used to evaluate student performance, such as class anecdotes, work samples, students' portfolios, photos of virtual activities, parents' photos or videos of home activities, etc.
- Regardless of whether a lesson is administered live or remotely, accommodations must be made for ELLs and Special Education students

K-12 Schools

- Students will be tested at the beginning of the school year in ELA and Math using the i-Ready diagnostic. The selected diagnostic will be the end of year diagnostic from the student's previous course/grade for informing instruction during the majority of the first cycle
- The Department Directors/Supervisors will provide any additional information with regard to mid-year or end-of-year diagnostics, including scheduling, as events unfold throughout the school year
- Online assessments include those developed by teachers using the G-suite, products available through the District, and approved vendor platforms (ex. Pearson Realize, and edConnect)

Social Distancing in Schools

Entering the Building

- Utilize tape or paint to mark off 6 ft. social distancing spaces on gym or cafeteria floors, playgrounds or utilize auditoriums seating children in the same direction in every other seat
- Students report to their respective homeroom/classrooms rather than gyms, cafeterias or other meeting places
- Conspicuously post signs on the walls for messaging traffic flow and emphasizing social distancing

Students

- Students will enter the building through their designated grade level entrance
- Students will report to their grade level floor following directional signs in the hallways
- Students will flow in one direction in the hallway

Teachers/Staff

- All teachers will enter the building through the designated teacher entrance
- They will not need to sign in at the main office
- Administration/Security will ensure teacher attendance and submit to the Attendance Secretary

Visitors

- All visitors will be deterred from entering the building unless they are essential to the operation of the building
- Visitors will enter the school building only through the main entrance
- Visitors will announce their business before being allowed into the building. Once a visitor enters the building, he/she must wait for the security guard's direction to sign-in; and gets further direction
- All visitors must wear appropriate Personal Protective Equipment (PPE)
- Parents cannot sign out children unless it is an extreme emergency. Otherwise, parents must make prior arrangements and security will assist with the identification, sign-out and release of the child

Social Distancing in the Classroom (Early Childhood Only)

- A maximum of eight students per class
- Reduce the number of students allowed in an interest area during Choice Time to no more than three students at a time
- During group times students will be seated facing the same direction and spaced 6 feet apart to ensure social distancing

- Limit the use of supplies and equipment to one group of children at a time and clean and disinfect between uses

Rest Time (Early Childhood Only)

- Masks are prohibited for students to use during rest time
- During rest time, students' cots are to be spaced 6 feet apart in a head to toe placement
- Students' bedding for rest time must be stored separately and labeled in bins, cubbies, or bags and sent home weekly for washing

Breakfast/Lunch (Early Childhood Only)

- Meals will be served in the classroom using individually wrapped and/or plated meals discontinuing family-style eating practices
- Students will use proper handwashing before and after eating meals/snacks, and all tables/surfaces must be cleaned and disinfected between before and after meals

Social Distance in the Classroom (K-12 Only)

- Maximum of 10-15 students per class
- Desks will be arranged in rows and spaced to the extent possible as required by the Department of Public Health
- Students will face in the same direction to avoid face-to-face exposure. No group settings
- Students will travel class to class, following revised hallway directions (placing arrow directions will be placed on corridor floors, floor administrator and security will monitor, teacher will stand outside their classroom door)

Breakfast/Lunch

High School Only:

- Homeroom teacher will tally student Breakfast/lunch information. (This will allow students to retrieve a grab and go lunch before or after instructional sessions).
- Students will be provided with "grab & go" lunch after session 1 and before session 2

Middle/Elementary:

- Breakfast will take place in the classroom as "grab & go" or delivery to classroom.
- Lunchtime will be a combination of classroom or cafeteria. In the cafeteria, only one side of the lunch table will be used with appropriate spacing
- All students having lunch in the cafeteria will face the same direction

Bathroom Procedures

- Students should only be released from classroom one at a time
- Students must sign-in with a security guard to utilize the restroom
- No more than two (2) students in the bathroom at a time

Elementary:

- Depending on the size of the bathroom. Only half the capacity based on stalls determine the number of students in a given bathroom. If students enter a bathroom filled to capacity, they must wait until someone leaves before proceeding
- All students must follow the Health & Safety guidelines

Lockers

- Students will be allowed to visit their locker upon entering the school building and when exiting the school building
- Locker use is encouraged to eliminate clutter in the classroom
- Students cannot conjugate at lockers it must be a controlled activity monitored by teachers and security

Dismissal Procedures

High School:

- Students will have a staggered dismissal
- Teachers, staff and security will ensure the proper movement through the building and off school grounds

Middle/Elementary:

- Students will have a staggered dismissal by grade level
- Students will exit the building by using the same entry location
- Teachers and security guards will ensure the proper movement through the building and off school grounds
- All students waiting to be picked up should either walk to a designated location with supervision to meet parent; or students must wait in the front of the building; socially distanced for pick-up
- Parents with cars must line up on a designated side of the building in an orderly manner

Social Distancing Outside School Building

- Stagger arrival and/or departure times to reduce the number of students coming or leaving the school at one time
- Designate entry/exit flow paths by grade level allowing students in the same grade level to enter and exit through the same doors without compromising established security protocols
- Mark doors with numbers and/or letters that are easily identifiable from the outside of the building
- Ensure outside social distancing protocols are established for handicap persons and persons requiring accommodations
- Prop doors open to minimize touch (upon school entry only with school security presence)
- Utilize physical guides such as cones or ropes to structurally create one-way walk routes
- Set-up maze type walk patterns in larger areas to maximize space
- Establish walk flow and line-up routes off the street ensuring that the lines are clear of driveways and parking lots. If parking lots are utilized, use barricades to close off driveways and parking lots, post a security guard in the lot and advise the school's staff of the parking lots closure times prior to the school's re-opening
- Erect awnings along the walkways so the same social distancing protocols can be used during inclement weather
- Utilize a staggered dismissal for students and escort them out of the classroom to a predetermined dismissal area to minimize congregating and co-mingling of students
- Broadcast regular announcements on reducing the spread of COVID-19 and social distancing protocols on the Public Address system and during morning announcements
- Restrict visitors during arrival and departure times
- Provide PSA using video, social media and written communication as it relates to social distancing protocols, such as, new walk patterns, entry and exit points and arrival and departure times to assist them in planning their schedule

Fire/Emergency Drills

- Drills will continue to be practiced every month (1 Fire/1Emergency)
- Lockdown procedures require students to gather in a safe, non-visible location. Masks must be worn at all times
- Refer to each school's individual Emergency Manual

School Closure

The District will also ensure that contact tracing is carried out if a staff/student is likely to have been infected with the virus or even come in contact with someone who have tested positive for COVID-19

- Two or more cases in any building will close the building and will transition to remote instruction
- The local health department will determine the length of school closure

- Based on cases around the district, Superintendent of Schools will make decision to close schools for full-time remote learning

Transportation of Students to and from School

- The safety and welfare of pupils shall be the first consideration in all matters pertaining to transportation
- The Special-Services Department will communicate transportation protocols with families prior to the start of the school year. Parents will be encouraged to transport their students to school if possible, thereby allowing more room on buses for those without other means of transportation. Therefore, schools should prepare for an increased number of parent pickups, drop-offs, and delays in student arrivals and departures. The following procedures will be implemented to reduce the spread of contagion

Prior to Boarding the Bus

- Parents should assist their child in following bus safety guidelines
- Parents are strongly encouraged to check students' temperature before leaving home. Students with temperatures above 100.4° F or who exhibit the following symptoms should not proceed to the assigned bus stop: *fever, cough, shortness of breath, rapid breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell, fatigue, body aches, runny nose, flushed cheeks, extreme fussiness, vomiting or diarrhea.*
- All students will be required to wear a face covering while on the bus

