Mahwah Township Public Schools

Restart and Recovery Plan: 2020-2021

Mahwah Schools: Re-entry Website

Updated: March 24, 2021

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September 1, 2020

Dr. Leonard Fitts
Mahwah Public School District
60 Ridge Road
Mahwah, NJ 07430

Dr. Fitts,

My office has reviewed your district's school re-opening plans for the 2020-2021 school year, using the attached checklist. Based on the review of the attached district plan the county office was able to determine that the plan contains all the elements on the checklist.

Thank you.

Louis DeLisio
Interim Bergen County Executive Superintendent
One Bergen County Plaza
Hackensack, NJ 07601
201.336.6875

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Central Office Administration			
Name	**Building**	**Position**	**E-mail & Telephone**
Leonard Fitts, Ed.D.	Central Office	Interim Superintendent	lfitts@mahwah.k12.nj.us (201) 762-2403
Dennis M. Fare	Central Office	Assistant Superintendent	dfare@mahwah.k12.nj.us (201) 762-2405
Kyle Bleeker	Central Office	Business Administrator	kbleeker@mahwah.k12.nj.us (201) 762-2415
Lisa Rizzo	Central Office	Director of Special Services	lrizzo@mahwah.k12.nj.us (201) 762-2283
Michael DeTuro, Ed.D.	Central Office	Director of Curriculum and Instruction	mdeturo@mahwah.k12.nj.us (201) 762-2418

Building Leadership (Grades PreK-12)			
Name	**Building**	**Position**	**E-mail & Telephone**
Linda Bovino-Romeo, Ph.D.	Betsy Ross School	Principal	lbovino@mahwah.k12.nj.us (201) 762-2252
Kevin Ulmer	George Washington School	Principal	kulmer@mahwah.k12.nj.us (201) 762-2242
Dawn Uttel	Lenape Meadows School	Principal	duttel@mahwah.k12.nj.us (201) 762-2262
Billy Bowie, Ed.D.	Joyce Kilmer School	Principal	bbowie@mahwah.k12.nj.us (201) 762-2272
Brian Cory	Ramapo Ridge Middle School	Principal	bcory@mahwah.k12.nj.us (201) 762-2383
John Pascale	Mahwah High School	Principal	jpascale@mahwah.k12.nj.us (201) 762-2303

Introduction:

The following re-opening plan is designed to develop guidance to support our school district and community in determining strategies for reopening our schools for the 2020-2021 school year, rooted in mandated Board of Education Policy 1648, "Restart and Recovery Plan," and supplied appendices. Throughout this document, necessary limitations to protect the health and safety of our students and staff will be included, and anticipated minimum standards will be upheld. **This guidance is built upon that premise, but with the recognition that we must be ready to adjust our educational models should health data require it.**

What We Know	What We Do Not Know
The public health data and trends as it currently stands support the reopening of schools for in-person operations in fall 2020.	The nature and extent of future shifts in the public health data related to vulnerability to COVID-19.
Absent a shift in the public health data, schools and districts must re-open for modified in-person instruction and operations at the beginning of the 2020-2021 school year, in accordance with the guidance and standards described in this plan.	Whether shifting public health data will require any modifications to the standards and guidance described in this plan.
Pursuant to this plan, and the health and safety standards contained herein, many schools and districts will have to operate school buildings at reduced capacity. This might necessitate the establishment of "hybrid" learning environments, where schools and districts deliver both in-person and remote services.	Local circumstances and constraints: districts will have to plan schedules and other areas of operation in a manner that meets students' local needs and complies with the standards set forth in this guidance.
Districts need to be prepared to pivot to remote instruction at any time during the 2020-2021 school year.	Whether schools will be required to close for in-person instruction and transition back to entirely remote programs at some point in the 2020-2021 school year due to shifting public health data.

This plan has been prepared in accordance with the following guidance, informed by federal and state government recommendations and mandates, and updates will be made, as needed:

- Federal Government - CDC Guidance (English) | (Spanish)
- The Road Back: Restoring Economic Health Through Public Health
- New Jersey Department of Education: The Road Back
    - Conditions of Learning
    - Leadership and Planning
    - Policy and Funding
    - Continuity of Learning
- NJEA: Education Recovery Plan
- Governor Murphy - Executive Order 142
- Governor Murphy - Executive Order 146
- Governor Murphy - Executive Order 147
- Governor Murphy - Executive Order 148
- Governor Murphy – Executive Order 175

2020-2021 Reopening District Taskforce and Pandemic Response Team/Restart Committee

Each school district is expected to develop, in collaboration with a diverse range of community stakeholders, a plan to reopen schools in the fall that best fits the district's local needs. Throughout this work, "anticipated minimum standards" related to health, safety, and operations of our school community will be referenced. This established set of statewide standards is controlled by Executive Order, and thus, is subject to change. While the New Jersey Department of Education's *The Road Back: Restart and Recovery Plan for Education* separates its guidance into four key subject areas (Conditions for Learning, Leadership and Planning, Policy and Funding, and Continuity of Learning), our taskforce work overlaps these key subject areas through the setup of three sub-committees, including **Instruction**, **Social-Emotional Learning**, and **Facilities**. This work is informed by all efforts since our school closure in the spring.



