Return to Learning Plan
Ramapo Indian Hills
Regional High School District

Other District Plans and Resources
- **The guidelines released from the State DOE can be found here: Restart Plan**

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Associated Board Policies

Policies

The Ramapo Indian Hills Regional High School District Board of Education has taken action on the following policies regarding the District's Return To Learning Plan:

Policy 1648, Restart and Recovery Plan
Policy 1648.02, Remote and Learning Options for Families
Policy 1648.03, Restart and Recovering Plan - Full-time Remote Instruction
Policy 1649, Federal Families First Coronavirus (COVID-19) Response Act (FFCRA)

The Ramapo Indian Hills Regional High School District Board of Education has taken action on the following policies regarding Health and Safety:

Policy 5305, Health Services Personnel
Policy 5307, Nursing Services Plan
Policy 5310, Health Services
Policy 8451, Control of Communicable Disease

Student Learning

Student Learning

Introduction
The Ramapo Indian Hills Regional High School District consists of two high schools, grades 9 through 12, and enrolls students from Wyckoff, Franklin Lakes, and Oakland. Students from the three towns have a choice of which high school they attend when entering into the District, and there are approximately 2200 students district-wide. A comprehensive high school curriculum is offered in each building, and is identical with the exception of the University Programs, which are specialized programs that follow the "school within a school" concept in the areas of Engineering and Design, Science, Medicine and Research, and International Studies and Business.

Instructional Plan for 2020-2021 - A Phase-in Approach
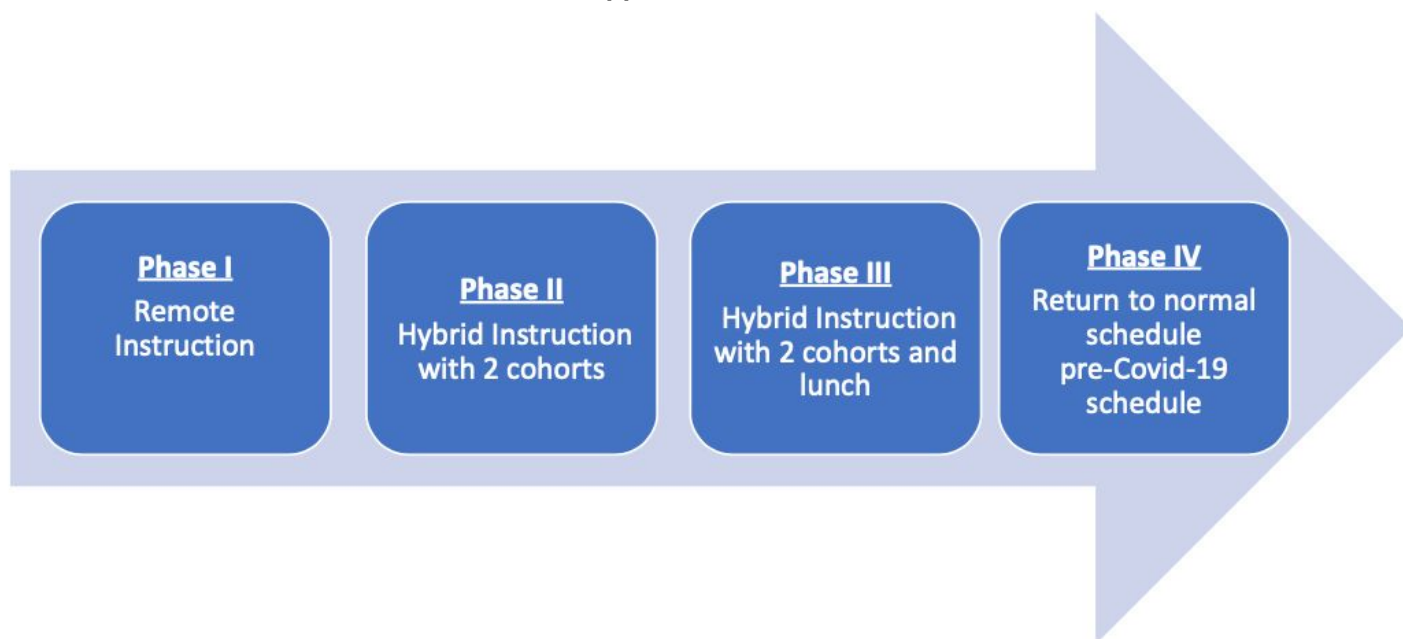
Phase One - Remote Instruction
Beginning on September 8th, the students, faculty and staff at Ramapo Indian Hills will begin Phase One of the Return to Learning Plan through a full remote instructional model. In this model, all students will engage in the instructional process from home, with faculty and staff reporting to school. Teachers will hold class remotely from their classrooms and student support services (ex. Guidance and Special Services) will originate from their respective offices. The District will follow the regular 9-period instructional day schedule, beginning at 7:35 AM and ending at 2:39 PM. Extra help will be provided remotely via Zoom through the end of the contractual school day. Students and teachers will use Schoology and / or Google Classroom as the source to find daily Zoom links. Zoom will be used as the primary conduit to connect the students with their classroom teacher, and will follow the video conferencing procedures in conjunction with the instructional design of the lesson.

The calendar and daily schedule for Phase One can be found on the RIH 2020-2021 Calendar and Schedule.

Phase Two - Hybrid Instruction / Two Cohorts / Half Day
On September 24th, the District will begin Phase Two of the Return to Learning Plan by transitioning to a hybrid learning environment with two cohorts of students.   Each **morning**, one of two cohorts of students will participate in their classes through face-to-face instruction while the other cohort participates through remote instruction for the first seven periods of the day. These cohorts will rotate through the face-to-face and remote instructional settings for the morning classes.   Each morning session will conclude with a dismissal allowing students to have lunch at home as part of the midday break. All students will then participate in additional remote learning in the afternoon for the final 2 periods of the day. For those students who need additional support, extra help will also be provided in the afternoon. Students and teachers will use Schoology and / or Google Classroom as the source to find daily Zoom links. Zoom will be used as the primary conduit to connect the students on remote instruction in the hybrid model with their classroom teacher, and will follow the video conferencing procedures in conjunction with the instructional design of the lesson.

The calendar and daily schedule for Phase Two through the end of the first marking period can be found on the RIH 2020-2021 Calendar and Schedule.

Phase Three - Hybrid Instruction / Two Cohorts / Full Day
The District will continuously evaluate directives and guidance from the Governor's Office, and the State and Local Departments of Health, the rate of transmission at the state, county, and local levels, and the RIH / FLOW community COVID-19 cases to determine if and when to move to Phase Three of the Return to Learning Plan. The New Jersey COVID-19 Information Hub will be used as the primary source for NJ State information. The District will use this information to make the determination to move to Phase Three of the Return to Learning Plan. Phase Three involves a hybrid model of instruction with two cohorts of students. Each **day**, one of the two cohorts will participate in their classes through face-to-face instruction while the other cohort participates through remote instruction. Students attending classes in the face-to-face model will attend school for the entire regular school day (7:35 AM - 2:39 PM), including lunch. The cohorts will alternate attending school every two days in the AB rotation. The initial target date for entering into Phase Three, depending on the evaluation of the criteria, has been set for Monday, November 30, 2020.

Students and teachers will use Schoology and / or Google Classroom as the source to find daily Zoom links. Zoom will be used as the primary conduit to connect the students on remote instruction in the hybrid model with their classroom teacher, and will follow the video conferencing procedures in conjunction with the instructional design of the lesson.

Student Minimum and Asynchronous Learning Days
Please note the following dates throughout these first two phases:
- September 14th and September 22nd are minimum days for students with a regular minimum day dismissal. The afternoon will be for professional development, collaboration, and articulation among the faculty and staff. To ensure the required four hours of instructional time, the days will follow the Periods 1, 2, 3, 8, 9 schedule.
- October 6th and October 14th are asynchronous virtual learning days for all students due to school day ACT and PSAT/NMSQT testing, respectively. Students are required to sign into their classes via Schoology or Google Classroom and complete assignments assigned by their teachers on these days. Teachers will provide times and be available to answer questions during posted "office hours" on these dates. Students will complete assignments, as per the teacher's directions and expectations, which will be utilized for attendance credit in each course and account for a minimum of a 4-hour instructional day.
- November 3rd is an asynchronous virtual learning day for all students due to Election Day. Students are required to sign into their classes via Schoology or Google Classroom and complete assignments assigned by their teachers on these days. Teachers will provide times and be available to answer questions during posted "office hours" on November 3rd. Students will complete assignments, as per the teacher's directions and expectations, which will be utilized for attendance credit in each course and account for a minimum of a 4-hour instructional day.

Remaining on Remote Instruction & Transitioning Between Hybrid and Remote
Section updated on 01.05.2021 with specific dates for the remainder of the year
Ramapo Indian Hills BOE Policy #1648.02, *Remote Learning Options for Families*, provides options for families who request full-time remote learning in addition to providing a pathway for returning to the hybrid learning environment from full-time remote learning after September 24, 2020. To transition from hybrid to full remote instruction, parents / guardians must submit a request to the building principal of the building where the student

attends. Once the request is approved, the child will transition from hybrid to full remote instruction at the start of the next school day.

Parents / Guardians of children on full remote instruction may request to transition to the hybrid model. This request must be submitted to the building principal of the building the student attends, and must be made seven days in advance of the interim (10/05/20) or end (11/04/20) of the marking period.   Students will transition to the hybrid learning environment on October 12, 2020 (for requests submitted by 10/05/20) or November 16, 2020 (for requests submitted by 11/04/2020). Dates for the rest of the school year are as follows:

Time Period	Notification Due to Principal By	First Day for Students to Return
Interim of Marking Period 2	12/11/2020	12/21/2020
End of Marking Period 2	1/22/2021	2/1/2021
Interim of Marking Period 3	3/2/2021	3/10/2021
End of Marking Period 3	4/1/2021	4/19/2021
Interim of Marking Period 4	5/12/2021	5/20/2021

Students who remain at home on full remote instruction will follow the same expectations (academic, attendance, and participation) as students who are at home as part of the hybrid rotation.