Seating on the Bus

- Bus companies must adhere to all current and updated guidance from the Centers for Disease Control and NJDOE
- To the maximum extent possible, bus drivers will ensure that students and adults comply with appropriate social distancing practices (at least six feet between riders) while on the school bus. Hand sanitizer will be made available at the school bus entrance for use when boarding
- Drivers should practice all safety actions and protocols as indicated for other staff, including hand hygiene and face coverings
- 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
- Bus drivers will be reminded to implement certain personal hygiene actions (e.g., frequent hand washing)
- 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

- Allow siblings from the same household to sit together in the same seat
- Assigned seating will be utilized to ensure the same students sit together each day
- Students must remain in their seats, facing forward, and clear of the center aisle at all times while on the bus

School Bus Safety:

- All school buses must be inspected according to the New Jersey Motor Vehicle Administration Regulations relating to school vehicle standards and follow all CDC and NJDOE safety measures prior to transporting students
- Thorough school vehicle cleaning must become routine and areas of “high-touch” must be cleaned and disinfected after the bus drops off students at home or school (every trip); and at the completion of its morning or afternoon run respectively
- In addition to the daily cleaning processes, if a bus has been exposed to COVID 19 the bus will be taken out of service for 24 hours for a deep cleaning process
- Once cleaned and fogged with an approved disinfectant, the bus can return to service.
- All school bus drivers and staff are required to attend in-service training before transporting students to ensure they understand new policies and procedures; and how to effectively clean and disinfect the school vehicle
- Hand sanitizing stations will be installed on every bus. Students should utilize hand sanitizer when boarding and/or departing the bus
- Bus drivers and monitors onboard must wear personal protective equipment, such as face masks and face shields and/or eye protection
- Windows will be open for ventilation when weather permits
- Restricting any food or eating on the school bus
- Install a clear protective barrier behind or alongside the driver in accordance with applicable safety code
- Temperatures of school vehicle drivers and attendants should be taken before active duty

School Arrival:

- Schools should be aware, due to safety precautions and dependent on the “Return to School Plan” staggering transportation times and additional routes may be implemented to reduce the number of students on a bus at the same time. This may impact school arrival and dismissal procedures
- Each school should have a designated area for bus arrival and departure. Signs should be posted outside of the school to maintain order. Principals will designate specific arrival/dismissal times and point of entrance/exit which will be shared with the transportation company for implementation
- Upon arrival at school, students should depart the bus from front to back adhering to social distancing. Students should sanitize their hands upon departure from the bus. Students must be met by school personnel prior to entering the building and temperatures should be taken. Students with temperatures above 100.4° F will follow school’s isolation procedures while parents are notified

- Upon departure from the school, students will sanitize their hands prior to boarding the bus. Seating plan should be shared with the teacher so students are lined up to board the bus with the last students to be dropped off board first
- School administration should contact Special Services immediately if transportation companies are not adhering to safety protocols
- Be mindful that transportation issues will change based on the evolving nature of the pandemic

Professional Development

The district acknowledges that professional development is key to teachers' professional growth and positive student outcomes. Continuous professional development to support Virtual educational instruction will be provided for teachers and support staff throughout the school year 2020-2021.

- Plan restorative supports and access professional learning offerings around COVID-19 and trauma, equity and implicit bias, Social Emotional Learning, inclusion, and appropriate use of digital and online learning tools and systems
- Provide PD on best practices for resuming classroom teaching and learning for all students; engage in conversation about sensitivities and needs in respect to individualized student plans and needs
- The district should assess the professional needs of educators in order to provide high quality, evidence-based professional learning practices

Faculty & Department Meetings

- Tuesdays from 3:00-4:00 p.m.
- Virtual (whenever possible). Social distancing and material handling restrictions to be implemented if live meetings are necessary
- Special Services Floating School Psychologist will provide trauma-informed school strategies in response to COVID-19 to all Irvington Public Schools. This includes offering information on the physical and emotional well-being of staff, assisting in creating trauma-informed learning environments, and identifying, assessing, and addressing traumatic stress in the school setting including professional development
- Care Plus will be available for trauma informed workshops
- COVID-19 will be a standing item on faculty meeting agendas to address staff concerns, mental health, review health and safety procedures, and review

guidelines for when to send students to the Health Office. School nurse and head custodian should be present and prepared to speak on this topic

Specialized and After-School PD Services

- Recognizing signs and symptoms of stress, anxiety and depression in staff and in students due to COVID-19. This includes a review of making referrals to HSSCs (Health and Social Services Coordinator)
 - The Department of Special Services and Care Plus will provide resources for staff to engage online and offer virtual training throughout the year
 - Continue use of Restorative Practices and offer refresher training through District trainers at each site
- Provide training for parents, students, and staff related to managing stress, anxiety, depression, trauma, etc. made available through the Floating School Psychologist and Care Plus-- trauma designated staff
- The Department of Special Services will provide training on conducting IEP meetings to discuss Regression/Recoupment/Compensatory Services for all students with Special Needs
- “Social Express” an SEL program for PK-5 students will be available for Special Education staff and students
- Professional development will be provided to new teachers through the District’s Teacher Mentoring program. Activities will include the use of technology and addressing the SEL needs of students.

Fall Conference (Opening Day for Staff)

- A review of the Reopening Document with staff including the guidelines put forth to ensure a clean and healthy environment that guarantees safety of every stakeholder in the school
 - The school nurse, head of security for the building, and head custodian should be prepared to speak on this topic and at subsequent faculty meetings
- The Guidance Department should be prepared to address the process for meeting with students and/or families
- Review referral process to Health and Social Services Coordinators for students that may be experiencing stress or trauma symptoms

Health Screening and Quarantine Procedures

Health Screening

Temperature Taking - All people who enter the school building

- No touch thermometers at the main office, nurse, and security desk
- At entry to school - At least one other time every 3 hours (2x a day)
- 100.4° F or higher, student is automatically sent to nurse

Online Screening-Risk Assessment Questionnaire and Temperature Check

A. *The questionnaire will be similar to the CDC's Coronavirus Self-Checker:*

<https://www.cdc.gov/coronavirus/2019-ncov/testing/index.html>

- A fever of 100.4° F 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
- Temperatures will be taken according to CDC Guidance
- <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html>

B. Students/Staff/Visitors must complete the questionnaire and have their temperature taken prior to entering the building or boarding the school bus. The tool will identify an individual by their student ID number, staff ID number or by name for visitors and record the time and date it was taken

- Staff will complete the questionnaire and take temperature prior to entering the building. This tool can be used as a daily sign in for staff. There will be a check off that the information is true and correct to the best of their knowledge
- Parent/Guardian will complete the questionnaire and take the student's temperature before sending them to school. Parent/Guardian will sign a statement that should their child become sick while in school a Parent/Guardian or designee will pick up the child within 30 minutes. There will be a check off that the information is true and correct to the best of their knowledge
- Visitors will complete a paper questionnaire including date and time and sign off the information is true and correct to the best of their knowledge
- Students and staff who do not have a form completed will be “flagged” for failure to complete the questionnaire and temperature taking prior to entering the school building or boarding the school bus
- Security guard or Principal designee will take their temperature
- Encourage visitors to use their own pen. Purchase supply of disposable pens
- Any person answering “Yes” to the questions or having a temperature equal to or greater than 100.4° F will be instructed to stay home and call the school nurse (Elementary School students) or the Attendance office (Middle School/High School students) or Frontline Absence Management System (staff)
- Any visitor refusing to complete the questionnaire will not be allowed to enter the building

Health Screening Form - Employees will respond to the following:

- Whether or not the employee is currently experiencing, or has experienced in the past 24-72 hours, any COVID 19 symptoms?
- In the past 14 days has the employee or someone that they live with has been in close proximity to anyone who has experienced any of the above symptoms or has experienced any of the above symptoms since your contact?
- In the past 14 days, has the employee or someone that they live with has been in close proximity to anyone who has tested positive for COVID-19?
- In the past 14 days, has the employee or someone that they live with traveled to any of the states included on the travel advisory list issued by Governor Murphy, as periodically amended. Employees would be advised that they are required to report a change in the response to any of the questions noted above which may then result in a requirement that they quarantine for a period of 14 days and/or submit to COVID-19 testing

Mandatory Testing

- Per the Equal Employment Opportunity Commission’s guidelines, the District may require that employees are tested so long as requiring the test is job-related and consistent with business necessity. Given the current state of the COVID-19 pandemic, COVID-19 poses a direct threat to the health of others in the workplace; therefore, requiring a test is job-related and consistent with business necessity

- While it is not recommended that employees generally be required to submit to testing prior to returning to work, it is recommended that employees submit to such testing in the following circumstances:
 - Following a period of leave to care for a family member or other individual who has tested positive for COVID-19
 - Following any absence as a result of personally experiencing any symptoms of COVID-19
 - Following the conclusion of a mandatory 14-day quarantine period resulting from exposure to any individual who has tested positive for COVID-19
 - Following the conclusion of a mandatory 14-day quarantine period resulting from travel to any state included on the travel advisory list issued by Governor Murphy, as periodically amended
- Employees may not be required to take antibody tests before returning to work under any circumstances

Personal Protective Equipment (PPE) Expectation

- School staff is required to wear face coverings unless doing so would inhibit the individual's health (documentation required)
- Students are required to wear face coverings unless doing so would inhibit the student's health (documentation required)
- Additional PPE may be required for staff that must work closely with students who are unable to tolerate masks and social distance
- It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Accommodations for students who are unable to wear a face covering should be addressed and in accordance with all applicable laws and regulations
- Visitors will wear face coverings unless doing so would inhibit the visitor's health or they are under the age of two

Quarantine

- Any students presenting symptoms will go to the Nurse
- Nurse will send child to Quarantine Room if they feel the symptoms are Covid-19 related
- Quarantine Room must be a full-size classroom with a desk on each end surrounded by Plexiglas (for the Quarantine officer and the quarantined)
- Additional medical staff should be hired to monitor rooms with potentially sick students (Nurse Assistant, so that we don't have multiple people possibly getting exposed)
- Quarantine Room staff and nurses must have full PPE supplied by district. This should include, face mask, and face shield, gloves, gown, and goggles
- Any student or staff that is quarantined must bring medical documentation showing they are medically fit to return
- Quarantine room must be deep cleaned immediately after each use
- Must have very good and proper functioning ventilation/HVAC system

- Any child that has traveled out of state to a state on the Governor’s travel advisory list must be Quarantined 14 days before they can return to school

Hygiene and Cleaning

This plan outlines the Sanitation, Safety, and Wellness measures required to ensure a safe reopening of schools during the COVID-19 pandemic. It is the opinion of this committee that successful implementation of the plan is contingent on an educational plan that enables social distancing and to the extent possible maintain students and staff in small static groups.

Cleaning/Sanitation-Maintenance Plan

General Sanitation Practice

Follow CDC Reopening Guidance for Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes:

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

- Routinely clean and disinfect surfaces and objects that are frequently touched. This will include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Clean with the cleaners typically used
- To the extent possible shared supplies should be discouraged and must be sanitized between students
- Playground equipment must be cleaned between groups
- Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective
- Follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.)
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces (e.g., keyboards, desks, remote controls) can be wiped down before use
- Ensure adequate supplies to support cleaning and disinfection practices
- External community organizations that use school facilities should be minimized and/or must follow district guidance on health and safety protocols

Cleaning/Sanitation of Areas with Suspected/Confirmed COVID-19 Disease

Follow Recommendations for U.S. Community Facilities with Suspected/Confirmed Coronavirus Disease 2019 (COVID-19)

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/cleaning-disinfection.html>

- Close off areas used by the individuals with COVID-19 and wait as long as practical before beginning cleaning and disinfection to minimize potential exposure to respiratory droplets. Open outside doors and windows to increase air circulation in the area. If possible, wait up to 24 hours before beginning cleaning and disinfection
- Cleaning staff will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the ill persons, focusing especially on frequently touched surfaces
- If surfaces are dirty, they will be cleaned using a detergent or soap and water prior to disinfection
- For disinfection most common EPA-registered household disinfectants are effective
- Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.)

Hand Washing Procedures

Regular hand washing with soap and water for at least 20 seconds should be done:

Before eating

After sneezing, coughing, or nose blowing

After using the bathroom

Before handling the food

After touching or cleaning surfaces that may be contaminated

After using shared equipment like computer keyboards and mice

Respiratory Hygiene

Covering coughs and sneezes with tissues or the corner of elbow

Disposing of soiled tissues immediately after use

General Sanitation Practices (Early Childhood Only)

- Materials that cannot be easily disinfected cannot be used by the students (stuffed animals, cloth puppets, clothing items, playdough, sand)
- Toys and/or materials placed in a student's mouth or that become soiled must be placed in a contaminated bin and cleaned and sanitized before use again

Handwashing (Early Childhood Only)

- Handwashing routines and protocols in preschool remain the same and require staff to supervise and assist students with handwashing procedures
- Students will wash hands for at least 20 seconds at regular intervals, including before/after meals, after using the bathroom, after blowing their nose/coughing/sneezing, and at the start of the day when children enter the classroom, and when students come in from outdoor play
- The use of alcohol-based hand sanitizer (at least 60% alcohol) is acceptable when washing only when soap and water are not available. Student use of hand sanitizer must be supervised and monitored by the staff. If hand sanitizer is in place of soap and water, students must wash with soap and water once the provisions are made available (i.e.: children who are given hand sanitizer for initial health screening must wash hands with soap and water when they arrive in the classroom)

Security Protocols

Visitors:

- Ensure they are wearing a face mask upon entry
- Must have an appointment in order to enter the building except for emergency
- Must call from their phones prior to coming to the front door of the building
- Must wear disposable name tags

Parent/Teacher/Guidance appointments:

- Should be done virtually or by phone conference as much as possible
- If an in-person meeting is a necessity, an appointment must be made and communicated with security

Deliveries:

- Every effort should be made to coordinate deliveries from vendors to occur before or after school hours
- All deliveries should be made through custodial doors only
- Any out of school meal orders by staff/teachers should be picked up outside of the building

Early Dismissal:

- Parent/Guardian must wait outside if possible, for the child to be escorted out by a staff member
- Parent/Guardian must show ID and initial form with their own pen

Physical Modifications to Buildings:

A. Signage in the buildings (Principals should coordinate with maintenance as to where and how many)

- Reminders to wash hands, social distance, and wear masks
- One-way hallways
- Cover coughs and sneezes
- 6 feet distance and mask signs/markings in waiting areas
- Floor markers
- Visual reminders anywhere the students/staff would need to stand in line
- Signage on buses and at bus stops
- Signage at front doors of building regarding need for appointment, drop box, masks, social distancing

B. Playground lineup, a.m. waiting areas, bus pick up, dismissal needs to be configured to maintain social distancing

C. Classroom table/desk spacing needs to be configured to maintain social distancing.

- Consider use of plexiglass dividers between students

D. Isolation Room

E. Barriers around Security Desk/Main Office Staff/ Counseling Department/Nursing Office, Attendance Office-anywhere staff interacts with the public.

- Area between Front Door and Lobbies

Field Trips, Extra-Curricular Activities, and Use of Facilities

Outside of School Hours

Irvington Public Schools will:

- Utilize only virtual field trip experiences
- Offer afternoon extracurricular activities in a virtual format to students during the remote learning portion of their hybrid schedule
- Use virtual fundraising by school sponsored groups and clubs

In order to ensure proper cleaning of the district facilities and protect the students and staff from undue exposure to other groups, Irvington Public Schools will no longer host gatherings after school hours.