While each school will have a specific pandemic response team to centralize, expedite, and implement related decision-making (inclusive of school administrators, teachers, Child Study Team members, nurses, school safety personnel, custodians, and parents), our district-wide committees are comprised of the following members to coordinate actions across the district:

Committee Stakeholder	Instruction	Social-Emotional Learning	Facilities/Food Services/Transportation
Chairpersons	Dr. Linda Bovino, Principal Henry Kuipers, Teacher	Dominick Gliatta, Director Craig Alfano, Social Worker	Kyle Bleeker, Business Administrator Gregory Romero, Supervisor
Board Member	Kim Barron Dr. Prema Moorthy		Michael Galow Brett Coplin
Central Office Administration	Dr. Leonard Fitts Dennis M. Fare Lisa Rizzo Dr. Michael DeTuro	Dr. Leonard Fitts Dennis M. Fare Lisa Rizzo Dr. Michael DeTuro	Dr. Leonard Fitts Dennis M. Fare Lisa Rizzo Dr. Michael DeTuro
Principals/Supervisors	Ashley Adams Joseph Cozine Ruth Davis Dennis Jarvis	Dr. Billy Bowie Suzanne Whalen Dorothy Eason Kevin Ulmer	Linda Bohny John Pascale Brian Cory Dawn Uttel
Teachers/Paraprofessionals	Andrew Beutel Dana Marciani Alysse Daches Justin Saputski Kevin Raschen	Cathy Taub Mary Scillieri	*ongoing meetings with MEA leadership
School Counselor/Child Study Team		Nikki Kuhrt Joan Stewart	
School Nurse/Department of Health		Nancy Mertz Susan Parker Mary Beth Kakolewski	Diane Homler
Transportation/Maintenance			Linda Raven Joan Schettino Roy Radican Andres Coba
Parent	MaryBeth Duffy Suzanne Palentchar Brooke Gaslow	Angie Chung Kerry Stumbo	Cindy Buchalter Christopher Duffield Dr. Marianna Karounos

The information gathered from these meetings have informed our reopening plan for the 2020-2021 school year in an effort to ensure that our schools reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

While we do not have all of the answers during this uncertain time, we are confident that our collective efforts and collective commitments to our students in this district will navigate our decision-making as September approaches.

School Pandemic Response Teams

Betsy Ross School – Pandemic Response Team	
Linda Bovino-Romeo	Principal
Lori Bregman	Teacher
Kierstyn Liddy	Child Study Team
Debbie Maguire	School Nurse
Juan Rodriguez	Custodial Staff
Suzanne Palentchar	Parent

George Washington School – Pandemic Response Team	
Kevin Ulmer	Principal
Michelle Hughes	Child Study Team
Nancy Mertz	School Nurse
Andres Coba	Custodial Staff
Jose Coba	Custodial Staff
Kalliope Triantifillakis	Teacher
Cathy Taub	Teacher
Eric Pragdat	Teacher
Christine Piotrowski	Teacher
Christina Barra	Teacher
Mary Ferguson	Parent
Sabrina Mule	Parent

Lenape Meadows School – Pandemic Response Team	
Dawn Uttel	Principal
Dorothy Eason	Assistant Principal
Crista Mapes	Teacher
Gladys Fernandez	Child Study Team
Donna Antoniello	School Nurse
Alfonso Corrando	Custodian
Hannah Voleka	Parent

Joyce Kilmer School – Pandemic Response Team	
Billy Bowie	Principal
Ashley Adams	Assistant Principal
Carol Murphy	Child Study Team
Craig Alfano	Child Study Team
Allison Bowden	Child Study Team
Margaret Mulder	School Nurse
Chaitra Nama	Parent

Ramapo Ridge Middle School – Pandemic Response Team	
Brian Cory	Principal
Suzanne Whalen	Assistant Principal
Maureen Lynch	Supervisor
Susan Parker	School Nurse
Kaitlyn Policastro	Student Services Counselor
Catherine Carisi	Child Study Team

Donna Conrad	Teacher
Michael Dlugo	Teacher
Richard Gordon	Teacher
Joseph Bounassi	Parent
Jamie Brisby	Parent
Cindy Buchalter	Parent

Mahwah High School – Pandemic Response Team	
John Pascale	Principal
Aixa Garcia	Assistant Principal
Dominick Gliatta	Director of Guidance
Danielle Poleway	Supervisor
Laura Beattie	Child Study Team
Jennifer Mazzola	Teacher
David Jankowski	Teacher
Eileen Fay	Teacher
Robert MacFarran	Dean of Students
Michael Jack	SRO Officer
Joan Stewart	Student Assistance Counselor
Mary Beth Kakolewski	School Nurse
Theodore Lusby	Custodial Staff
Marianne Hughes	Parent



Our Reopening Taskforce is responsible for:

- Overseeing each school's implementation of the district's reopening plan, particularly health and safety measures, and providing safety and crisis leadership.
- Adjusting or amending school health and safety protocols, as needed.
- Providing staff with needed support and training.

- Reviewing school-level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district, as required.
- Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.
- Providing necessary communications to the school community and to the district.
- Creating pathways for community, family, and student voices to continuously inform the Taskforce's decision-making.

Phase I - Guidance

General Health and Safety Guidelines

Welcome back, Thunderbirds!

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

At a minimum, our policy for screening students and employees for symptoms of COVID-19 and history of exposure and in striving for social distancing within the classroom and on our school buses will be important. Turning desks to face the same direction and the requirement for the use of face coverings will assist in minimizing contact.

