

**IRVINGTON PUBLIC SCHOOLS
EMERGENCY VIRTUAL OR
REMOTE INSTRUCTION PLAN
FOR 2021-2022 SCHOOL YEAR**



Dr. April Vauss
Superintendent of Schools

District Information

2021-2022 Irvington Board of Education

Audrey Lyon-Griffin, President
Annette Beasley, Vice President

John F. Brown
Syeshia Benbow
Joseph Sylvain
Luis Antilus

Ronald Brown
Gloria Chison
Janelle Lowery

District Administration

Dr. April Vauss	Superintendent
Dr. Matin Adegboyega	Assistant Superintendent
Reginald Lamptey, CPA	Assistant Superintendent/Board Secretary
Dr. Latee McCleod	Assistant to Assistant Superintendent
Roger Monel	Associate School Business Administrator
Farrah Irving	Manager of Human Resources

Directors

Dr. John Taylor	Mathematics and Assessment
Frantz Meronvil	Media Services/Technology
John Amberg	Special Services
Lystrea Crooks	Early Childhood
Tawana Moreland	ESL/Bilingual/World Language
Dr. Pedro Ruiz	

Supervisors

Lia Varsalona	Early Childhood
Trudy Harte	Visual and Performing Arts
Celeste Banks	Government Programs
Teesha Davis-Drain	English Language Arts, K-5
John Doherty	English Language Arts, 6-12
TBD	Mathematics
John Severs	Science & IG Program
Teresa Steele-Hunter	Social Studies
Lystrea Crooks	Special Services
Keith Perkins	ESL/Bilingual/World Language
Shelley Pettiford	Guidance/HSSC

Principals

Andrea Tucker	Augusta Street School
Sean Evans	Berkeley Terrace School
Hubert Chase	Chancellor Avenue School
Mary Michailidis	Florence Avenue School
Dr. Chinaire Simons	University Elementary School
Dr. Deniese Cooper	Grove Street Elementary School
Malikita Wright	Madison Avenue School
Tyisha Bennett	Mt. Vernon Avenue School
Rose Gordon	University Middle School
Stacey Love	Thurgood Marshall School
Muller Pierre	Union Middle School
Oge Denis Jr	Irvington High School



IRVINGTON PUBLIC SCHOOLS Office of the Superintendent

Dr. April Vauss
Superintendent of Schools
One University Place
Irvington, New Jersey 07111

SUPERINTENDENT'S MESSAGE

October 14, 2021

Dear Irvington Public Schools Stakeholders:

First, I want to thank you for your continued support. It takes parents, students, staff, and community members to join together to ascertain any normalcy in the midst of this nationwide pandemic. While COVID-19 has presented some challenges, with your continued support, Irvington Public Schools will be able to begin a new school year with our students being as successful as in the past. As we continue to provide an educational environment that remains conducive to learning, your engagement and support are vital. I would be inattentive if I did not say that Irvington Public Schools will continue to rely on all stakeholders to ensure that our students remain successful.

Let me assure you that IPS staff will do everything possible to address students' learning even during an emergency school closure resulting from Covid-19. We remain equipped with superior learning experiences while keeping our students safe. Currently, we have started the school year with in-person instruction from the first day of school is September 8, 2021. We are following our normal schedules and we have increased our cleaning and maintenance activities to promote the healthiest instructional environment possible in the event we have to close school.

It is impossible to elaborate on all of the details regarding our planning in this letter, but please know that our goal is to provide the healthiest and highest quality instructional environment

feasible for our students. We will continue to follow the New Jersey Department of Public Health Guidelines as well as guidance from the Centers for Disease Control and Prevention (CDC) and the New Jersey State Department of Education.

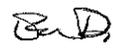
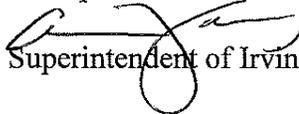
Additionally, IPS will implement the Emergency Virtual Instructional Plan during a school closure lasting three or more consecutive school days due to reasons outlined in N.J.S.A.18A:7F-9. Here is a brief description of the plan:

1. Virtual Framework- students will learn using non-traditional instruction. Courses will be delivered virtually. This framework will be offered to all PreK-12 students during the emergency closure resulting from Covid-19 cases (moderate to substantial surge).