- Events that typically draw multiple families such as Back to School Nights, Parent Teacher Conferences will be conducted in a virtual/remote format
- Student performances that are part of a co-curricular activity may be held in accordance with guidance from Arts Ed NJ. Indoor performances at least for the will not take place in front of a live audience but may be live streamed or recorded. Outdoor performances will be allowed in accordance with regulations governing outdoor activities

In order to ensure proper cleaning of the district facilities and protect the students and staff from undue exposure to other groups, Irvington Public Schools will suspend indoor use of school facilities to outside groups until further notice

- Exceptions to this ban may be considered by the Superintendent for recommendation to the Board of Education for health and safety related events coordinated by the Township or the local, county or state board of health
- Those who are responsible for these events must ensure that all health and safety protocols in place at the time are followed

Remote Learning Resources for Parents

As schools in New Jersey respond to COVID-19, the need for remote learning tools has never been more critical. Below is a list of no-cost resources that may be helpful to your family during this challenging time.

- [Homeschooling during the Coronavirus Quarantine](#)
- [Scholastic Learn at Home](#)
- [Scholastic Offers Free Digital Hub](#)
- [Crash Course for HS Students](#)
- [Free Educational Resources for Kids](#)
- [Education.com Learning Library](#)
- [Supporting Students Away from School](#)
- [Ed Helper](#)

Fun activities to do with your children while quarantined

Parents can do a number of activities alongside their kids that facilitate active, engaged learning. Below are links to fun activities for families to participate in during the quarantine period.

- [Activities with Kids During Coronavirus](#)
- [Fun Activities to do with Kids During Quarantine](#)
- [Educational Games for grades Pk-6](#)

Additional Resources

- [Using your Electronic Benefits Transfer \(EBT\) card to access P-EBT benefits](#)

Resources for Educators & Families of English Language Learners

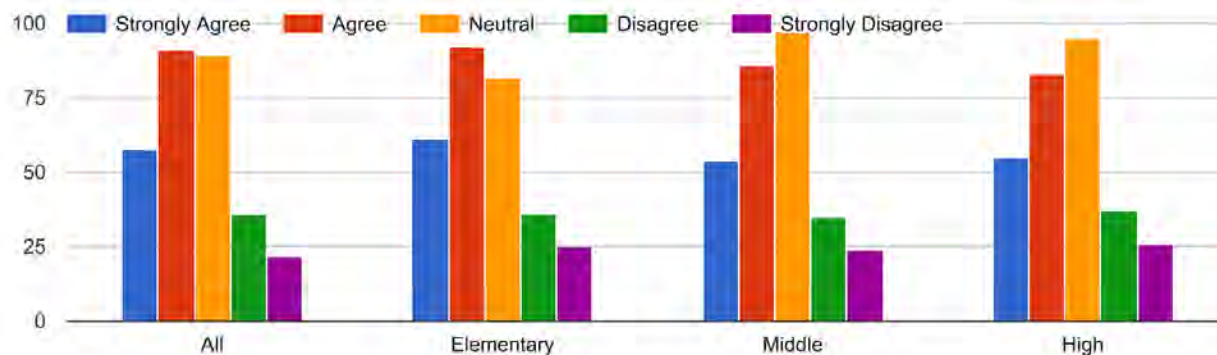
- [Colorin Colorado](#)
- [A Green Mouse- Learn Spanish](#)
- [A Green Mouse- Learn French](#)
- [Mama Lisa's World \(International Music and Culture\)](#)
- [Randall's ESL Cyber Listening Lab](#)
- [Games to Learn English](#)
- [ESL Games](#)
- [National Geographic](#)
- [ESL at Home](#)

Multilingual Parent Resources

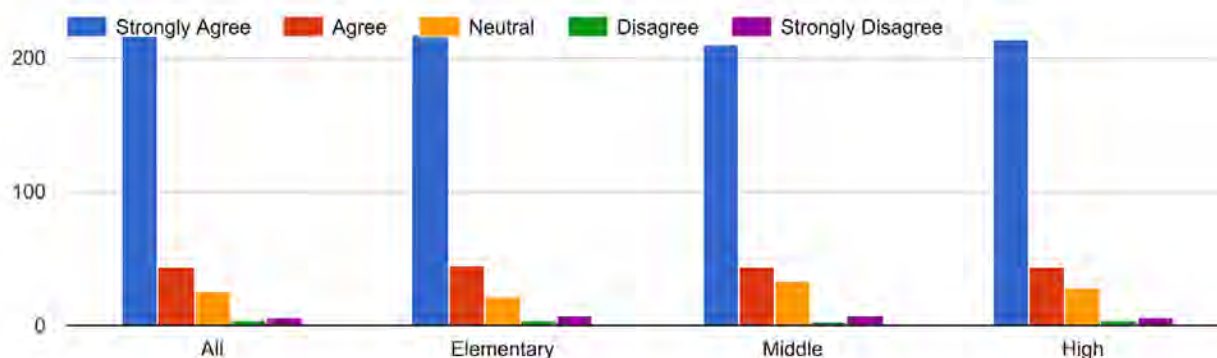
- [USDE Parent resources](#)
- [Fact sheet about COVID-19](#)

Appendix A: Faculty/Staff Survey

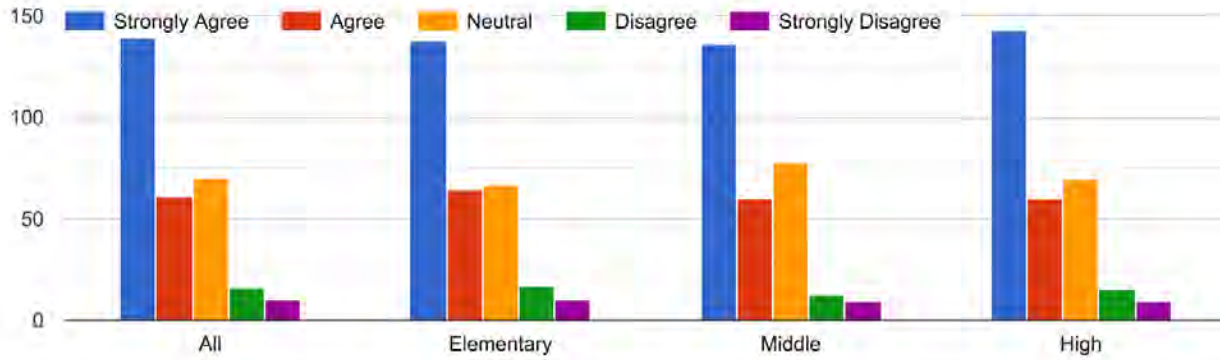
If our school district resumes on-site instruction in September, I am likely to return to school (assuming social distance is implemented)



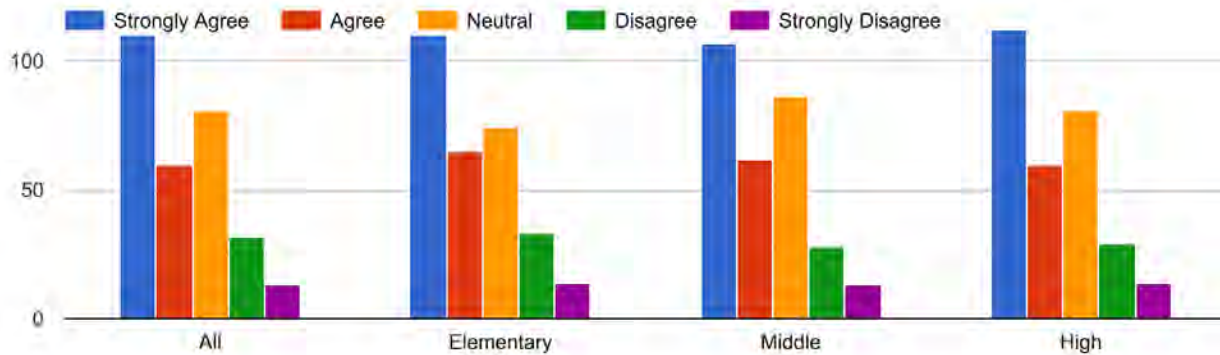
I am concerned about my health and safety upon returning to school.