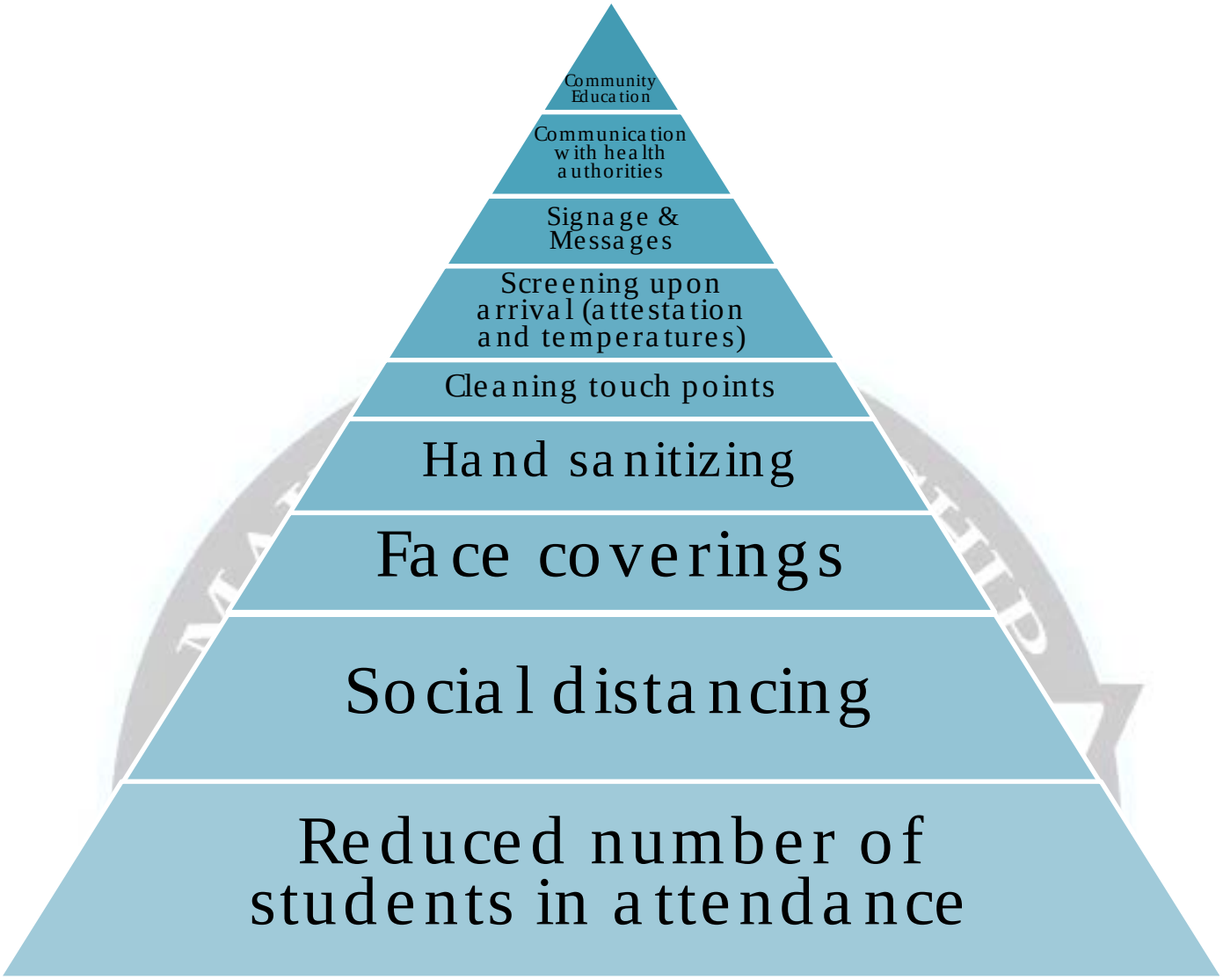
School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age. Students are also required to wear face coverings and are required to do so when social distancing cannot be maintained. Hand-washing continues to be a critical area to minimize spread.

Students and staff with symptoms related to COVID-19 must safely and respectfully be isolated from others. If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Mahwah Schools will collaborate with the local health department (Bergen County Department of Health), and will monitor updates from the Center for Diseases Control (CDC) as well as from the New Jersey School Nurses Association. We have also engaged our school nurses to develop contact tracing policies and procedures, as well as educate the broader school community on the importance of contact tracing. Contact tracing is the process used to identify those who have come into contact with people who have tested positive for many contagious diseases, including COVID-19.

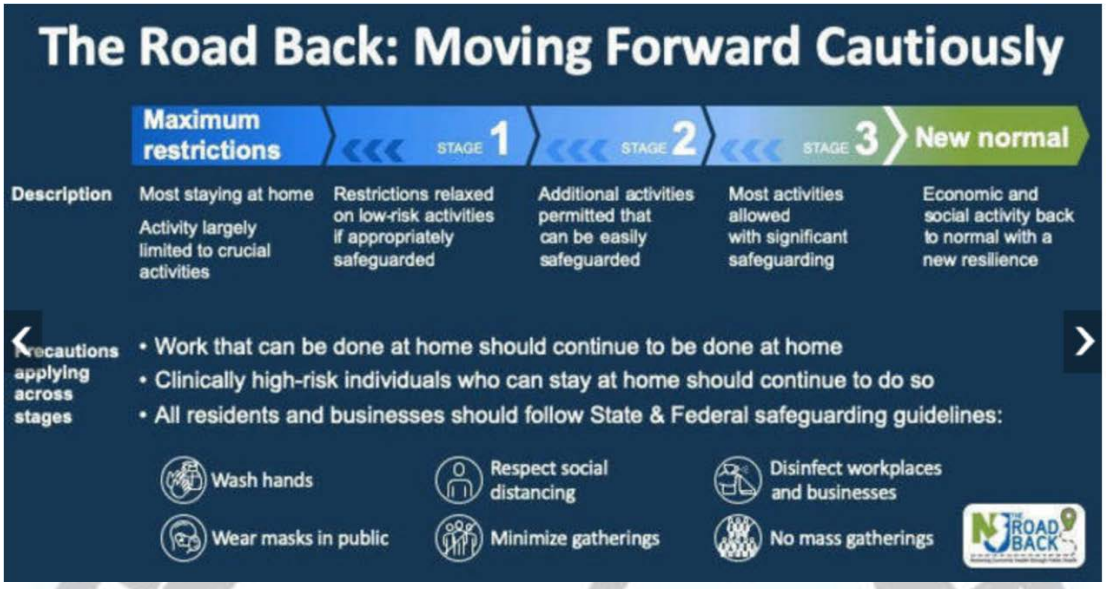
COVID-19 Dashboard

Our school district's healthy and safety guidelines are rooted in the following Pyramid of Wellness, where all decision-making is rooted in the following critical elements:



Our schools will promote behaviors that reduce spread, based on CDC guidance:

- Stay home when appropriate
- Hand hygiene and respiratory etiquette
- Face coverings
    - All students, faculty, and visitors must wear face masks/coverings, and shields can serve as an added layer of protection.
    - Regardless if social distancing cannot be maintained, Mahwah Schools will require face coverings for all students and staff.
    - Opportunities for "mask breaks" will occur at specified locations and times.
    - Students with mask intolerance are able to use a shield while being trained, when possible, for mask endurance/tolerance.
- Signs and messages throughout our school buildings reminding students and staff about frequent hand-washing, respiratory etiquette, and social distancing.