Return to Full Virtual / Remote Instruction
In the event that the District closes and returns to full remote instruction, the schedule will revert to the full remote instruction schedule utilized during Phase One at the start of the 2020-2021 school year. The District will follow the regular 9-period instructional day schedule, beginning at 7:35 AM through 2:39 PM. Extra help will be provided remotely through the end of the contractual school day.   Faculty and staff will report to the location (ex. remain home or report to school) as per guidance and procedures from the closure order.

Instructional and support services will continue in the full remote environment. Educational technology will be used to ensure there is a level of connectedness with students via Zoom (or other video conferencing solutions), effective instructional methodologies will be implemented, and assessment practices (pre-assessments, formative assessments, and summative assessments) will continue to be used to inform instruction and assess students' progress in meeting the New Jersey Student Learning Standards. These practices are described throughout this document.

Technology and Connectivity
The District first issued laptops to faculty and staff at the start of the 2000 – 2001 school year, and has since maintained an up-to-date inventory of hardware, software, and web services to meet the needs of and enrich the curriculum. Every student was issued a laptop through the District's 1:1 initiative in February of 2014, which includes access to the digital resources that are required for and / or enrich the curriculum during their time in high school. Professional development has continued through the Technology Staff Development Coordinator to sustain the digital learning environment in a time of rapid technological changes. The District's long history and deep integration of educational technology into the curriculum, instruction, and assessment practices has provided a seamless transition to the virtual learning environment for all students, faculty, and staff.

The District began the virtual learning environment immediately with the "stay at home" order issued for March 16, 2020. During the Spring of 2020, the District provided high quality virtual instruction and support services, as described in the [District's Continuity of Learning and District Operations Plan](#).

Beginning on September 8th, the District will implement a full remote learning environment (Phase One) and transition to a hybrid learning environment on September 24th. Throughout the full remote and hybrid learning environments, students learning from home are expected to engage with their classes using video conferencing tools (Zoom) and the wide array of additional digital tools and services provided by the District, as determined by instructional design chosen by the teacher. Students who remain at home on full remote instruction during the hybrid environment will follow the same expectations (academic, attendance, and participation) as students who are at home as part of the hybrid rotation.

To support the full remote / hybrid learning environment, the District has expanded internet access by redesigning the network and providing each high school with a dedicated 1 Gbps internet connection and related hardware (ex. additional firewalls). A dark fiber connection between the two buildings will remain in place to prevent downtime at any one location. In addition, instructional staff will be issued a second device and camera (iPad and Apple Pencil) with [software and access to web resources](#) to provide greater flexibility in their instructional planning, design, delivery, and assessment practices. Technological resources will be monitored and supported through the District's IT department. Hardware repairs and replacements will be handled on a case-by-case basis through each school's IT staff, and will be addressed expeditiously to minimize or prevent lapses in student access to remote instruction.

Additional web services and tools that were implemented to support virtual learning during the Spring of 2020 have been reviewed and prioritized for the 2020-2021 school year. Services that have been deemed necessary for instruction and assessment have been given priority in funding and professional development. Additional services and tools are prioritized based on student use (both percentage of students and frequency of student use), how the service or tool meets a targeted need within a department, and the overall cost for an individual, class, school, or district license.

Prior to the start of the 2020 - 2021 school year, a survey will be sent to parents / legal guardians of students to assess home internet access.   The District will provide solutions for students who do not have internet access at home to ensure that all students have equitable access to their classes when on remote instruction in the hybrid or virtual environment.

It is through these efforts that the District's faculty, staff, students, and parents, will have universal access to education technology resources including:

- A MacBook Air laptop through the District's 1:1 program
- Schoology, the District's primary learning management system
- Genesis, the District's student information system
- Google Apps for Education, including a District-provided email address
- Pre-installed software and web resources required by the curriculum
- [Additional software and web resources](#) to enrich the instructional process
- Technology-based professional development and resources through the District's Staff Development Coordinator

- Information Technology Support through the District's ITC department
- Internet connectivity for accessing web services, online materials and resources, communicating via videoconferencing, email, and other means, and submitting assignments and other district-related materials.

Video Conferencing Procedures

- Students are expected to be in front of the camera and have the microphone on during whole-group direct instruction or discussions, as per the teacher's directions.
- With this in mind, students will need a suitable place in the house/residence to Zoom with their teacher and classmates. Examples could include a table, desk, chair, or couch. Please consider the background and lighting of the Zooming location. Virtual backgrounds can also be used in Zoom.
- During individual or small group work, teachers and students may mute their cameras and microphones, and use the Chat feature of Zoom to initiate discussions and/or ask and answer questions. Discussions can be conducted via chat or video, as needed and appropriate.
- Students should approach all Zoom sessions with their teachers and classmates as if they were sitting in the physical classroom. The District's Code of Conduct policies and school rules will be followed by all students in the hybrid or virtual instructional settings.
- Zoom sessions are not to be recorded by the classroom teacher and may not be recorded by students.

Curriculum, Instruction, and Assessment
During the full remote **and** hybrid instructional learning environments, it is expected that:

- All students will attend their classes and work through the curriculum regardless of location AND participate in all activities planned for and enacted by the classroom teacher. This includes students who remain home on full remote instruction.
- Students learning from home are expected to engage with their classes using video conferencing tools (Zoom) and the wide array of digital tools and services provided by the District, as determined by the classroom teacher.
- When using video conferencing tools, it is expected that students at home will have their camera and microphone turned on so they may fully engage in the instructional process with the classroom teacher and their classmates, as per the teacher's directions and instructional design.
- Teachers will be accessible to all of their students during the class period and for extra help. For whole-group discussions or direct instruction, teachers will use video conferencing tools (Zoom) to engage and interact with students at home.   During small-group or individual settings, the teacher will be available to their students at home via video conferencing tools (Zoom Chat) and other two-way communication tools provided by the District to answer questions.
- Zoom will be used as the primary conduit for students and / or the teacher to initiate discussions. Once communication is established, the teacher may move to another edtech tool / service to continue the remote discussion.
- Teachers will take attendance by class for all of their students. Students are expected to be in class at the start of each period according to the teacher's expectations and procedures. Students who are not present will be marked accordingly. Attendance and Tardiness procedures will be followed according to the Student Handbook.

Assessments

Assessment practices are a vital part of teaching and learning, and are expected to continue as one would normally conduct assessments in the face-to-face classroom environment. Assessments will need to be aligned to the curriculum and instructional practices, and are expected to be modified for the hybrid and / or full remote environment.

It is important to regularly collect pre-assessment and formative assessment data from students regarding their understanding and progression through the curriculum, especially as students return to school after the virtual environment in the Spring of 2020.

Here are some helpful reminders and tools when designing your instruction and assessments for your class:

- Maintain alignment of curriculum, instruction, and assessment. Even though the curriculum remains the same, modifications will be made to the instructional delivery and assessment practices in a hybrid / virtual environment.
- Assessments do not have to be administered during the class period. These can be administered using synchronous or asynchronous methods to support the delivery of instruction.
- Incorporate questions that increase authenticity and foster creativity among student responses while still building in the ability to measure content and skill.
- Increasing the level of personalization in the feedback will heighten student engagement in the learning process.
- Think of assessment as a multi-step process where one step (or assignment) builds on the next, and is not just a stand-alone test or quiz. This will help build upon and reinforce previously acquired information, skills, and understandings.
- Students should create "something" for a summative assessment. This allows students to illustrate their understanding of the content through authentic student work. Here are [ideas for authentic assessments](#).

Hybrid / Remote Learning Assessment Practices
- [Developing Authentic Assessments for the Remote Learning Environment](#)
- [Summative Assessment in Distance Learning](#)
- [Formative Assessment in Distance Learning](#)
- [75 Tools to Support Formative Assessment](#)
- [24 Digital Tools for Formative Assessment](#)
- [10 Smart Tools for Digital Exit Slips](#)
- [Assessment Methods and Resources from the RIH COLDOP](#) (Spring 2020)

Instructional Design, Methodology, and Models

- Teachers will account for in-class and at-home students in their instructional design, and are encouraged to vary instructional settings depending on the content, objectives, and instructional methods in the hybrid environment.
- Instructional methods may include, but are not limited to, whole-group direct instruction, blended learning (including the flipped classroom), self-paced / personalized learning, project-based learning, virtual experiments or simulations, or other individually-assigned activities.
- Pre-assessment and formative assessment practices will be included in the instructional design to identify learning gaps / needs. Digital tools will be leveraged to determine learning strengths and gaps, and for making future instructional decisions.

- Schoology and Google Classroom will be used as the main starting point for providing resources, links, and materials for each class lesson. This will be reiterated in the teacher's class guidelines, expectations, and procedures at the start of the school year.

Instructional Design and Methodology Quick Tips for Teachers

- Set expectations at the start of the year through your class guidelines, rules, and procedures
- Clear, concise, and consistent communication.
- Create and maintain regular routines for in-class and at-home.
- Keep instructions clear, simple, and easy to find (ex. Schoology).
- Decide what can be done through video (asynchronously) vs. face-to-face (synchronously). Simple directions, introductory content, or straight-forward information can be done through a quick Flipgrid or screencast while more engaging, interactive, and higher-level content can be done "face-to-face".
- Students may need to learn how to use the digital tools - Give them some time to learn, explore, and become familiar.
- Have students create "something" for a summative assessment. This allows students to illustrate their understanding of the content through authentic student work. Here are ideas for authentic assessments.