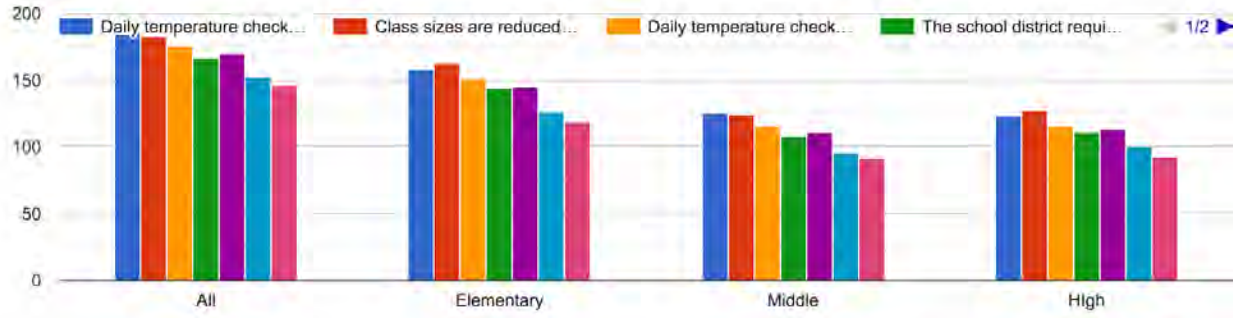
I prefer to continue to operate remotely until widespread testing is available.



I prefer to continue to operate remotely until a vaccine is developed and widely available.

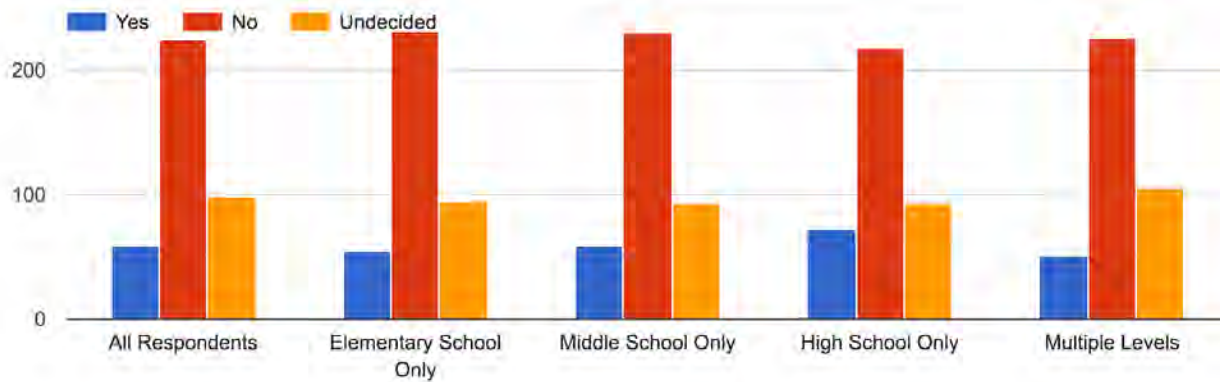


I would feel safe at school if: (check all that apply)

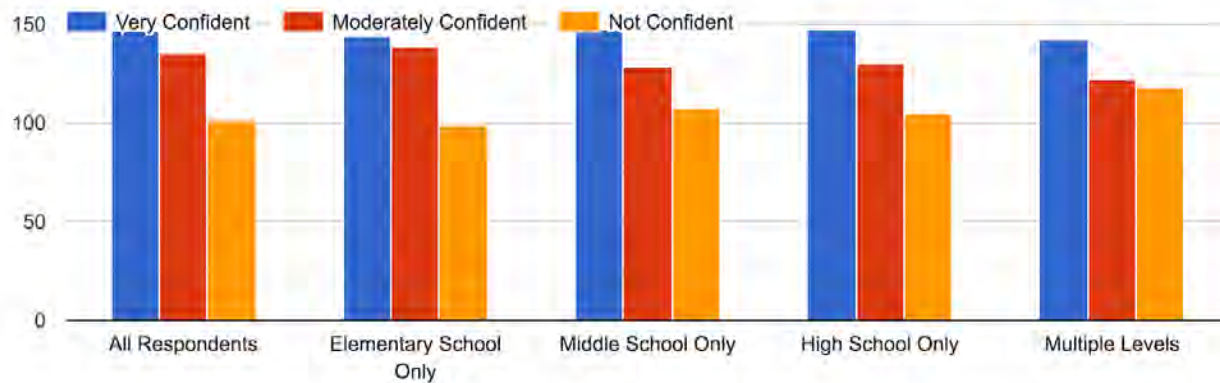


Appendix B: Parent Survey

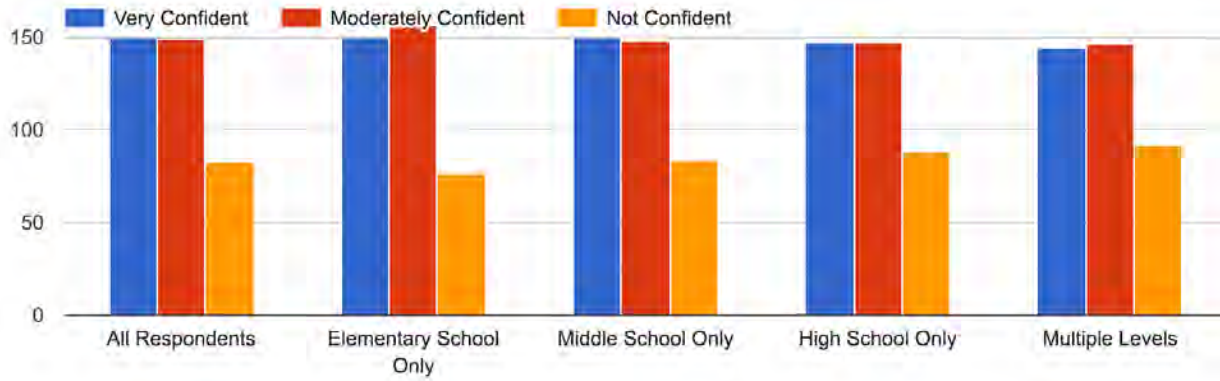
If your school building reopens in the Fall, will you send your child to school?



Remote learning has had a positive effect on my child's education.

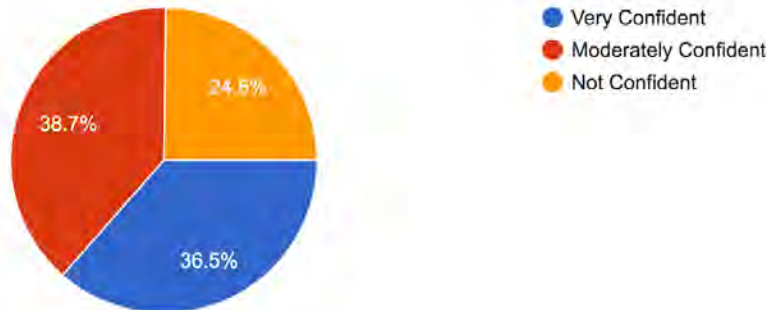


Instruction provided during remote learning is engaging, rigorous, and aligned with the curriculum.