Protocol for High-Risk Staff Members

- In an effort to protect and support staff members who are at higher risk for severe illness, we have collected information through a staff survey. From this survey, staff members have been contacted. Assignments and accommodations will be evaluated through an interactive process. Throughout the duration of the school day, staff members will notify their supervisor or school nurse should they believe they are presenting with symptoms.
- Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19.

Protocol for High-Risk Students

- Students who are at higher risk for severe illness will be provided with the opportunity to attend virtual learning that is synchronous with the presented schedule.
    - Parents/guardians are invited to engage in a collaborative process to review necessary on-site or off-site health accommodations.
    - Students who are deemed at high risk with serious underlying medical conditions.
    - Medically fragile students with individualized education programs (IEPs).
    - Students with complex disabilities with individualized education programs.
    - Students who require accommodations in accordance with the section 504 of the Rehabilitation Act of 1973.

Instruction

For all students to be successful during hybrid and full virtual learning, there are some expectations for students and families. We ask that families remain supportive of our teaching community and continue to help their child navigate their feelings about coming to school and working at home. We hope that families will continue to help prepare their children for success. Setting up routines for students' at-home sessions and giving them time to complete assignments, in small segments of 15-30 minutes with break time in between to stretch their legs and relax their minds, will allow students to complete their work to their best ability. Providing students with an area in the home that is special and just for them, if possible, to do their work will enhance their ability to focus and will also help them get excited about their learning. In continuing our partnership between parents and teachers, we will need your help to work with your child to navigate our online learning tools. This year, your child will have different online accounts that they will access at home. While in school, we will work on log-in skills and navigating our online tools so that your child will be able to find success at home independently. Still, we will undoubtedly need your help at the beginning of the year to help your child log in to specific websites. Keeping a list of URLs, usernames, and passwords next to the computer will also help your child become more independent in this area.

Students will be learning in two different environments during this hybrid model, in school, and at home virtually. While in school, students are expected to follow the safety rules of the school and wear a face-covering during the in-school hours. They will be asked to do assignments at home, so they are prepared for the next day of learning. Most of all, students are expected to come to school daily, ready to learn, have fun, and be safe. Students that choose a full-virtual educational option will receive a minimum of four (4) hours of instruction each day.

We appreciate our student and family commitment to this learning process. We look forward to continuing our partnership together in the 2020-2021 school year.