Below are **examples** of possible instructional methods that can be implemented with the full remote and/or hybrid learning environments, and can serve as suggestions for the teachers in their planning process. Teachers are not limited to these examples and are encouraged to vary the instructional settings and methods depending on the course and content. Within each of these examples, teachers can differentiate instruction according to process, product, and content (and interest, readiness level, and learning profile), as well as incorporate the "engaged-learner" principles of communication, collaboration, critical-thinking, and creativity. A balance of methods and digital tools will naturally incorporate variety in the instructional process.
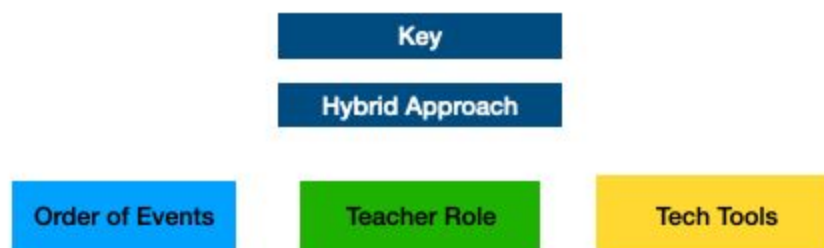
Whole Group Direct Instruction

- Whole Group Direct Instruction - Single Period Lesson Design
- Whole Group Direct Instruction - Two Period / Two Day Lesson Design

Blended Learning
Blended learning is the result of active learning and collaboration through a combination of face-to-face and online learning environments. Digital tools and resources are leveraged to enrich the instructional process and heighten student engagement in the construction of new learning.

- Individual Project Work > Blended Learning - Single Class Period Lesson Design

- [Individual Project Work > Blended Learning - Two Period / Two Day Lesson Design](#)

Resources: [Blended Learning and the Flipped Classroom](#) | [Apps to Support the Blended Learning Environment](#) | [Blended Learning Principles](#)

Flipped Classroom
One such approach to blended learning is the flipped classroom. Simply put, the concept of the flipped classroom is one in which the students watch and interact with the lecture or course content at home before attending their class. When students attend class the following day, they are met with completing problems or participating in inquiry-based activities, which may also include what would have been traditionally assigned as homework. These activities can be completed individually or collaboratively in small groups, and leaves the teacher free to facilitate student learning on an "as needed" basis, providing differentiated instruction, holding mini-lectures to those students who need additional instruction, and helping students correct their misconceptions. The desired result of implementing the flipped methodology is for the teacher to facilitate student learning while building a collaborative environment.

- [Flipped Classroom > Blended Learning - Homework, Single Period, Higher Order Application Lesson Design](#)

Additional Information: [The Flipped Classroom Model](#)

Self Paced / Personalized Learning
The ability to learn anytime, anywhere, at our pace can be a powerful experience, especially in a hybrid or virtual environment. Instructionally, teachers can create a neutral progression of ideas that link together using [Bloom's Taxonomy](#). Units and lessons can be scaffolded in a way that mixes different types of learning activities to move through the taxonomy with instructional supports throughout the process. Anchor activities can be implemented for students who move faster than others, and provide another way to differentiate instruction.

Digital playlists can be used to implement this approach in the hybrid or virtual environment. Digital Playlists are used to build more personalized, self-paced lessons for students. Digital playlists can incorporate a variety of tools that are currently used in the classroom and double as an effective tool when used in the blended learning classroom.

Choice Boards and Menus offer frameworks for students to work through the content while providing for the differentiation of instruction.

- [Self-paced Learning / Choice Boards - Weekly Plan_ Lesson Design](#)

Additional Information: [Choice Board Tic Tac Toe Board](#) | [Choice Menus](#) | [Learner Centered Instructional Methods](#) | [Choice Board Template](#)

Instructional Resources
- [White Paper: Designing Hybrid Learning Environments](#)
- [9 Ways Online Teaching Should be Different than Face-to-Face](#)
- [10 Powerful Instructional Strategies](#)

Addressing Special Areas / Electives

What will teaching and learning look like in your departments given the full remote and / or hybrid schedule? What safety considerations need to be made for the hybrid environment?   The following safety procedures are in place for all classes:

- All students and staff are required to wear face coverings unless doing so would inhibit the individual's health or other exceptions outlined in NJDOE's guidance apply, while providing any necessary accommodations for young students or students with disabilities.
- Students cannot share classroom materials (ex. Pencils, pens, scissors, calculators, etc.).
- Class materials and equipment that are required for the course need to be wiped-down between student and / or teacher use. This may mean at the end of each class period or the end of the school day, depending on the availability of resources.
- At the start of the year, "starter kits" will be provided to teachers that include face coverings, wipes, and hand sanitizer.
- Additional considerations are included below for the following departments:
  - Music
  - Theater / Drama
  - Fine Arts
  - Digital Arts
  - Fashions
  - Foods
  - Child Development
  - Applied Technology
  - Science Labs / Experiments

Performing Arts (English Department) / Dance and Theater

Instructional Practices for Teaching and Learning in the Hybrid Environment
 	
Dance
    ● Teacher modeling dance movements. In a face-to-face environment, students perform in class. At home, students record a video of themselves performing and share over Zoom for critique or submit electronically.
    ● Enough space for students to be physically distant apart in the rooms, especially with half of the students, as per the September Ready Fall 2020 Guidance for Arts Education.
 	
Theater / Drama
    ● Individual Acting / Monologue with student critique taking place through Zoom
    ● Performance-based
    ● How to take the "acting in collaborative groups" to a hybrid environment
    ● Focus on the analysis of theater and acting
    ● No sharing of props.
 	
For both Theater / Drama and Dance
Change the order of the content to meet the needs / demands of the learning environment.

Practices for Teaching and Learning in the Virtual / Remote Environment Teacher modeling dance movements / students record video of themselves performing and shared over

Zoom for critique.

Teacher and students individually acting / performing monologues, record video of themselves performing, shared over Zoom for critique.

Retain the performance-based nature of the course as much as possible in a virtual learning environment.

Additional Considerations
- Physical distancing is required for all students performing in a face-to-face environment.
- For Dance class, the floor and equipment will need to be cleaned on a nightly basis. Equipment will be numbered and assigned to one student for the period. Dance shoes required for the floor.   Special tape (gaffer tape) used to mark areas where students can perform.
- Face covering information as per NJ September Ready Document (page 21 under Dress).
- Dance room and equipment will be disinfected at the end of the day.
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

English Department / Audio and Film Editing, TV Studio Production

Practices for Teaching and Learning in the Hybrid Environment
- Morning announcements will need to be altered to meet the physically distanced environment
- Students learn how to perform a "station" for the course, and remain on that station for a period of time (as opposed to rotating).
- Limited camera usage.
- Video simulations or "screencastify" a Flipped classroom lesson.
- Students make use of their laptop camera in the production of content.
- Students make use of their laptop with software for the course.
- Students may do the morning announcements or broadcasts from their laptops in a physically distanced environment.
- An emphasis will be placed on the students using their laptop for the courses.
- Teacher will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Practices for Teaching and Learning in the Virtual / Remote Environment
- Morning Announcements done remotely
- Students will use their laptops and provided software

Additional Considerations
- Equipment moved to physically distance students throughout the room
- Face coverings must be worn at all times.
- Students will have limited access / usage of cameras and equipment.
- Cameras and equipment deemed required for the courses will need to be sanitized after each class
- Use Zoom and the News Channel model be used for shooting the morning announcements
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Family and Consumer Sciences / Foods

Practices for Teaching and Learning in the Hybrid Environment
- Direct instruction (live via zoom and/or recorded session for home cohort)
- Teacher demonstration of Food Labs / Cooking
- Recorded cooking experiences(teacher, youtube, Food Network)
- Single student recipe preparation (4 @ IHHS, 6 @ RHS)
- Mini-lessons
- Synchronous and asynchronous lessons (choice boards)
- Students in the class and the students online
- Labs can be recorded for those students at home - students can identify safety hazards, critique the labs

Practices for Teaching and Learning in the Virtual / Remote Environment
- Flipped classroom and live zoom teacher-lead instruction
- Discussion threads
- Recorded cooking experiences (teacher, youtube, Food Network)
- Choice Boards - EdPuzzle Pear Deck
- Independent Current Event Articles
- Online platforms to support student learning and assessments

Additional Considerations
- Identify safety protocols / materials at the teacher station for the teacher to perform demonstrations in the Foods Lab
- Students @ IHHS cannot use the Gas Station (open flame)
- Sanitize / disinfect the kitchen equipment between uses (single student recipe preparation).
- Equipment moved to physically distance students throughout the room
- Face coverings must be worn at all times.
- Students will be given a choice (among other options) to cook at home (Video / photos) and can include reflection. Recipe selection will need to be flexible and may be done by helping others prepare family meals.
- Students will collect reflection/current events/paperwork assignments at home and hands-on labs at school
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Family and Consumer Sciences / Fashion

Practices for Teaching and Learning in the Hybrid Environment
- Direct instruction (live via zoom &/or recorded session for home cohort)
- Teacher demo (recorded) of various skill sets for each level of Fashion
- Choice Boards
- Individual projects (at school and at home)
- Students will need individual sewing kits / storage bins
- Sewing machines will need to be sanitized after each use

Practices for Teaching and Learning in the Virtual / Remote Environment
- Choice Boards
- Documentation of individual skills - Google Slides - Videos
- Continuation of individual projects
- Current Event Activities

- ● Recorded sewing / skill-related experiences (teacher, youtube)

Additional Considerations
- ● Equipment moved to physically distance students throughout the room
- ● Face coverings must be worn at all times
- ● Area schools are considering individual kits for students (scissors, seam rippers, pins/pin cushion, tape measure, etc…)
- ● Projects, patterns, material, supplies have always been individualized and provided by the students.
- ● Wipe down sewing machines at the end of each class
- ● Those students who do not have machines at home may need projects that are hand sewing, knitting, sketch designs
- ● At home work can be managed through pictures, narratives, Google slides to document the process
- ● Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Family and Consumer Sciences / Child Development