The IPS virtual emergency plan will be posted on the district website. Therefore, I encourage you to continuously monitor the IPS website, the school website, social media platforms, and other forms of media to stay abreast of all updates.

I appreciate your patience during this process and assure you that the Irvington Board of Education’s staff is working tirelessly to provide the best education for students. Irvington Public Schools thanks you for your support as we continue “building our community, one student at a time!”

Dr. April Vauss



Superintendent of Irvington Public Schools

Table of Contents

Dr. April Vauss Superintendent of Schools	0
IRVINGTON PUBLIC SCHOOLS	2
SUPERINTENDENT’S MESSAGE	2
Introduction	7
Plan Overview	8
Full-Time Remote Learning	8
Full-time Remote Learning: Pre-K Model Schedule	9
Elementary K-5 Full-time Remote Learning Schedule	10
Middle School Full-Time Remote Learning Schedule	11
High School Full-Time Remote Learning Schedule	12
Best Practices in Remote Learning Model	12
Remote Learning Classroom Routine	16
Remote Learning Classroom Management	17
Modifications to Attendance Recordings	18
Curriculum	18
English Language Learners	18
Special Education	18
Social and Emotional Learning	23
Academic, Social and Behavior Supports	24
Developmental Needs	24
Mental Health Supports	25
Pandemic Response Teams	25
The Pandemic Response Team is responsible for:	25
Technology	26
Technology	26
Assessment	26
Early Childhood Assessment	26

Social Distancing in Schools	27
Entering the Building	27
Students	27
Teachers/Staff	27
Visitors	27
Social Distancing in the Classroom (Early Childhood Only)	27
Social Distance in the Classroom (K-12 Only)	28
Breakfast/Lunch	28
Breakfast/Lunch (Early Childhood Only)	28
Elementary/Middle	28
High School	28
Bathroom Procedures	28
Lockers	29
Dismissal Procedures	29
Social Distancing Outside School Building	30
Fire/Emergency Drills	30
School Closure	31
Transportation of Students to and from School	31
Prior to Boarding the Bus	31
Seating on the Bus	31
School Bus Safety	32
School Arrival	33
Professional Development	33
Faculty & Department Meetings	33
Health Screening and Quarantine Procedures	34
Health Screening	34
Mandatory Testing	34
Personal Protective Equipment (PPE) Expectation	34
The following will continue to be enforced upon return from an emergency school closure	34
Isolation Room	35
Hygiene and Cleaning	35
Cleaning/Sanitation-Maintenance Plan	35
General Sanitation Practice	35
Hand Washing Procedures	36
Respiratory Hygiene	36

Security Protocols 36

Visitors 36

Parent/Teacher/Guidance appointments 36

Deliveries 37

Early Dismissal 37

Physical Modifications to Buildings: 37

Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours 38

References 39

Introduction

The New Jersey Department of Education (NJDOE) informed school districts to develop and Board approve the Emergency Virtual or Remote Instructional Plan that will be implemented during a school closure lasting three or more consecutive days due to reasons outlined in N.J.S.A. 18A:7F-9.

This emergency plan has been developed to be consistent with the requirements in the NJDOE and NJDOH document updated August 20, 2021.

To ensure consistency with respect to the health and safety of school communities across the State, the NJDOE Guidance speaks specifically to health and safety measures identified as "anticipated minimum standards." These "anticipated minimum standards" are items the NJDOE Guidance recommends a school district incorporate into the Plan as definite components related to health, safety, and operations. Through this established set of statewide standards, the NJDOE can ensure the State's educational health does not come at the expense of public health. The "anticipated minimum standards" in the NJDOE/NJDOH Guidance are listed and have been incorporated into the District Plan.

Irvington Public Schools is aware that soliciting feedback from parents and teachers/staff is vital to evaluating the district's experience with remote learning, and guiding the future planning during the school year within the parameters of state requirements.

The Superintendent of Schools reserves the right to modify all guidance based on current information from the governor's office, NJDOE/NJDOH, and the Irvington Township Health Department, and the Epidemiologist assigned to Essex County.

Plan Overview

Full-Time Remote Learning

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 minimal hours of instruction or a virtual or remote classroom day is four (4) hours excluding lunch and recess.