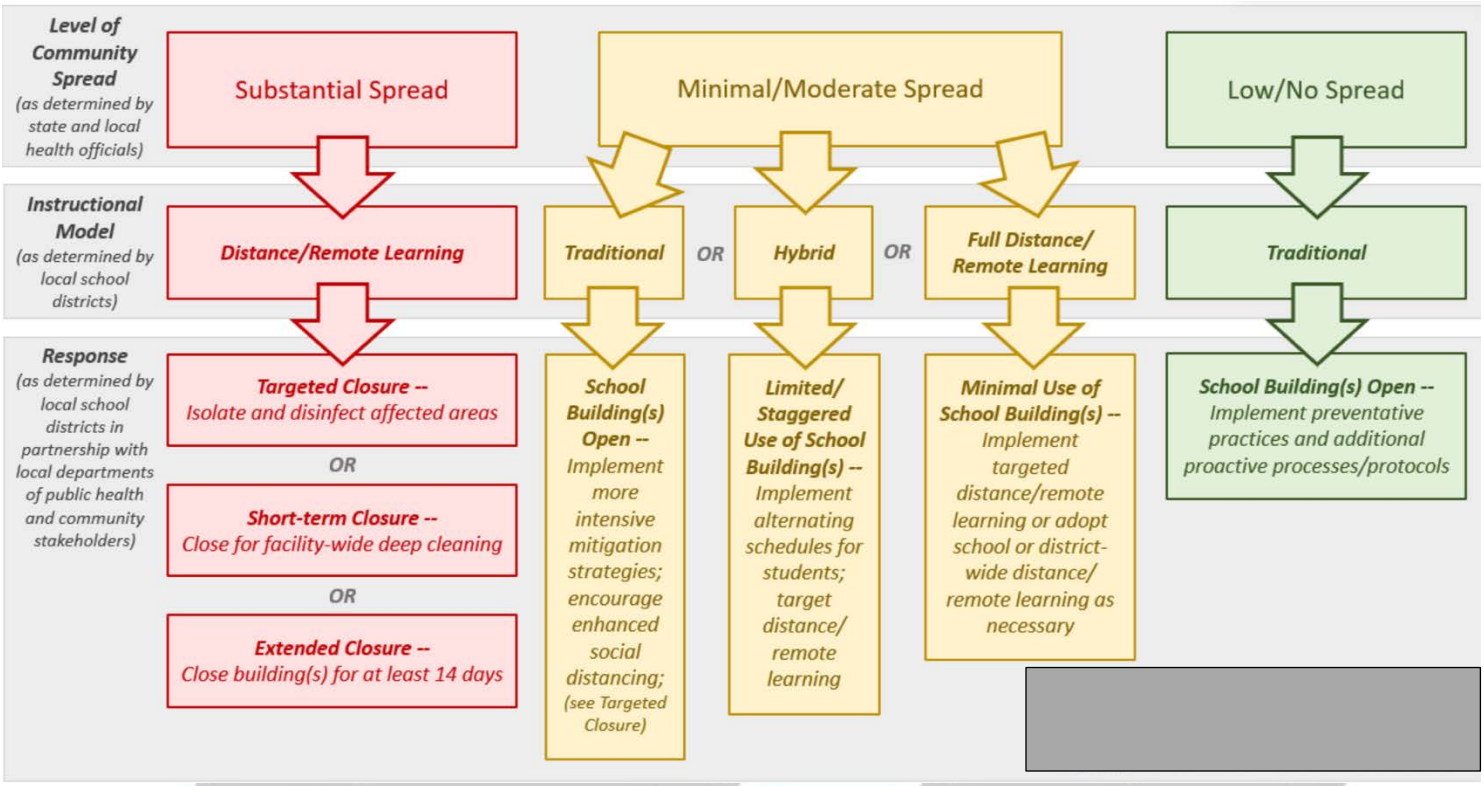
Attendance

- Students are required to come to school during the hybrid model unless there is another arrangement made between the district and the family. In a hybrid model, students in school are in attendance. Regular attendance will be taken in the school, and the school's attendance officer will contact families if their child is not present.

  In a virtual classroom, every effort should be made to have your child attend Zoom videoconferencing sessions at the elementary level. Teachers will keep a record of who comes to their Zoom sessions daily. If the child or school requires an all virtual model, parents will be required to sign-in each day electronically so that the attendance officer can make calls to those families daily to ensure that students show up for school. If a student is electronically signed in for the day but cannot attend the class Zoom session regularly, the teacher should work with the family and principal to develop a solution for the child to become part of these Zoom sessions. If there is no solution, those students who cannot attend virtually at the time of the class will be provided with a recording of the class session.

Scheduling and Scheduling of Students

- Scheduling decisions have been informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health, as well as stakeholder input on the needs of all students while also maintaining students' continuity of learning. School district policies for attendance and instructional time will require modifications for the 2020-2021 school year.



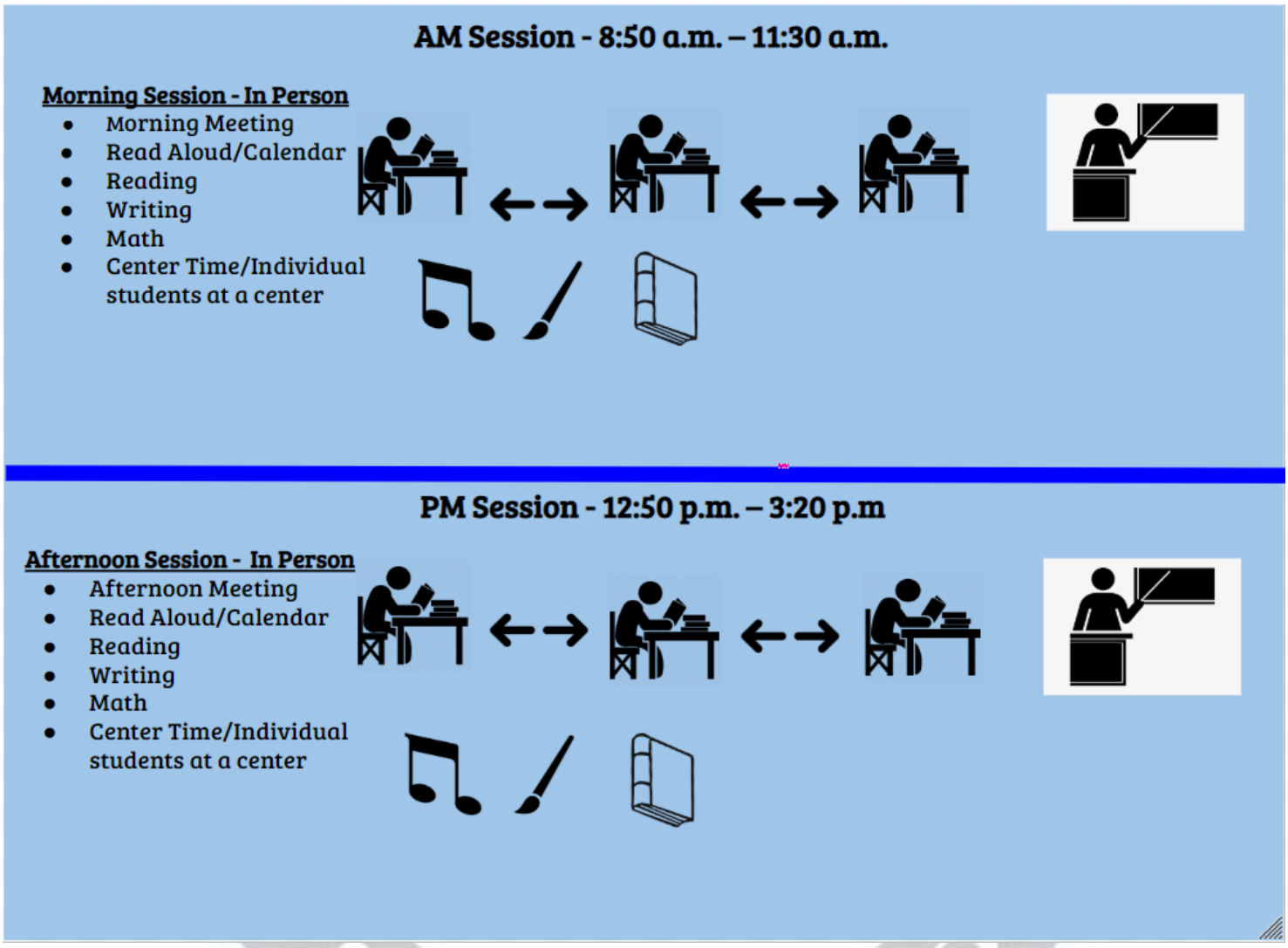
Re-entry Phases

Phase I (September 1 – October 31)	Phase II (November 1 – November 27)	Phase III (November 30 – January 15)
• Reduced capacity: AM/PM, A/B Schedule	• Reassess schedule and make necessary modifications • Analysis of health/wellness data to determine increased time in school	• Reassess schedule and make necessary modifications • Analysis of health/wellness data to determine increased time in school