Practices for Teaching and Learning in the Hybrid Environment
- ● Direct instruction (live via zoom &/or recorded session for home cohort)
- ● Child Learning Theory
- ● Child Psychology
- ● Teaching Practices and Principles

Practices for Teaching and Learning in the Virtual / Remote Environment
- ● Direct instruction (live via zoom &/or recorded session for home cohort)
- ● Flipped Lessons
- ● Child Learning Theory
- ● Child Psychology
- ● Teaching Practices and Principles
- ● Discussion Boards
- ● Current Events

Additional Considerations
- ● Face coverings must be worn at all times.
- ● The District will not start the year with a child development preschool for 3 and 4 year olds, and will reevaluate for January of 2021.
- ● For the first half of the school year, instruction will focus on lesson design and development, methods of instructional delivery, and other aspects of the education profession.
- ● Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Science / Science Laboratory

Practices for Teaching and Learning in the Hybrid Environment
- ● Direct instruction (live via zoom &/or recorded session for home cohort)
- ● Teacher demonstrations and modeling at the front of the room with the students interacting via questioning or Zoom

- Recorded lab experiments (teacher, Flinn at Home, youtube, etc)
- Lab Simulations
- Teacher-led or pre-recorded simulations / experiments
- Single-student lab experiences (face-to-face only), either with reusable materials that would need to be sanitized and / or entirely disposable materials (no shared supplies)
- Modeling and Manipulatives - handing out manipulatives for single use (paper, scissors (provided by student/no shared supplies).
- Scientific literacy skill development through RST's, CER's, ADI (may include but not limited to use of POGIL's, current events, Newsela, sample lab data for analysis)
- Synchronous and asynchronous lessons (choice boards, practice problems, "split sessions" work directly with each cohort for a portion of class)
- Formative assessments (ex. do nows, exit tickets, polleverywhere, padlet, quizziz, quizlet, zoom poll, etc)
- Summative assessments (varied to include tests, alternative projects, student presentations, and authentic work)
- Self-paced Schoology folders
- Additional practices listed in the Virtual Environment (below)

Practices for Teaching and Learning in the Virtual / Remote Environment
- Flipped classroom and live zoom teacher-lead instruction
- Discussion threads (Schoology, Backchannel app, Zoom chat rooms, etc.)
- Independent practice problems/small chat room problem solving sessions/group work
- Use of digital whiteboards for modeling and problem solving (no shared resource/face to face group work)
- Virtual field trips and guest speakers
- VR and AR apps on cellphones to model structures
- Video-based phenomena
- Use of real world data to support scientific thinking (ie: NASA, NOAA, etc)
- Use of online platforms to support student learning and assessments

Additional Considerations
- Must follow social/physical distancing measures
- No microscope use
- No group lab experiments (no shared resources or supplies)
- No face to face collaborative group work (must maintain social/physical distancing and work in the digital environment)
- No individualized wet labs may be conducted with an open flame due to masking requirements
- No individualized wet labs may be conducted with plexiglass shields in place
- Greenhouse and outdoor spaces - must follow social/physical distancing measures
- Students coming in with own materials for class per a list (scissors, glue-sticks,etc)
- Sharing and movement of demonstration equipment among teachers and the cleaning of the equipment between each-required.
- No shared supply carts/supplies (must be disinfected prior to return to supply closets/storage)
- Need to disinfectant shared teacher supplies, demo desk, etc. during transition in shared classrooms
- Protective shields requested around teacher desks
- Home activities prohibit lab ("wet lab") experiments due to safety (modeling and "dry" hands on work may continue at home)

- Pod classrooms may need additional desks for physical distancing, (Pod-based classrooms with # of students ex. 808 and 207 at IH)
- Leveraging Virtual Labs for the students to complete on their own

References:
https://www.nsta.org/blog/safety-recommendations-opening-new-school-year

https://brainresearchlab.com/wp-content/uploads/Plexiglass-Chemical-Resistance-Properties.pdf

Additional Instructional Resources
- Zoom and Google/G Suite
- Simulations and Virtual Lab experiences (to include but not limited to: pHet, HHMI, LabXChange, Molecular Workbench, LearnGenetics, Pearson LabBench, ChemCollective, NOVA Labs, Physics Classroom, cK12, PositivePhysics)
- AP Classroom Resources from the College Board
- Document camera app/iPads for demos
- RIH purchased online textbook platforms (Webassign/Wiley, Pivot, Inspire Science, online texts)
- Online learning platforms (to include but not limited to: Khan Academy, EdPuzzle, Peardeck, Kahoot, Quizziz, Socrative, PollEverywhere, Padlet, Newsela
- [Additional services](#) provided by the District
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Music / Band, Choir, Orchestra

Practices for Teaching and Learning in the Hybrid Environment
Band
- No sharing of equipment (ex. Music stands)
- Percussion will have their own sticks (stick bags) / Don't touch the drums / Students must wear face coverings
- Some instruments will be used across periods (percussion, only)
- No large ensemble for the first half of the year
- Consider the class composition of instruments
- Put together small ensembles of students based on their instruments in the group.
- Empty the bandroom
- Plexiglass around the podium
- One way in / one way out
- Band Room / Auditorium
- Outdoor location could be used, weather dependent
- Wind ensemble is the largest group
- The Most number of students will be 20-25
- Assigned their own music in (paper) folders.
- Students have their own locker in the band room
- Do not touch anyone else's locker
- Clean large instruments at the end of the day
- Brass players have slits in the face coverings (supply the brass players)
- Cover the bells of all instruments with nylon or a book sock
- 30 minutes of playing

- Students will use individually assigned puppy pads for draining spit valves. Individual small garbage cans can also be used.

Students at Home
- Take attendance
- Live stream the class
- Smart Music
- Assignment / Not instrument related
- Large instruments - Do we have enough for the students to keep one at home?

Orchestra
- No sharing of equipment (music stands)
- Some instrument will be shared between students (at least the string bass)
- Clean large instruments at the end of the day / at the end of each period? Check with Susan re: cleaning agent. Never use alcohol, solvent-based products to clean wood string instruments. Alcohol, solvents, and hand sanitizer will damage the varnish. A dab of rubbing alcohol on a cotton swab or tiny piece of cloth to wipe only the strings and fingerboard of the instruments is allowable. The inside of cases can be sprayed with an aerosol disinfectant (ex. Lysol).
- Face coverings must be worn at all times.
- Physically distanced apart in the classroom
- Orchestra room

Students at Home
- Take attendance
- Live stream the class
- Smart Music ($20.00 / student, $40.00 / teacher), (also assessments)
- Assignment / Not instrument related
- Large instruments - Do we have enough for the students to keep one at home?

Choir
- Must sing with face coverings / masks
- A Specialty mask for choir will be investigated to determine need.
- Auditorium / Orchestra room depending on the class size.
- Outdoor location

Students at Home
- Take attendance
- Live stream the class
- Assignment / Not-music related

Practices for Teaching and Learning in the Virtual / Remote Environment
- Zoom Meetings
- Schoology
- Video submissions with teacher feedback
- Smartmusic
- Youtube
- Scans of music
- Public domain music

Additional Considerations
- ● Lessons - How is the department going to do lessons so that the students are not missing as much class? *Band lessons on remote days should work*
- ● Outdoor spaces will be used (weather dependent)
- ● Cleaning of equipment / instruments for items that are shared. Most students do not share equipment.
- ● Maximize A/V material and integration in the event of virtual or remote learning.
- ● Band / Orchestra will use mitigation techniques on instruments.
- ● [Music Resources and Plans](#)
- ● Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Additional Instructional Resources
- - Sibelius
- - SmartMusic
- - Sight Reading Factory

Physical Education

Practices for Teaching and Learning in the Hybrid Environment
Physical Education - Model 1
Face-to-Face Physical Education Teacher - This teacher is assigned to students in the face-to-face environment.
- ● Students would participate in activities that facilitate physical distancing, such as mobility / yoga, flexibility, body weight activities, dance, modified strength, functional training, trail hikes, and individual sports and activities. If equipment activities are instituted, equipment would need to be sanitized after each class (sanitizing pump).

Virtual Physical Education Teacher - This teacher is assigned to the students at home / on remote instruction.
- ● Students would participate in Physical Education exercises and activities as per the teacher's lesson via video conferencing (Zoom). Activities could include mobility / yoga, flexibility, body weight activities, and aerobics.

Physical Education - Model 2
The Physical Education teacher would have a split group of students with some on remote instruction and others at school.
- ● Students at school would participate in activities that facilitate physical distancing, such as mobility / yoga, flexibility, body weight activities, modified strength, functional training, trail hikes, and individual sports and activities.   Equipment could not be shared and would need to be sanitized after each use or class period (sanitizing pump).

Students on remote instruction would complete the following over two days:
- ● Day 1 - The development of a Digital Portfolio on Wellness where students record and share their daily occurrences and activities of being healthy and active including health lessons, reflections, and physical activities. Dates listed with all work that expands their understanding of being active and healthy.
- ● Day 1 - Digital Portfolio Content - Sports Reflection Articles and Discussions that can be shared out

while students are on remote learning and can be shared / discussed during days of inclement weather when in the school building.
- Day 2 - Students will complete their daily exercise for Physical Education and record a time lapse video of their workout for submission to the classroom teacher. The video will span 30 minutes of activity.
- Implement the five standards/components of training.
- Every two weeks has a health / physical education theme (ex. sportsmanship, teamwork) that the students can research and report on for their digital portfolio.

Practices for Teaching and Learning in the Virtual / Remote Environment
- Students will complete their daily exercise for Physical Education and record a time lapse video of their workout for submission to the classroom teacher. The video will span 30 minutes of activity.