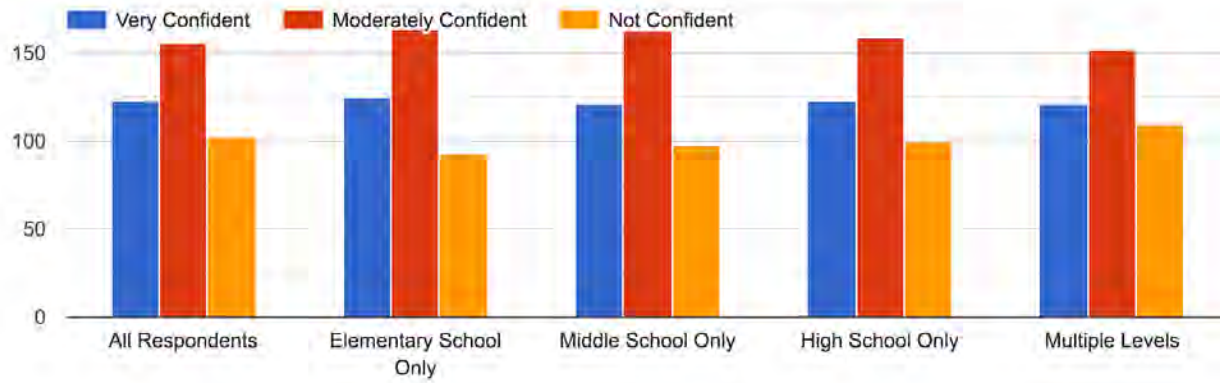


For primary caregivers and families: The current approach to remote learning has found a way to effectively integrate play-based learning for younger children.

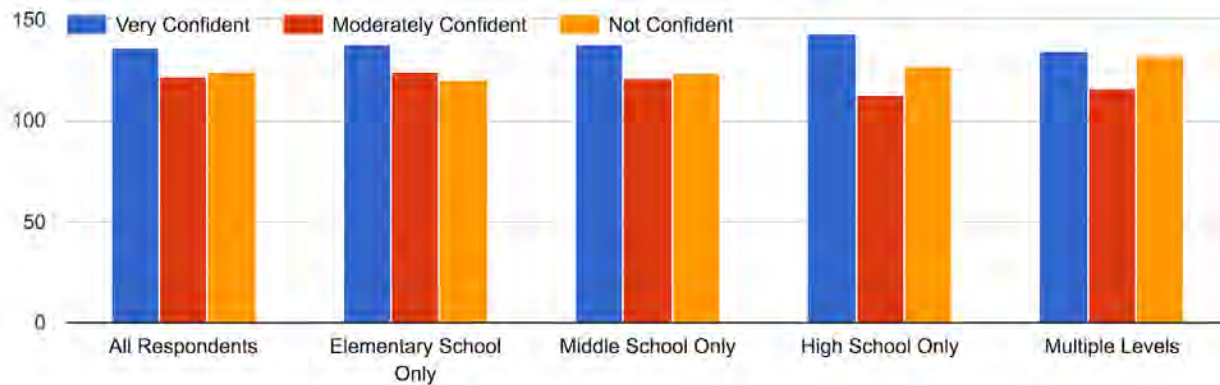
359 responses



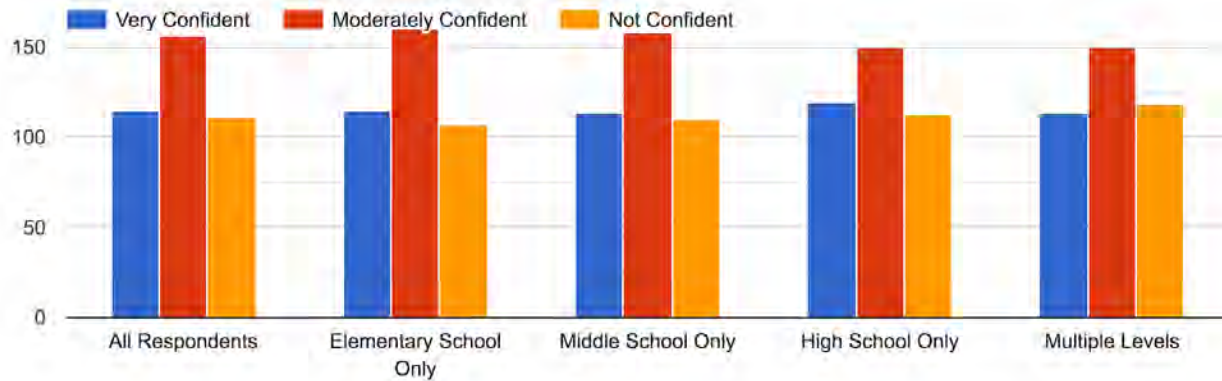
There is a good balance between synchronous and asynchronous instruction.



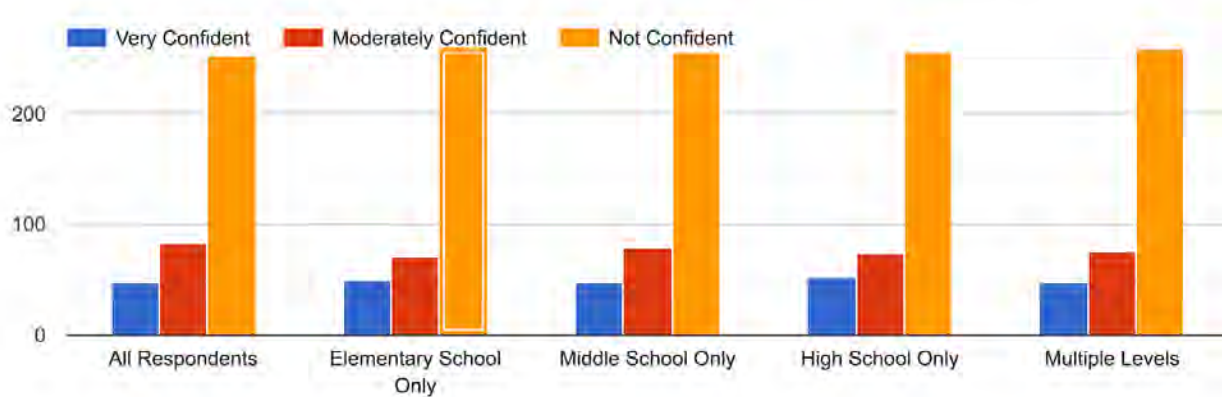
The current remote learning approach has found a way to effectively recognize learning achievements and social emotional well-being.



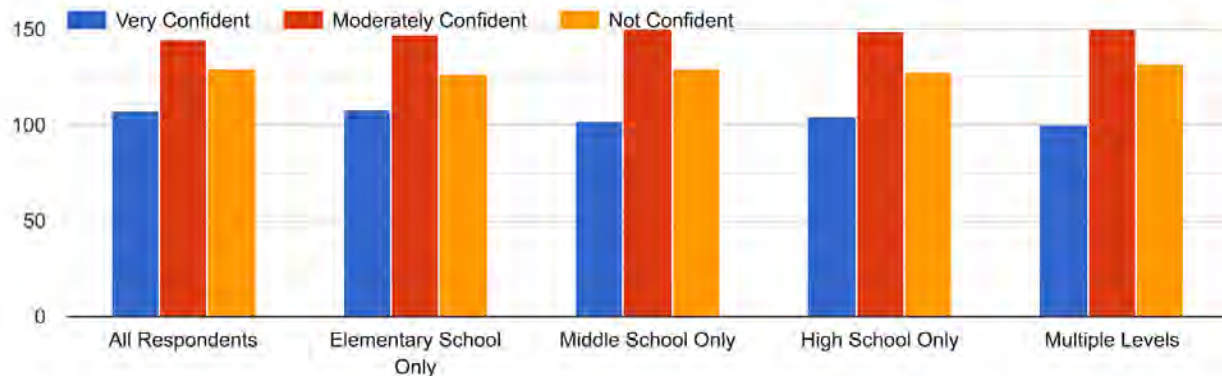
The current remote learning approach considers domestic pressures on care givers and other context-specific factors.