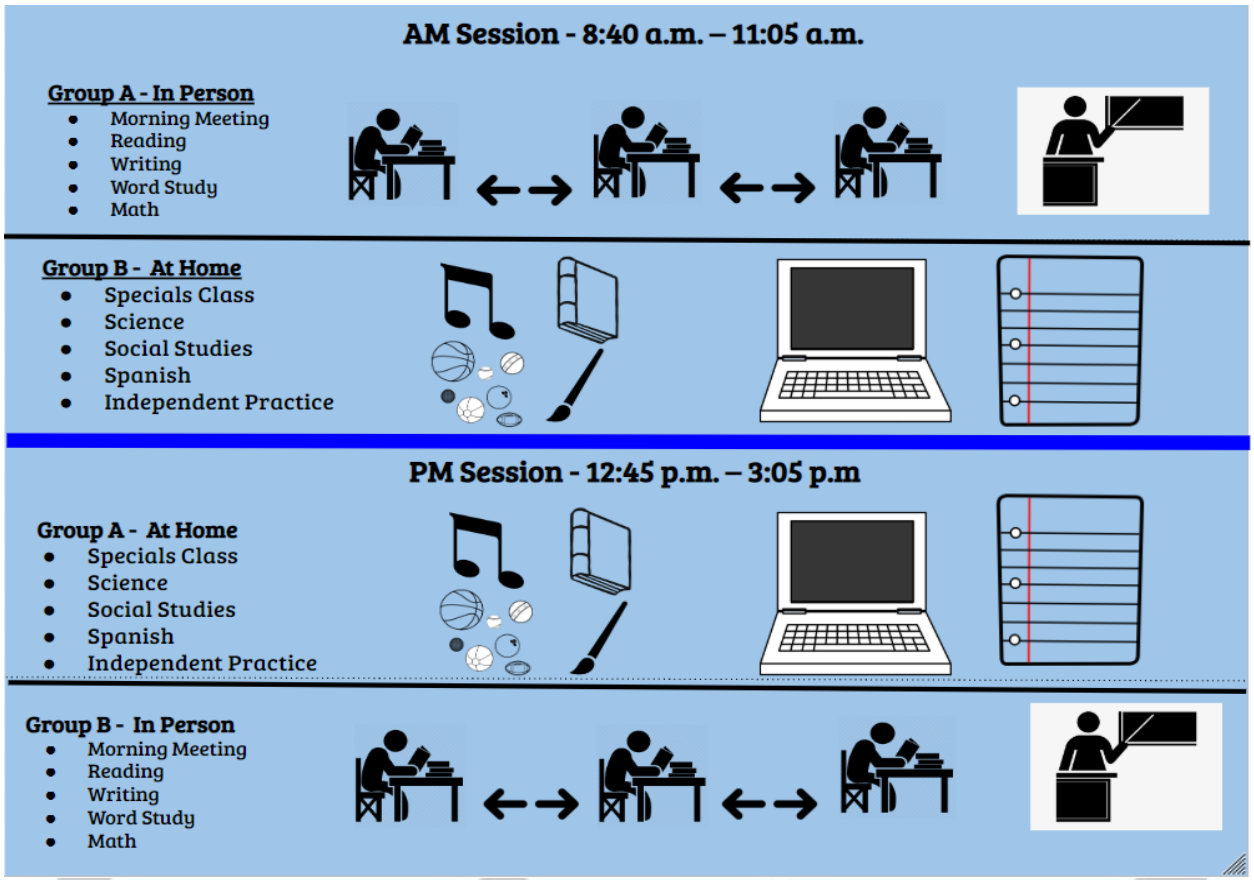
- Virtual Learning Toolkit (New Jersey Department of Education)

The following schedule models are delineated with approximate timing, which will be finalized once all matters related to transportation are officially confirmed. Building principals will be in touch with regards to specific start and end times for your respective building and program.