Additional Considerations
- Physical Education classes will attempt to use outside spaces as much as possible, weather dependent. These classes will also make use of multiple areas in the building to ensure the class size is small enough for each indoor space and will follow the CDC guidelines.
- The Physical Education department will use a staggered start, with cohorts of students meeting at predetermined and separate locations to simplify contact tracing.
- The schools have several large indoor areas (4) and outdoor areas (7) that are conducive for the creation of a small cohort of students per period.
- No locker room usage.
- Students are required to wash hands with soap immediately after outdoor activities.
- Students are 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.
- Use flags, cones, tape, or other signs to create boundaries and maintain six feet of space between students participating in outdoor activities.
- Disinfection using approved disinfecting supplies that have been approved by the NJDOE and all staff who use such supplies have Right to Know training for disinfecting equipment used by students.
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.
- Taking attendance - Attendance will be taken every day. Students on remote / virtual instruction are required to check-in at the start of class period with their physical education teacher.

Art / Fine Arts and Digital Arts

Practices for Teaching and Learning in the Hybrid / Virtual / Remote Environment
Painting 1 and 2
- Start the year with watercolor brushes, watercolor sets (assigned to each student?), water dish, paper towels, wash with soapy water.
- Painting 2 can also begin with watercolors
- Acrylic paint - Pump bottle onto magazine pages (disposable). Then only sanitizing the top of the bottle or the teacher can do this.
- Creative @ home Painting Projects
  - Projects could incorporate different themes
- Add in an art history project with the projects.
- Identify an artist doing similar work and have the students reflect / connect to instruction, apply their skills and understandings to the artist / sample artwork.
- At home can tie in an art history component - Discuss how the artist / art inspired the student. Anchor Activity

Sculpture and Ceramics 1 and 2
- Tools will need to be sanitized at the end of each period:
  - Glue guns
  - Scissors
  - Clay supplies (cut and use clay)
  - Clay, Cardboard or paper-based projects
- Creative @ home S&C projects
  - Projects could incorporate different themes
- Home projects ("environmental art")
- Add in an art history project with the projects.
- Identify an artist doing similar work and have the students reflect / connect to instruction, apply their skills and understandings to the artist / sample artwork.
- At home can tie in an art history component - Discuss how the artist / art inspired the student. Anchor Activity

Drawing 1 and 2
- Check supplies for drawing pencils (ex. ebony pencils), Kneaded erasers, charcoal pencils, and rulers. Students will be supplied with their own supplies for use at home and at school
- Sketchbook project - Anchor Activity

Digital Design 1 and 2
- Digital Design 1 - The course will continue to use Photoshop 1 and the laptops. No sharing of materials is needed.
- Digital Design 2 - Each student will use their laptop and be assigned an iPad for classroom use. These iPads will not be shared among students.

Digital Illustration and Animation 1 and 2
- Tablets to be assigned to each student for use in the classroom and home

Digital Photography
- Students will use their own cell phone cameras or the camera on the laptop for learning digital photography composition, techniques, and editing.
- Students will use the outdoors to provide additional content for students to capture.
- School-provided digital cameras will not be used or shared among students.

AP / Honors Studio Art
- Students may have their own supplies
- Paper Portfolios to transport projects
- AP Supply List / Materials that students don't share
- Sanitizing materials to be used on an as-needed basis (alcohol wipes)

Special Education Art Class
- Individual kits for each student
- Kit stays in class
- Gloves

Practices for Teaching and Learning in the Virtual / Remote Environment
Studio Art
- Streaming virtual students into class would burden our staff as they use multiple in-class digital platforms to instruct students on the basic skills, art history, and critiquing methods used.

- Painting and Ceramics and Sculpture: Looking towards developing online lessons that include art history and art expressionism activities where students take the artist of focused work and try to make adequate ties to their own work and the work of the unit's featured artist(s).
- Drawing: With sketchbook activities, teachers should be able to develop lessons for at-home art making that expand on previously learned skills. One specific challenge maybe when the project includes a larger than basic paper size or tablet that requires that project to be brought home.
- Ceramics and Sculpture - Heavy sculpture focus during virtual activity using home materials, cardboard, paper, glue, recycling, and environmental outdoor materials to create at-home sculptures.

Digital Art
- The content for virtual learning ties specifically to the in-class lessons and activities previously learned and builds upon prior skills/instruction.

Additional Considerations
- Art projects will be modified and coordinated for students to work regardless of location.
- Teachers may plan two sets of projects (at school and at home) for Fine Arts
- Cleaning of the water brushes / containers in soapy water will serve to disinfect at the end of the class period.
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Applied Technology

Practices for Teaching and Learning in the Hybrid Environment
- All necessary software will be installed and accessible on the student's laptops.
- Assigned goggles or face shields in addition to face coverings.
- No sharing of materials.
- Tools need to be sanitized after each use. Teacher will see that the equipment is disinfected between student use.
- Students will take their projects home to continue working and materials may be provided for home project work, as deemed appropriate and safe to complete.
- Wash hands upon entry and exit
- Place for student bags / materials upon entering the classroom.
- For Woods - Career clusters and online courses for students to take.
- OSHA 10-Hour General Industry or Construction Certificate intended for entry level workers.

SLE
- If a student starts the year with a job already in place, and the student can safely fulfill the job responsibilities as per CDC guidelines, the student will continue with the position.
- If there is a job / position that is still open and it is feasible for the student to safely take the position and fulfill the job responsibilities, the student can take the position (all CDC guidelines will be followed).
- Teachers are not visiting the workplace during the first two phases of opening.
- Students coming in with no jobs and no options, the students will work through an online program:
  - Career Safe - https://www.careersafeonline.com/
  - https://www.careersafeonline.com/images/pdf/course-guides/interview.pdf This includes OSHA 10 ($25 per person) and a 5 hour course on Interviewing Skills.
  - Career Essentials is an online course that has 6 Units with a capstone at the end. It takes

approximately 45-50 hours to complete the course and may be an option for SLE / Woods students.
- Nepris - https://nepris.com/home/v4   https://nepris.com/industry/talks Students can join chat rooms with professionals, listen to podcasts. Teachers can invite a professional to your virtual classroom, etc. Students can write a reflection paper on several sources.

Practices for Teaching and Learning in the Virtual / Remote Environment
- All the courses except for Woods can follow a modified curriculum.
- Career Essentials is an online course that has 6 Units with a capstone at the end. It takes approximately 45-50 hours to complete the course and may be an option for SLE / Woods students.
- Nepris - https://nepris.com/home/v4   https://nepris.com/industry/talks Students can join chat rooms with professionals, listen to podcasts. Teachers can invite a professional to your virtual classroom, etc. Students can write a reflection paper on several sources.

Additional Considerations
- AutoCAD has been moved to the student laptops. External monitors, keyboards, and mice will not be shared between students.
- Shared materials (drafting tables and equipment, power tools, hand held tools, etc.) will be wiped down at the end of each student's use / period. Room will be disinfected at the end of the day.
- Teachers will see that the equipment is disinfected between student use, either disinfected by the student or the teacher.

Additional Resources
- Transeo https://gotranseo.com/

Professional Learning
Professional Development
The Ramapo Indian Hills Regional High School District has had a contractual yearly 21-hour professional development requirement for all teachers and educational specialists for the past two decades. Professional development is provided and facilitated by the District Technology Staff Development Coordinator and is aligned to the District's goals. For the 2020-2021 school year, the District goals (Assessment, Social and Emotional Learning, and Living in a Connected World) have been developed with a focus on how to best support students, faculty, and staff transition back to school after the virtual learning environment in the spring of 2020.

Professional development opportunities are offered on an ongoing basis and through a variety of methods to meet the needs of the faculty and staff.   The summer program of offerings to the faculty and staff include professional development on digital tools and resources requested at the end of the 2019-2020 school year, and include formative assessment tools and techniques.   In addition, professional development opportunities that support remote / virtual instruction, blended learning, and self-paced / personalized learning plans will continue to be offered in the hybrid / virtual learning environment during the school year.   Additional Professional development opportunities and training will be conducted in the following areas:

- Zoom: Do's and Don'ts of Hybrid / Virtual Environment
- Safe and Healthy "Starter Kits" & Proper disinfectant & PPE (face coverings, shields)
- iPad Boot Camp to support the District's iPad initiative

- SEL classroom strategies teachers to help students at the start of the year (ongoing PD through the year) ex. Trauma-informed instruction

Faculty and staff are notified about professional development opportunities through the Tuesday Tech Tip Newsletters and the [District's Professional Development website](.).

Mentoring and Induction

The *TEACHNJ Act* requires that all schools convene a School Improvement Panel (ScIP) with the charge of providing leadership in the areas of teacher evaluation, mentoring, and professional development. The RIH District's ScIP oversees the vision of mentoring for quality induction. The RIH District Mentoring Program purpose is to create an educational environment that provides support and training for novice teachers in order to improve teacher performance and student achievement.

In conjunction with the Curriculum Office, the Mentoring Program at Ramapo Indian Hills Regional HS District supports all non-tenured teachers in their first year of employment in the following areas:

- Introduction to school district curricula - All subject supervisors meet with new hires to review the subject area curriculum. Mentors continue to work with new hires in one-to-one meetings to refine delivery of subject area curriculum throughout the school year. Curriculum planning and delivery is also covered in the Mentoring Program through workshops and professional development (ex. monthly "best practices" workshops) opportunities.
- Student assessment policies - All subject supervisors meet with new hires during the New Teacher Orientation program to discuss assessment practices at the department, school, and district level. This includes time for new hires to set up their electronic gradebook according to District standards. Mentors continue to work with new hires in one-to-one meetings to refine student assessment policies throughout the school year. Student assessment is also covered in the Mentoring Program through workshops and professional development (ex. monthly "best practices" workshops) opportunities.
- Training on the school district's evaluation rubric - Building principals and subject supervisors describe the district's evaluation expectations, tool, handbooks (teacher and education specialist), and rubrics during the New Teacher Orientation Program. This training is supplemented with additional information / training during the opening department meetings held at the start of the school year. The foundation of the Mentoring Program includes the New Jersey professional standards which are thoroughly reviewed in both our full-day and half-day workshops held during the school day for both mentor and new teachers. Mentors continue to work with new hires in one-to-one meetings to reinforce evaluation expectations. Evaluation expectations are also covered in the Mentoring Program through workshops and professional development (ex. monthly "best practices" workshops) opportunities.