The virtual classroom will also allow asynchronous learning to take place based on students' schedules 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.

Full-time Remote Learning: Pre-K Model Schedule

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

Time	Monday All students	Tuesday All students	Wednesday All students	Thursday All students	Friday All students
8:30-8:40 a.m.	SEL	SEL	SEL	SEL	SEL
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.	RTI ELA/MATH	RTI ELA/MATH	RTI ELA/MATH	RTI ELA/MATH	RTI ELA/MATH
2:05 2:45 p.m.	SPECIALS	SPECIALS	SPECIALS	SPECIALS	SPECIALS
2:45 2:50 p.m.	Office Hours Online Prep	Office Hours Online Prep	Office Hours Online Prep	Office Hours Online Prep	Office Hours 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 Remote Learning Schedule

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
A/BDay	A/B-Day	A/B-Day	A/B-Day	A/B-Day
8:21AM - 1:21PM CLASSROOM INSTRUCTION				
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.	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.	30/45-minute Instructional activity per class. There should be recorded lessons provided as well.
1:21 PM - 2:05 PM LUNCH				
2:05 - 2:45 PM VIRTUAL OFFICE HOURS				

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 an 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 in 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 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

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. Per NJDOH guidelines, all equipment must be sanitized after use. The school district will designate specific areas for each class during recess to avoid mixing of students.
- Plans for storage of backpacks during physical education class shall be developed by the building principal due to the ban of locker rooms.

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/game. A screening shall consist of a temperature check and a daily health questionnaire for all players and coaches prior to the start of practice/games. 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
- All parents, athletes and coaches must sign the district's COVID-19 waiver prior to participating in athletic activities
- All parents and athletes must sign and submit the NJSIAA's updated health history form prior to participating in athletic activities
- 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
- The 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.
- Coaches must comply with all NJ executive orders regarding indoor limits. Coaches must also maintain a high level of awareness of possible COVID-19 exposure throughout all practices.
- Coaches must ensure social distancing practices are maintained to the maximum extent practicable during all practices.
- All school personnel must maintain a high level of awareness of possible COVID-19 exposure throughout all phases of the game.
- Coaches are required to wear face coverings unless doing so would inhibit the coach's health.
- Students are required to wear face coverings unless doing so would inhibit the student's health or the student is engaged in high intensity aerobic or anaerobic activities. • Schools must ensure social distancing practices are maintained to the maximum extent practicable during the game.
- Team benches must be limited to essential personnel. Coaches must limit the number of players at each game.
Post-game handshakes and celebrations are prohibited.

Limitations on Gatherings

- Limitations on gathering will continue to follow the executive order signed by Governor Murphy. Any changes or updates will be made on a as needed basis.

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

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 practices and games.
- 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

Training Room

- Social distancing and face coverings are required for all staff and students while inside the training room unless it would inhibit the individual's health.
- All areas must be cleaned and sanitized in accordance with CDC and EPA guidelines.
- No other individuals should be present in the training room except for the athletic trainer, the student receiving treatment, and one medical witness.

Equipment/Storage Rooms

- The amount of time spent in the storage rooms should be minimized.
- Social distancing and face coverings are required for all staff and students while inside the equipment storage room unless it would inhibit the individual's health.
- All areas must be cleaned and sanitized in accordance with CDC and EPA guidelines.

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 in case of an emergency school closure lasting three or more consecutive days:

- 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 and beyond. 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 and teachers 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.

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. 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
- Creating pathways for community, family, teachers and student voices to continuously inform the team's decision-making

Technology

Technology

- All students in grades K - 12 will be provided with a technology device through the district's 1:1 initiative.
- 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 at 1-973-399-6800 ext. 1800

Assessment

Early Childhood 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 will be made for ELLs and Special Education students

K-12 Schools

- I-Ready will continue to be used to monitor student progress in ELA and Math
- 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

Social distancing will continue to be implemented when students return from the emergency school closure. We will continue to follow these protocols:

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

- 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)

- 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

Social Distance in the Classroom (K-12 Only)

- Desks will be arranged in rows and spaced to the extent possible as suggested 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

During an emergency, closure breakfast and lunch will be provided as “grab and go”. When students return from an emergency school closure the following procedures will be followed:

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 hand washing before and after eating meals/snacks, and all tables/surfaces must be cleaned and disinfected between before and after meals

Elementary/Middle:

- Breakfast will take place in the classroom as “grab & go” or delivery to the classroom.
- Lunchtime will be a combination of cafeteria or gym.
- All students having lunch in the cafeteria will face the same direction with appropriate PPE and table shields

High School:

- Homeroom teacher will tally student Breakfast/lunch information. (This will allow students to grab 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

Bathroom Procedures

Upon return from an emergency school closing the following procedures will be implemented:

- 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 congregate at lockers it must be a controlled activity monitored by teachers and security

Dismissal Procedures

Upon return from an emergency school closing the following procedures will be implemented:

Elementary/Middle:

- Students will have a staggered dismissal by grade level
- Students will exit the building by using a designated 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

High School:

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

Social Distancing Outside School Building

We will continue to follow the procedures when students return after the emergency school closing:

- 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 public service announcements (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

- The Superintendent of Schools in collaboration with the Irvington Township Health Department and Epidemiologist assigned to Essex County will determine the school closure and length of time when multiple cases occur within a building.

Transportation of Students to and from School

There will not be transportation when students are learning remotely. However, the following will be implemented when students return from an emergency closing:

- The safety and welfare of pupils shall be the first consideration in all matters pertaining to transportation
- The Special-Services Department will continue to communicate transportation protocols with families. 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.

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 will continue to be the 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 are available 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:

The following will be implemented when students return from an emergency closing:

- Schools are aware that staggering transportation times and additional routes may be implemented to reduce the number of students on a bus at the same time.
- 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 distance. 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

Professional Development

The district acknowledges that professional development is key to teachers' professional growth and positive student outcomes during an emergency school closure. Therefore, we will continue to focus on the following:

- Provide restorative supports and access professional learning offerings around COVID-19 and trauma, equity and implicit bias, Social Emotional Learning, inclusion, appropriate use of digital divide, and online learning tools and systems
- Provide PD on best practices for resuming classroom teaching and learning for all students;
- The district will continue to assess the professional needs of educators in order to provide evidence-based professional learning practices

Faculty & Department Meetings

Meetings will continue to be held virtually.

- Tuesdays from 3:00-4:00 p.m.
- 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 continue to 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

Health Screening and Quarantine Procedures

The procedures will continue to be followed upon return from an emergency school closure:

Health Screening

Temperature Taking - All people who enter the school building

- No touch thermometers at the main office, nurse, and security desk

Mandatory Testing

- The district will continue to follow the October 18, 2021 Governor Murphy's Testing/Vaccination mandate for all school personnel.
- It is recommended that employees submit to such testing in the following circumstances:
 - o Following a period of leave to care for a family member or other individual who has tested positive for COVID-19
 - o Following any absence as a result of personally experiencing any symptoms of COVID-19
 - o Following the conclusion of a mandatory 7-10 day quarantine period resulting from exposure to any individual who has tested positive for COVID-19

Personal Protective Equipment (PPE) Expectation

The following will continue to be enforced upon return from an emergency school closure:

- 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

Isolation Room

The use of the isolation room will continue when staff and students return from an emergency closure:

- Any students presenting symptoms will go to the Nurse
- Nurse will send child to Isolation Room if they feel the symptoms are Covid-19 related
- Isolation Room staff and nurses must have full PPE supplied by the district. This should include, face mask, and face shield, gloves, and gown
- Any student or staff that is quarantined must bring medical documentation showing they are medically fit to return
- Isolation room must be cleaned immediately after each use
- Any child that has traveled out of state to a state on the Governor's travel advisory list must be Quarantined 7-10 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. 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

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

Security Protocols

The protocols will continue to be followed when students return from an emergency closure:

Visitors:

- Ensure they are wearing a face mask upon entry
- Must have an appointment in order to enter the building except for emergency
- 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
 - Social distancing 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.
- 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 continue to:

- 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 follow

References

- CDC Guidance for COVID-19 Prevention in K-12 Schools (08/05/2021)
- 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
- NJDOE School Reopening Frequently Asked Questions
- NJDOE Reopening Document Checklist for Re-Opening of School 2020-2021
- The Road Forward: Health and Safety Guidance for the 2021-2022 School Year (8/20/21)