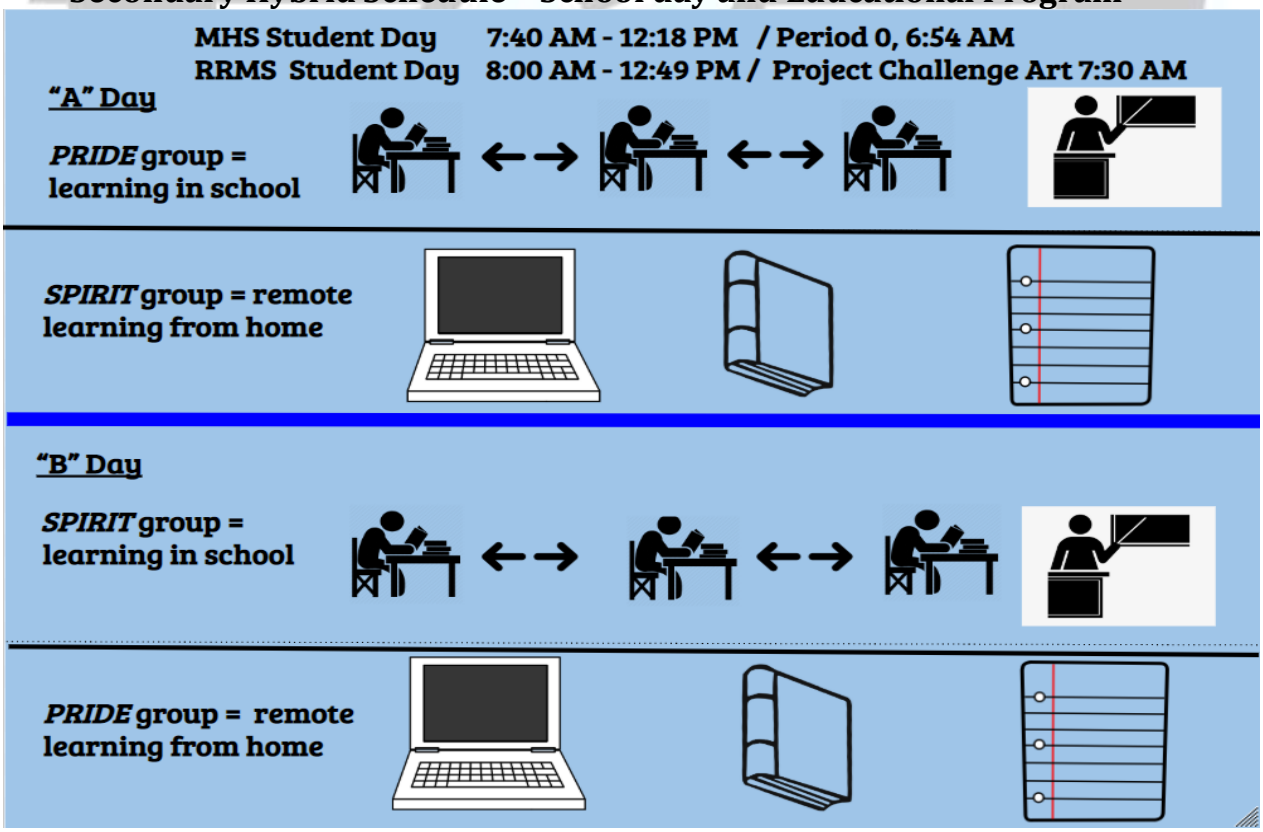
Pre-School Schedule



Elementary (Grades K-5) Hybrid Schedule – School Day and Educational Program



Secondary Hybrid Schedule – School day and Educational Program



Proposed Elementary Model – Further Clarification

Daily Schedule for Elementary K-5:

- **Minutes may change based on school and classroom need**

In-Person Learning Daily (2 hours 25 mins)

10 Minutes – Morning Meeting

60 Minutes – Reading/Writing Workshop

30 Minutes – Word Study

45 Minutes – Math

Virtual/Independent Learning Daily (1 hour 50 mins)

40 Minutes - Live Specials Class Via Zoom

40 Minutes - Asynchronous learning Science/Social Studies slides/activities

30 Minutes - Independent Practice (Hard copies from school, RAZ Kids, Fact Monster, IXL)

Total in school time: 2 hours, 25 min.
Total out of school time: 1 hour, 50 min
Total time: 4 hours, 15 min

Morning Session (In-Person) 2 hours 25 minutes 8:40-11:05
In-Between Sessions: Teacher Lunch, Teacher Prep, Building Sanitized 11:05-12:45
Afternoon Session (In- Person) 2 hours 25 minutes 12:45 – 3:05

Exact start times for each school will be determined by administration based on bussing routes

Sit in a quiet and appropriate place in your home	
Be on time	
Be prepared	
Wear appropriate clothing	
Stay focused and don't distract others	
Raise your hand if you have a question/comment	
Use the bathroom symbol if you have to go	
No pictures or videos	

Proposed Secondary Model – Further Clarification

The hybrid model has been proposed for our return to school in September with two cohorts, alternating between in-person instruction and virtual at-home instruction.

Cohorts

Our student population would be divided alphabetically by last name into two cohorts: "Pride" and "Spirit." Adjustments would be made as needed for students with siblings and special cases. Students will follow a Single Session (no lunch) Schedule with one cohort coming into the building and the other cohort attending class virtually from home.

Example of cohorts:
Pride: A – L 462 students (347 underclassmen/ 115 seniors)
Spirit: L – Z 461 students (335 underclassmen/ 126 seniors)

Virtual Learning

- Synchronous learning expected
- Live-streamed or Zoom videoconferencing
- Posted activities, assignments, projects
- Posted videos for students who are absent or on Home Instruction

Modified A/B Rotational Schedule

"Pride" and "Spirit" cohorts would alternate days following a rotational schedule that assures equal in-person time for each class period. This will provide students in each cohort with 129 minutes of in-person instruction and 129 minutes of virtual instruction per class over a nine-day rotation. While two of the same rotational days are consecutive, instruction would progressive from day to day (as compared to repeated lessons.)