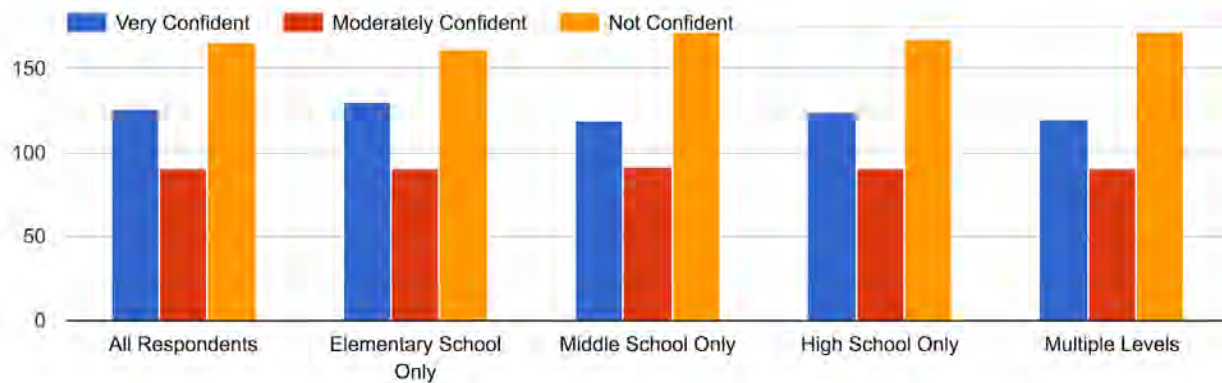
If school buildings reopen in the fall, our school can maintain safe school operations, such as social distancing (Ex: size of classroom compared to number of students), to mitigate risks.



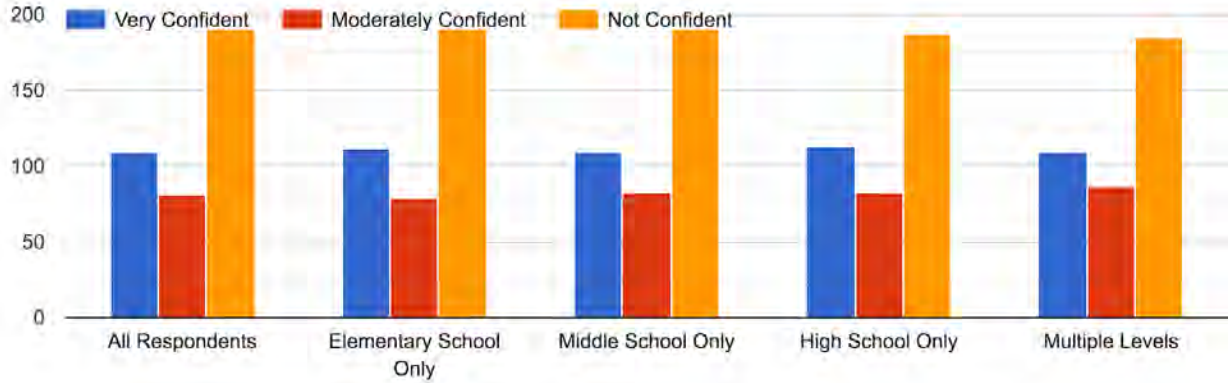
Before implementation of remote learning, the methods by which the school population traveled to and from school (Ex: school bus, car, bicycle, pedestrian) made me feel:



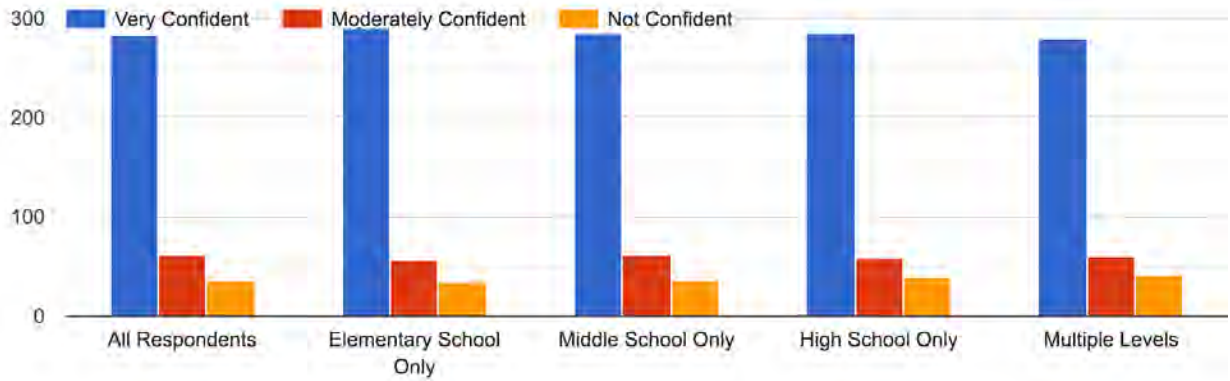
If school buildings reopen in the Fall, I would feel safe with my child utilizing our previous travel method.



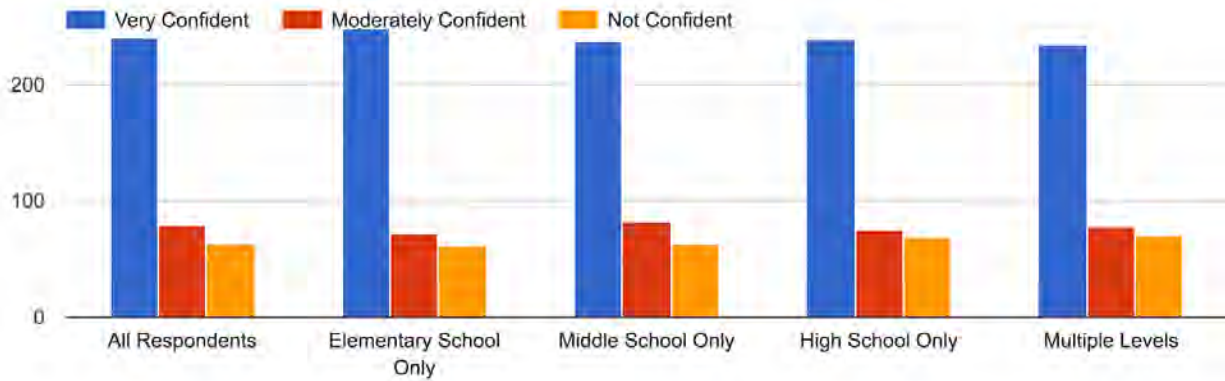
If school buildings reopen in the Fall, I will feel safer knowing my child is required to wear a face mask, if mandated by the Department of Health.



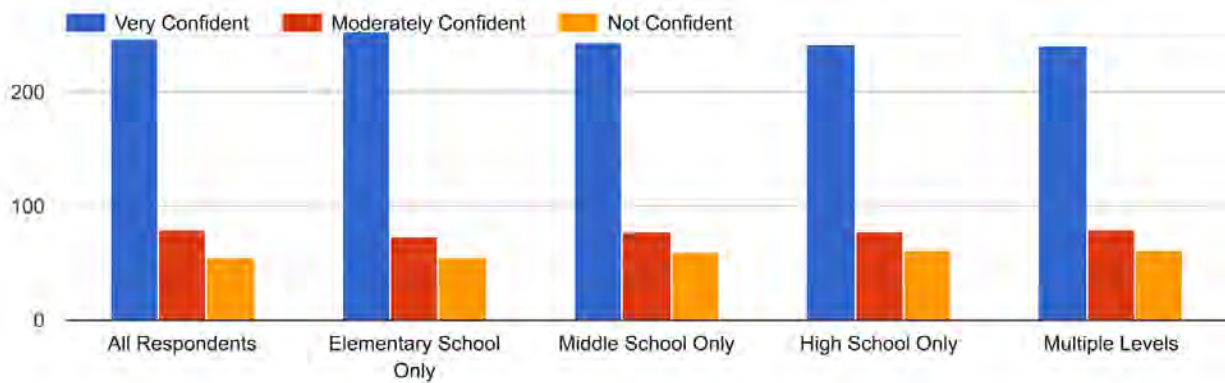
My family has access to adequate internet service to support online learning.