For the 2020 - 2021 school year, best practices for teaching and learning in a hybrid / virtual environment will be conveyed through the new teacher induction program and subsequent departmental level meetings. Mentoring will be provided in both a hybrid and remote learning environment, and digital collaborative tools will be used to connect mentors, new teachers, and administrators in a supportive and communal manner.

Educator Evaluation

The District will align the observation / evaluation schedule and due dates with the scheduled phases of reopening in the fall of 2020, while maintaining the regulations and deadlines for the evaluation process. The School and District ScIP committees will provide input into the observation / evaluation process in the hybrid /

virtual settings, and will recommend additional professional development needs, additional mentoring supports, and other evaluation-related activities on an as-needed basis.

Career and Technical Education

The District has continued in its planning for the implementation of new instructional programs in a hybrid / virtual environment, including the AOPA's Aviation HS STEM Curriculum and Social Media Marketing dual enrollment program with Centenary University. The District has also worked to modify and support the existing specialized programs in a hybrid / virtual setting, including the Pathways Program, Structured Learning Experience, Option II, New Course Work for Credit, University Programs, and dual enrollment programs. Structured Learning Experiences will continue through the following modifications:

- If a student starts the year with a job already in place, and the student can safely fulfill the job responsibilities as per CDC guidelines, the student will continue with the position.
- If there is a job / position that is still open and it is feasible for the student to safely take the position and fulfill the job responsibilities, the student can take the position (all CDC guidelines will be followed).
- Teachers are not visiting the workplace during the first phase of opening.
- Students coming in with no jobs and no options, the students will work through an online program:
    - Career Safe - https://www.careersafeonline.com/
    - https://www.careersafeonline.com/images/pdf/course-guides/interview.pdf This includes OSHA 10 ($25 per person) and a 5 hour course on Interviewing Skills.
    - Career Essentials is an online course that has 6 Units with a capstone at the end. It takes approximately 45-50 hours to complete the course and may be an option for SLE / Woods students.
    - Nepris - https://nepris.com/home/v4 https://nepris.com/industry/talks Students can join chat rooms with professionals, listen to podcasts, teachers can invite a professional to your virtual classroom, etc. Students can write a reflection paper on several sources.

SEL and Special Needs

SEL

Social and Emotional learning will be integrated throughout each school community. Supervisors will continue to monitor grade books as well as check grade trends in the virtual and "in school" environments to identify at-needs students and mainstream them to the I&RS committee, if necessary. The Child Study Team and Guidance staff will follow the guidelines set by the Health and Safety Committee regarding student contact. The Child Study Teams will review all students on their caseload to determine whether their IEP accommodations need to be adjusted as a result of the virtual learning period. Guidance Counselors will monitor their caseload to identify those students at risk.

A student Survey, consisting of two questions and a narrative will be sent out once the students return to school. A list of Wellness, Social and Emotional resources will be pushed out to the staff initially and then to student's laptops (see below). Professional Development will be afforded to Staff by the Student Assistant Counselors to

run "after-school" sessions once a week (2:45-3:15) for interested staff members. Topics concentrating on mental health will be included as well as the Horizon Wellness Fair for weekly wellness events for staff at each school.

Our New Horizon and Transitions programs will follow the District's Return to Learning model. Each student will follow Phase I (remote learning) and Phase II (1/2 student population). During these phases, both programs will be monitored and assessed on a regular basis to determine if full capacity can be implemented for these two specific programs.

SEL and Wellness Resources

Source	Link
American Counseling Association	Talking to Children About the Pandemic
American School Counselor Association	COVID 19 Resources
Body & Brain TV	Body & Brain TV
Calm.com	Take a Deep Breath
Center for Disease Control	Stress and Coping Through the Coronavirus Outbreak
Centers for Disease Control and Prevention	Coronavirus (COVID 19)
Child Mind Institute	Talking to Kids about Coronavirus
Common Sense Media	Helping Your Family De-Stress During Coronavirus Anxiety
Coursera: Online Courses	Yale University: The Science of Well-Being
The Mighty: Facebook Activities	Coronavirus Disease 2019 (COVID-19) Community Discussion
National Alliance on Mental Illness	Coronavirus (COVID-19) Information and Resources
National Association of Social Workers	Coronavirus Resources
National Association of School Psychologists	Talking to Children About COVID-19
National Institute of Mental Health	Coping with Coronavirus

New York Times (written by J. Grose)	[How to Talk to Kids about Coronavirus](#)
Substance Abuse and Mental Health Services Administration	[Coping With Stress During Infectious Disease Outbreaks](#)
Take Care: Coronavirus Anxiety	[Take Care](#)
University of California at San Francisco (written by N. Bai)	[Feeling Anxiety about Coronavirus? A Psychologist Offers Tips...](#)
Well Being Therapy Center: Free Online Group Support (Ages 13-17)	[Talk About Real Things](#)
Yoga with Adrienne	[Yoga with Adrienne](#)

Transportation, Facilities, and Food Services

Transportation

Due to the high cost of bus routes and the shortage of qualified drivers, it is not possible to maintain social distancing. The use of face coverings will likely be required on most home to school routes, and while waiting at the bus stop if proper physical distancing protocols can not be maintained. Cutting the student enrollment in half will likely reduce the number of riders.

- Sanitizing wipes and face masks will be available on each route. Alcohol based hand sanitizers can not be used on buses due to regulatory restrictions.
- Drivers will enforce the use of face masks for entry onto the bus. Drivers will log and report any students who are observed without masks to the building Principal.

District drivers and contracted service providers shall be required to clean and disinfect seats, rails and highly touched surfaces after each run.   All personnel responsible for cleaning school buses shall document the cleaning/disinfection measures taken. Personnel must complete a post ride certification that identifies cleaning and disinfection has taken place.

Staff and contracted service providers responsible for cleaning and disinfecting the facility will be trained on the proper cleaning and sanitization procedures and personal hygiene techniques, including the use of PPE.

All cleaning products will be used in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used.

The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

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 providers to develop these procedures and ensure that they are consistently followed. The contracted service provider shall collaborate with the district in establishing cleaning/sanitation protocols that are consistent with social distancing practices. The contracted service provider shall ensure that employees are fully trained in the implementation of the established protocols. The transportation provider shall provide certification that cleaning and sanitization has taken place in accordance with district requirements.

Facilities

Facilities cleanliness and sanitization is a key area for maintaining student and staff health during COVID-19.

HVAC equipment will be inspected to ensure all systems are functioning properly and that indoor facilities have proper ventilation. Merv 13 Filters will be installed prior to re-occupancy and in accordance with manufacturer recommendations, or more frequently if the district determines it would be beneficial to do so. The district will ensure that all recirculated air has a fresh air component that is in compliance with all applicable standards.

To the greatest extent possible, all soft and porous materials will be removed from the instructional areas to allow for greater cleaning and disinfecting.

Signage will be placed throughout the building highlighting the need for and guiding proper physical distancing, the importance of washing hands, and recognizing the signs and symptoms of COVID-19.

Hand Sanitizer will be placed at convenient locations throughout the building, including at all entrances to stairwells, throughout the lunchroom, bathrooms and other shared occupancy spaces.

Each classroom will maintain a supply of hand sanitizer, sanitizing wipes and face coverings. These supplies will also be readily available in various offices and locations throughout both buildings.

Plexiglass shields will be available to partition students desks and teaching stations if deemed necessary.

Visitor and contractor access to the buildings will be limited to only essential business. All visitors must certify compliance with COVID-19 requirements and must wear a face covering. The district will reserve the right to restrict access to visitors and contractors who are in non-compliance.

Drinking fountains with a shared spigot will be covered and placed out of service. Only bottle filling stations will remain open.

Plexiglass guards will be placed on the desks of those staff members who come into contact with the public on a regular basis.

The use of facilities by outside organizations will be severely restricted. Any outside users will be required to follow district health and safety protocols.

Cleaning and Disinfecting Plan - An enhanced cleaning and disinfecting plan will be implemented. It is anticipated additional cleaning staff will be necessary. The initial cleaning plan and staffing levels will be re-evaluated and re-adjusted if necessary after two weeks.

Staff and contracted service providers responsible for cleaning and disinfecting the facility will be trained on the proper cleaning and sanitization procedures and personal hygiene techniques, including the use of PPE.

All cleaning products will be used in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

All personnel (staff and contracted service providers) responsible for cleaning the buildings shall document the cleaning/sanitizing measures taken.

Cleaning Schedule
High-touch areas in common spaces will be cleaned and disinfected three times per day. 10am 12pm 1:30pm
Those touch points include -
- Door Hardware
- Elevator Buttons
- Light Switches
- Lockers
- Lavatory partitions and hardware
- Lavatory sink hardware and fixtures.
- Drinking Fountains (bottle fill stations only)

Student Classrooms will be cleaned and disinfected every night. Those surfaces include:
- Desktops and tabletops
- Shelving and commonly shared items
- Light switches
- Door Hardware
- Computer keyboards, hardware, etc.

Shared surfaces twice a day - 10am 1:30pm - minus the student desks

General Offices, Hallways and other common spaces will be cleaned and disinfected every night. Those surfaces include:
- Desktops and tabletops
- Light switches

- Door Hardware
- Computer keyboards, hardware, etc.

Food Service

As school lunch is critical to student health and well being, our committee has worked collaboratively through various meetings to ensure that students will be fed in a safe environment.

To keep their employees safe and healthy in conjunction with creating a safe environment for everyone they serve, our food service provider has adapted their service styles to adjust for physical distancing and other safety practices including menu modifications (grab and go only) and service area adjustments.

When the district is in a "remote learning" phase, meals will be provided curb-side using a pre-order system. Up to two days worth of meals can be provided at each pick-up. All items will be produced in the school's kitchen and pre-packaged with heating and serving instructions for home consumption, if applicable.

When the district is using a "hybrid" plan, a combination of on-site and curbside pickup will be used to accommodate all students who may want or need lunch.

All meals will be served in disposable packaging and will be easily accessible from various locations. Pre-ordering of meals will also be available for students and staff members.

In order to limit the time in lines, no cash will be accepted. Students and staff will pay using their School ID and the district's existing POS System. The cashier can access their account using their own touchscreen. There will be a designated day per week to preload cards, if wishing to use cash. The district will also be implementing an on-line pre-ordering service.

The district will also look into providing "to go" meals on minimum days for students.

When in a non-remote mode of learning, students physically attending school will eat for the first twenty minutes of their designated lunch period, then disperse for 20 minutes so that the area can be cleaned and disinfected. Existing district custodial staff will be supplemented with additional cleaning staff during lunch periods.

Students will be encouraged to wash their hands both before and after eating.

All cleaning products will be used in accordance with directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. Whenever possible the list of products that are EPA-approved for use against the virus that causes COVID-19 (available on the EPA's website) shall be used. The manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) shall be used.

- Existing cafeteria tables and chairs will be removed and replaced with single seat desks to help with physical distancing and cleaning. The floors will be marked so that proper physical distancing can be maintained.

Locations for Food Service
Ramapo - use of cafeteria, media center, senior lounge and possibly faculty dining room.
Indian Hills - cafeteria and space outside of auditorium, Media Center, & possible faculty dining.

Health and Safety

Health and Safety

The following health and safety recommendations are intended to mitigate, not eliminate the risk of contracting COVID-19 and have been developed in collaboration with our district nurses and administrators. Our process has included a thorough review of guidelines from the Centers for Disease Control (CDC) and World Health Organization (WHO), as well as available medical literature on COVID-19 related to children and school settings. Our recommendations may be modified as needed during the summer and into the fall. In addition to recommended practices, we have also included guidance on best practices where applicable.

COVID-19 spreads when people are in relatively close proximity, through respiratory droplets generated through coughing, sneezing, or talking to an infected person. Among the most effective preventive measures – when used consistently and in combination – are face coverings, physical distancing, handwashing, and cleaning.

The best available evidence indicates that COVID-19 poses relatively low risks to school-aged children. Children appear to be at lower risk for contracting COVID-19 compared to adults. To put this in perspective, according to the Centers for Disease Control and Prevention (CDC), as of July 17, 2020, the United States reported that children and adolescents under 18 years old account for under 7 percent of COVID-19 cases and less than 0.1 percent of COVID-19-related deaths. Although relatively rare, flu-related deaths in children occur every year.

Scientific studies suggest that COVID-19 transmission among children in schools may be low. International studies that have assessed how readily COVID-19 spreads in schools also reveal low rates of transmission when community transmission is low. Based on current data, the rate of infection among younger school children, and from students to teachers, has been low, especially if proper precautions are followed.
There have also been few reports of children being the primary source of COVID-19 transmission among family members. This is consistent with data from both virus and antibody testing, suggesting that children are not the primary drivers of COVID-19 spread in schools or in the community. No studies are conclusive, but the available evidence provides reason to believe that in-person schooling is in the best interest of students, particularly in the context of appropriate mitigation measures similar to those implemented at essential workplaces.

Finally, this guidance is for fall reopening and is predicated on the State of New Jersey continuing to progress through the phases of reopening with low COVID-19 public health metrics. It will be critical to continue to take into account the community context of COVID-19 prevalence into the fall and winter. Where the community prevalence of COVID-19 is of concern, increased distancing will need to be considered.

Reasonable Accommodations: Medically vulnerable students and staff should work with their personal physicians to create a return to school/work plan that will require District review and determination based upon the guidance provided by the NJDOE as it pertains to making reasonable accommodations for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19

- The district shall comply with all applicable employment laws when making staff and scheduling requirements, including but not limited to, the American Disabilities Act (ADA), the Health Insurance Portability Accountability Act (HIPAA), and all applicable State Laws

Face Coverings: As the primary route of transmission for COVID-19 is respiratory, face coverings are among the most critical components of risk reduction. At this time, our initial recommendations and related guidance are as follows:

- Adults, including teachers and staff, are required to wear face coverings
    - Exceptions to face covering requirements must be made for those for whom it is not possible due to medical conditions, disability impact, or other health or safety factors
- Students are **required** to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities
    - For exceptions to the student requirement for face coverings please see those listed in the "Road Back" New Jersey Department of Education Restart and Recovery Plan for Education, Update August 3, 2020
- **Feasibility and Adaptations**
    - The CDC recognizes that wearing cloth face coverings may not be possible in every situation or for some people. In some situations, wearing a cloth face covering may exacerbate a physical or mental health condition, lead to a medical emergency, or introduce significant safety concerns. Adaptations and alternatives should be considered whenever possible to increase the feasibility of wearing a face covering or to reduce the risk of COVID-19 spreading if it is not possible to wear one
        - Currently, the CDC does not recommend the use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above but may be worn in addition to a face covering. However, face shields may be a primary option for students with medical or other challenges that preclude the use of face coverings.
        - If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin
        - Face shields should be cleaned and disinfected after each use according to manufacturer instructions or by following CDC face shield cleaning instructions
        - Students and educators that rely on facial cues may consider use of clear face coverings where available. This might include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners

- Face covering breaks are suggested, but should be outside and six feet apart
- Face coverings should be provided by the student's family/guardian and should be included as part of the back to school supplies list provided to families/guardians prior to the start of the school year
- The District will strive to provide extra disposable face coverings for students who need them, and will provide face coverings for students that are experiencing financial hardship and are unable to afford them to the greatest extent possible
- Reusable face coverings should be washed by families daily
- Face covering must be worn by all students upon entering the bus unless doing so would inhibit the student's health. 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 according to that student's particular need and in accordance with all applicable laws and regulations

Physical Distancing: Physical distancing is another important practice that helps mitigate transmission of the virus. While the CDC has recommended maintaining a physical distance of six feet between individuals, it is important to note that the World Health Organization's guidance states that there is no precise threshold for safety; indeed, studies suggest that physical distancing of three feet or more leads to reduced transmission, with additional distance providing even greater protection

- Our district will strive for six feet of distance between individuals to the maximum extent practicable and rely on the use of physical distancing modifications such as but not limited to physical guides, markings, barriers between desks, turning desks to face the same direction, and face coverings
- A preponderance of evidence indicates that children and adolescents are less likely to be symptomatic and less likely to have severe disease resulting from SARS-CoV-2 and establishes that physical distance to the maximum extent practicable and/or distancing modifications balances the lower risk of COVID-19 transmission and the overarching benefits of in-person school
- Classroom and facility configuration: To the maximum extent practicable, desks will be spaced six feet apart and facing the same direction. We will seek to maximize physical distance between desks within their physical and operational constraints
- Minimize large groups from gathering to meet the guidelines established by the CDC and The Road Back Plan
- Alternative spaces in the school (e.g., cafeteria, media center, auditorium, upper and lower gymnasiums) may at times be repurposed to increase the amount of available space to accommodate the maximum distance possible
- Safety precautions are required for school nurses and/or any staff supporting students within close proximity, when distance is not possible. These precautions may include eye protection (e.g., face shield or goggles) and a face covering
- Precautions may also include gloves and disposable gowns depending on duration of contact and especially if the individual may come into close contact with bodily fluids.

Screening for COVID-19: Checking for symptoms each morning by parents/guardians, faculty and staff is critical and will serve as the primary screening mechanism for COVID-19 symptoms. We will provide a checklist of symptoms and other guides to assist parents/guardians, faculty, and staff with conducting a self-assessment each day before coming to school/work

- Parents/Guardians will complete a one-time affirmation of certification that they will not send their children to school with symptoms and certify that they will pick up their child within sixty minutes if/when nurse calls to have student evaluated by doctor
- Parents/Guardians will also be required to complete a short screening check of their child(ren) each morning utilizing the New Jersey Department of Health screening tool provided by the district and report any COVID-19 symptoms via our student information system (Genesis) per our reporting instructions and the school's attendance policy and regulation
- District employees will complete a one-time affirmation of certification that they will not report to work with symptoms and certify that they will consult with a physician and refer to the Centers for Disease Control and Prevention recommendations before being cleared to return to school.
- As per the CDC's Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 for information on symptom screening for teachers and staff all district employees are expected to conduct daily self-screening to assess signs and symptoms of infection and the possibility of recent exposure to someone infected with the virus
- All staff shall access the Share 911 application/website to complete the New Jersey Department of Health screening tool provided by the district and are required to report any COVID-19 symptoms per our reporting instructions
- School staff should observe students throughout the day and refer students who may be symptomatic to the school nurse
- All staff should self-monitor for symptoms of COVID-19 throughout the day. Additionally, district staff should monitor whether they have been in contact with people who are suspected of having COVID-19. If any signs or symptoms of infection are present, persons should contact their healthcare provider
- The District will not mandate COVID-19 testing for students and staff as a condition for admission; however, it will require medical clearance for students or staff with symptoms or confirmed contraction of the virus

Hand Hygiene: Handwashing removes pathogens from the surface of the hands. While handwashing with soap and water is the best option, alcohol-based hand sanitizer may be utilized when hand washing is not available
- Students and staff are required to exercise hand hygiene (hand washing or sanitizing) upon arrival to school, before eating, before putting on and taking off face coverings, sharing school supplies, and before dismissal
- Handwashing: When handwashing, individuals should use soap and water to wash all surfaces of their hands for at least 20 seconds, wait for visible lather, rinse thoroughly and dry with an individual disposable towel
- Hand sanitizing: If handwashing is not feasible, hand sanitizer with at least 60 percent ethanol or at least 70 percent isopropanol may be applied to all surfaces of the hands and in sufficient quantity that it takes 20 seconds of rubbing hands together for the sanitizer to dry. Hand sanitizer should be placed at key locations (e.g., building entrances, cafeteria, classrooms, restrooms)
- Students and Staff will be frequently reminded not to touch their face covering and to wash their hands frequently

Health and Safety/PPE supplies: Our schools will have an inventory of standard healthcare supplies (e.g., face coverings and gloves)

- Use of additional supplies may be optional based on type of tasks performed (e.g., teachers do not need to wear gloves while teaching but may need to during necessary contact with students during an emergency or other type incident.