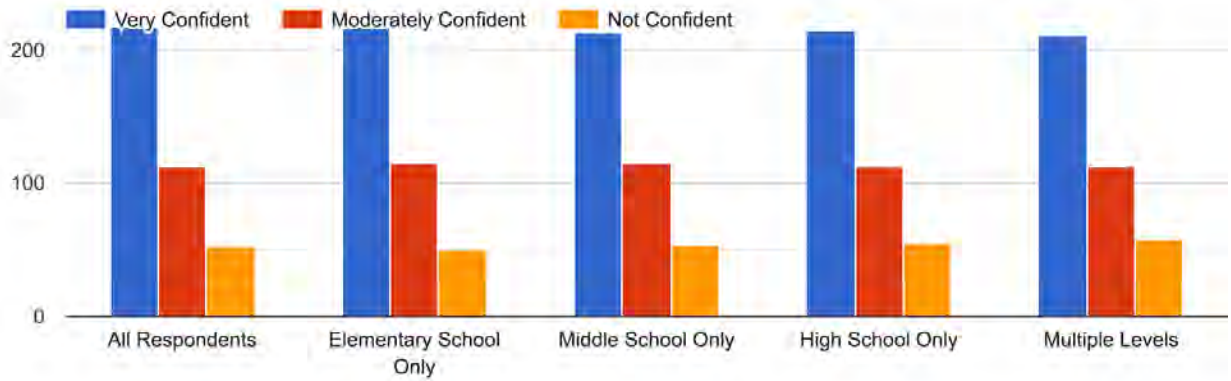
My family has access to adequate technology devices (Ex: I pads, chromebooks, computers) to support online learning.



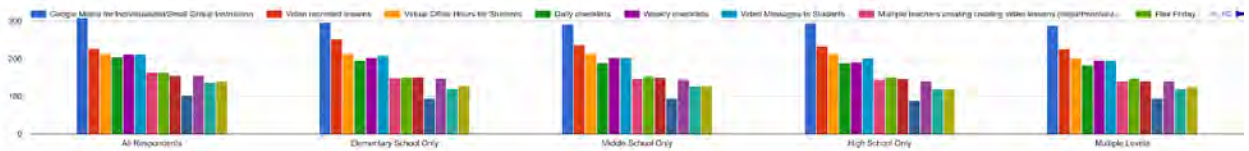
My family has access to necessary tools to protect children from online harassment while they are learning through online platforms.



My family has access to supplemental support services provided by schools, such as health and nutrition.



In the event Irvington Public Schools continue Remote Learning for the 2020/2021 school year, what aspects of the Irvington Public Schools plan do you think should continue? (Check all that apply).



Appendix C: Waiver Letter for Athletics Department

New Jersey Department of Education

Health History Update Questionnaire

1. Since the last pre-participation physical examination, has your son/daughter:
 2. Sustained a concussion, been unconscious or lost memory from a blow to the head? Yes NoIf yes, explain in detail:
3. Broken a bone or sprained/strained/dislocated any muscle or joints? Yes No
- If yes, describe in detail.
4. Fainted or “blacked out?” Yes No
- If yes, was this during or immediately after exercise?
5. Experienced chest pains, shortness of breath or “racing heart?” Yes No
- If yes, explain
6. Has there been a recent history of fatigue and unusual tiredness? Yes No
7. Been hospitalized or had to go to the emergency room? Yes No
- If yes, explain in detail
8. Since the last physical examination, has there been a sudden death in the family or has any member of the family under age 50 had a heart attack or “heart trouble?” Yes No
9. Started or stopped taking any over-the-counter or prescribed medications? Yes No
10. Been diagnosed with Coronavirus (COVID-19)? Yes No
- If diagnosed with Coronavirus (COVID-19), was your son/daughter symptomatic? Yes No
- If diagnosed with Coronavirus (COVID-19), was your son/daughter hospitalized? Yes No
11. Has any member of the student-athlete’s household been diagnosed with Coronavirus (COVID-19)? Yes No

Waiver Letter

Dr. John Taylor
Director of Athletics
Irvington Public Schools
1253 Clinton Avenue
Irvington, NJ 07111
973-399-6897, option 4
jtaylor@irvington.k12.nj.us

Assumption of the Risk and Waiver of Liability Relating to Coronavirus/COVID-19

The novel coronavirus, COVID-19, has been declared a worldwide pandemic by the World Health Organization. COVID-19 is extremely contagious and is believed to spread mainly from person-to-person contact. As a result, federal, state, and local governments and federal and state health agencies

recommend social distancing and have, in many locations, prohibited the congregation of groups of people. Irvington Public Schools have put in place preventative measures to reduce the spread of COVID-19; however, Irvington Public Schools cannot guarantee that you or your child(ren) will not

become infected with COVID-19. Further, participating in athletics programs with Irvington Public Schools could increase your risk and your child(ren)'s risk of contracting COVID-19.-----

By signing this agreement, you, the parent or legal guardian, acknowledge the contagious nature of COVID-19 and voluntarily assume the risk that your child(ren), yourself, a family member, or another entrusted with the care of your child(ren) may be exposed to or infected by COVID-19 by participating as

an athlete, manager, spectator, or designated transportation party (either via vehicle, public transportation, school transportation, or walking) and that such exposure or infection may result in personal injury, illness, permanent disability, and death. This may include games, practices, bus travel,

changing in the locker rooms, watching game film on-campus, eating team meals, using bathroom facilities, and/or handling equipment. You understand that the risk of becoming exposed to or infected by

COVID-19 at Irvington Public Schools or another campus where a team may be competing, may result

from the actions, omissions, or negligence of district personnel and others, including, but not limited to,

Irvington Public Schools employees, volunteers, and program participants and their families. You, the

parent or legal guardian, voluntarily agree to assume all of the foregoing risks and accept sole responsibility for any injury to your child(ren) or yourself (including, but not limited to, personal injury,

disability, and death), illness, damage, loss, claim, liability, or expense, of any kind, that you or you child(ren) may experience or incur in connection with your child(ren)'s attendance at the Irvington Public

School-sponsored athletic events or participation in Irvington Public Schools athletic programming ("Claims"). On your behalf, and on behalf of your children, you hereby release, covenant not to sue, discharge, and hold harmless Irvington Public Schools, its employees, agents, and representatives, of

and from the Claims, including all liabilities, claims, actions, damages, costs or expenses of any kind

arising out of or relating thereto. You understand and agree that this release includes any Claims based

on the actions, omissions, or negligence of Irvington Public Schools, its employees, agents, and representatives, whether a COVID-19 infection occurs before, during, or after participation in any Irvington

Public Schools program.

Signature of Parent/Guardian Date

Print Name of Parent/Guardian Name of Athletic Department Participant

References

- CDC Considerations for Schools (2020)
- National Association for School Nurses Return to School Guidelines (2020):
- National Transportation Supervisor Task Force
- NJDOH Pandemic Influenza Pandemic Response Plan for influenza/ infectious Disease (2017)
- NJEA COVID-19 Resources
- NJSIAA Protocols
- The Road Back: Restart and Recovery Plan for Education (2020)
- NJDOE School Reopening Frequently Asked Questions
- NJDOE Reopening Document Checklist for Re-Opening of School 2020-2021