Student Flow-Entry-Exit Protocols: Although it is a security best practice to limit the number of entrances into a school building, in the mist of the COVID-19 pandemic we are faced with implementing mitigation efforts that may run counter to basic security practices in the short term

- Expand entry area by utilizing multiple entrance points (Main -Auditorium-Gymnasium) at the front of each school to disperse student entry flow
- Assign a security aide at each entrance area to maintain building integrity and safety
- Utilize multiple egress points at dismissal time
- Reinforce (always keep to your right) directional walking with arrows and line stripe floor markings
- Consider utilizing one-way directional flow in the building where feasible
- Strategically place visual cues and signage to reinforce physical distancing and good-hygiene protocols
- The district will evaluate staff and student movement in real time and remain flexible in exploring ways to enhance physical distancing which may include staggering classroom release when feasible/practical

COVID-19 Related Isolation Space and Response to Students & Staff Presenting Symptoms: In order to minimize transmission of COVID-19, our schools must identify an isolated space available for students and staff displaying COVID-19 symptoms

- A student who shows COVID-19 symptoms during the school day will be safely and respectfully isolated from others and moved to an exam room within the nurse office that is pre-designated for medical-related isolation until they can be picked up by a parent/guardian
- A staff member who shows COVID-19 symptoms during the school day will be safely and respectfully isolated from others and moved to an exam room within the nurse office that is pre-designated for medical-related isolation The building principal and/or his/her designee will direct staff members to immediately leave the building and seek medical care unless it is a medical emergency that requires the assistance of an ambulance

Contact Tracing: The district will implement a contact tracing protocol. School nurses as well as the school safety specialist-district security coordinator (SSS-DSC) will be required to take and complete the 6-hour online John Hopkins University course: Contact Tracing "Resources and Expert Guidance for Tracing the COVID-19 Pandemic." The goal of contact tracing during this health Pandemic is to reduce the transmission of COVID- 19 infection, in this case, SARS-CoV-2 (COVID-19), to identify and mitigate future contacts of infected individuals. It also serves to recommend testing to those infected individuals, seeking treatment for the infection, and trace their whereabouts and contacts in coordination with our local, county and state health departments

- The Centers for Disease Control and Prevention and the New Jersey Department of Health updated their definition of close contact to include someone who was within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period* starting from 2 days before illness onset (or, for asymptomatic persons, 2 days prior to test specimen collection) until the time the person is isolated."
- In the event we experience a laboratory confirmed case of COVID-19 in our school, our pandemic response team will assemble and initiate contact tracing. Contact tracing helps us and local health officials identify all people who may have been in close contact with an infected individual. As a result of our pandemic response team investigation, contact tracing, and out of an abundance of caution, those

who may have been in close contact with an individual confirmed to have tested positive for COVID-19 will be asked to quarantine for a 14 day period. **COVID-19: When to Quarantine**

- Student or Staff member is resporting or showing symptoms
    - Individual is moved to isolation room and monitored/screened
    - If needed, individual is asked to seek medical assistance
    - If the individual leaves the school/worksite, notify the Building Administrator and the Superintendent
- If the student or staff member is suspected/confirmed positive
    - Initiate contact tracing and identify as practical:
        - Students and staff with "close contact"
            - All classes and students in the classes the student and/or teacher has close contact with
        - Areas of building individuals have traveled
        - Whether individual resides with other students/staff
        - If the district becomes aware that an individual who has spent time in a district facility **tests positive for COVI-19,** the Health Department Liaison (Contact Tracing Team Member) will immediately notify the Bergen County Health Department and follow their recommendation
        - Collaborate with the local health department on contact tracing investigation
        - Communication will be sent, based on the recommendation from the Bergen County Health Department to the individuals who may have come in contact while maintaining privacy and confidentiality. The district will follow all the current Communicable Disease Services guidance for illness reporting and community/workplace notification (in the event of a positive case)

Security Roles and Responsibilities:
- Visitor Management
    - School visitors by appointment only.
        - All visitors to the school will need to have an appointment to enter the building. Drop-in visits will be denied access to the school.
        - A pre-approved visitor log will be maintained by main office staff.
        - When arriving at the school visitors will ring the buzzer and state the purpose of their visit and specify with whom they have an appointment
        - All visitors will be required to sign a "visitor screening and contact tracing for COVID-19" questionnaire form.
        - The district will continue to utilize our electronic visitor management system (LobbyGuard) with enhanced safety precautions.
        - The District will consider placing storage bins/containers outside the main entrance door for drop-off of items.
    - Mandatory wearing of face coverings
    - Escort to and from meeting location following physical distancing protocols
    - Minimize the number of non-essential interactions between students and security staff throughout the school day
- New Jersey School Drill Law

- ○ The District will follow the guidance provided by the New Jersey Department of Education's Office of School Preparedness and Emergency Planning and the New Jersey Division of Fire Safety
- ● Pandemic Response Team
  - ○ Each school will utilize their existing Crisis Management Team, or incident specific members of it, to serve as a Pandemic Response Team (PRT) in order to centralize, expedite, and implement COVID-19-related decision-making.

IHHS Crisis Team
ADMINISTRATION GREG VACCA, Principal MATT BUSHTA, Assistant Principal DAN GUIDO, Assistant Principal LORENZO BARRATA, Athletic Director
DISTRICT SECURITY CHARLES WOLFF, Coordinator (Liaison to District Administration)
SPECIAL SERVICES LINDA BERGRIN, Supervisor Special Services SARAH HAWKINS, School Psychologist ELLEN TARLOWE, School Psychologist RIKKI HERMAN-KAGAN, LDTC KIRSTEN ADAMS, SAGE Therapist
GUIDANCE KATE ROBINSON, Guidance Supervisor AMY FEZZA, Guidance Counselor KAREN KLINGNER, Guidance Counselor ALLISON SCHACHTEL, Guidance Counselor JENNIFER SHERRY, Guidance Counselor ELBA ZAKRZEWSKI, Guidance Counselor ANDREA SALADINO, Student Assistant Coordinator
FACILITIES JEFF BOLTZER, Building Foreman
NURSES DONNA GARBACCIO, Nurse LISA WASSERMAN, Nurse
SUBJECT SUPERVISOR/TEACHER ANGELA MANZI, Science Supervisor SAMANTHA JANISZAK, Teacher
PTSO/PARENT ORGANIZATION LISA AMBROSE

RHS Crisis Team
ADMINISTRATION Travis Smith, Principal Claudia Dargento, Assistant Principal Michael Mancino, Assistant Principal Ronald Anello, Director of Athletics and Activities
EXECUTIVE ASSISTANT TO THE PRINCIPAL Maureen Lambrix
DISTRICT SECURITY CHARLES WOLFF, Coordinator (Liaison to District Administration)
SPECIAL SERVICES Stuart Barudin, Superviser Tanu Desai, School Psychologist Lindsey Russo, School Psychologist Sevana Bohchalian, Social Worker Lauren Gallo, LDTC TBD, SAGE counselor
GUIDANCE Jennifer Perry, Supervisor Laura Dondero, Counselor Sharon Katz, Counselor Melissa Maki, Counselor Vincenza Piccinno, Counselor Michael Walty, Counselor Jasmen Mantashian, Student Assistant Coordinator/ Counselor
NURSES Kim Sikora Tereena Elias
FACILITIES Paul Cusack, Building Foreman
TEACHERS Staci Anson
SUBJECT SUPERVISORS Michele Thomas
PTSO/PARENT ORGANIZATION Beth Murtha, President

Pre-Screening Forms

Resources	
Visitor Affirmation of Compliance	Parent/Guardian Affirmation of Compliance
Staff Affirmation of Compliance	
COVID-19 Student Daily Screening Form	

Athletics and Extracurricular

Athletics and Extracurricular

Physed will be attempting to get outside as much as possible. We will use a staggered start and cohort our students into groups to simplify contact tracing. They will be able to use multiple areas in the building to make sure that class size is small enough for each Indoor space and to follow the CDC guidelines when indoors. We have 4 large indoor areas and 7 large outdoor areas that should be conducive for the creation of a small cohort of students per Period.

Our Extracurricular Activities will follow the CDC Guidelines for acceptable indoor activities and follow the best practices that have been established for our classrooms. We will provide Hybrid activities when needed and a complete virtual model when club size dictates the need to do so. All Clubs and Activities will be separated and have their own space. All required pre screening will apply.

Resources and Guidelines	
NJSIAA Phase 1- Guidelines	NJSIAA COVID-19 Questionnaire
NJSIAA Phase 1- Clarification	NJSIAA Phase 3- Guidelines
NJSIAA Phase 2- Guidelines	NSCA Safety Checklist
NJSIAA Model 1 Return to Play	NSCA Safe Training for Athletes

[NJ Strength and Conditioning Guidelines](#)	[NJSIAA Update- 7/30](#)
[NJSIAA Update - 8/14](#)	[NJSIAA Return to Play Plan Update 8/20](#)
[NJSIAA Fall Season Guidelines](#)	