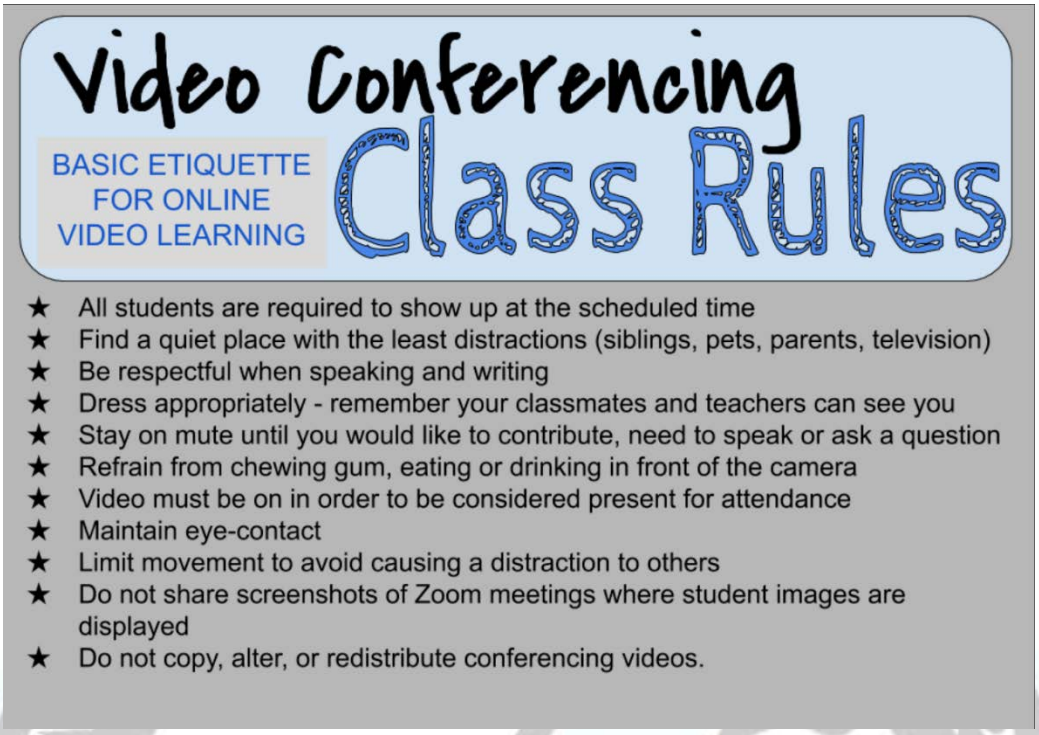
Sample of rotational schedule:

Date	Sept 8	Sept 9	Sept 10	Sept 11	Sept 14	Sept 15	Sept 16	Sept 17	Sept 18
Rotational Day	Day 1	Day 1	Day 2	Day 2	Day 3	Day 3	S-Day	Day 4	Day 4
In-Person	Pride	Spirit	Pride	Spirit	Pride	Spirit	Wed. Virtual Day	Pride	Spirit

Modified A/B Schedule

Example Schedule: Modified A/B Schedule (no lunch):

Time	**Note**	**Day 1P**	**Day 1S**	**Day 2P**	**Day 2S**	**Day 3P**	**Day 3S**	**Day 4P**	**Day 4S**
6:54 - 7:34	40 min	Period 0							
7:40 –8:23	43 min	Period 1	Period 1	Period 2	Period 2	Period 3	Period 3	Period 4	Period 4
8:27 – 9:10	43 min	2	2	3	3	4	4	1	1
9:14 - 9:57	43 min	3	3	4	4	1	1	2	2
10:01- 10:44	43 min	6	6	7	7	8	8	9	9
10:48 – 11:31	43 min	7	7	8	8	9	9	6	6
11:35 – 12:18	43 min	8	8	9	9	6	6	7	7
12:18 – 12:22	4 min	Student staggered dismissal							
12:22 – 1:23	43 +18 min	Staff Lunch/Remaining Prep							
1:24– 2:37	73 min	Virtual Teacher-Initiated Student Support for Remote Learners/Q &A/ Office Hours							



Academic Supports – Elementary and Secondary

Academic Assessment and Screening - Elementary

Screening upon entry: During the first weeks of the school year, all students will be assessed during their in-school sessions. All students will complete a TC reading assessment, Open Court Diagnostic assessment for their grade level, and the on-demand writing assessments for each unit. Students will also take the beginning of the year Everyday Math Assessment. Once learning gaps are identified, the teachers will use this data and the scope and sequence/pacing guide created by the Learning Acceleration Team, to inform their instruction.

- **Whole class assessments** will be administered while students are at their desks/tables. Students will wear a face covering and will keep a social distance from their peers and teacher. The teacher will wear a face covering and maintain social distancing standards while monitoring whole class assessments.

- **Small group assessments:** will be given at a small group table, and face coverings (masks) will be worn. Small, movable individual barriers may be used.

- **Individual assessments:** will be given at a table or desk. The teacher will socially distance from the child when possible. A clear barrier may be used between the teacher and student, and shields may be used, so both are able to see each other's mouths.

Reading Assessments		
In-person	**Virtual**	**Formative/Summative**
• TC assessment • DRA, as needed • Set goals with students and develop strategies	• **TC assessment • RAZ-Kids assessment tools	• Small group guided reading - breakout rooms • Responses to reading • Write longs, write shorts

for short/long term goals • Reading Conference • *STARor iReady	• One to one - screen share with students, have them read, complete miscue and comprehension. • Reading conference • ReadWorks, Newsela, etc. • *STARor iReady	• Use of Padlet or other • Shared documents • Self-assessments (rubrics/learning progressions) • Reading Conference • Exit tickets • Seesaw reading assignment

Writing Assessments		
In-person	**Virtual**	**Formative/Summative**
• On Demand Assessments • Writing Conference • Set goals with students and develop strategies for short/long term goals	• On Demand Assessments while on Zoom (written on paper and picture sent to the teacher) • Google Doc • Digital notebook • Responses to assignments • Targeted writing lessons • Scaffolded writing with specific focus for students • Structured graphic organizers	Writing conferences Published writing pieces Writers' Notebook Responses to Reading Self-assessment Exit tickets Seesaw assignment

Open Court Assessments		
In-person	**Virtual**	**Formative/Summative**
Administer • Open Court Diagnostic • Open Court Benchmarks • Orton/Multi-sensory assessments, as needed	Utilize • One-on-one benchmark assessments through zoom • Pre-recorded videos for student reference • Google forms/quiz	• Specific assignments created for students • Implementation in writing • Google forms/quizzes

Math Assessments		
In-person	**Virtual**	**Formative/Summative**
• Everyday Math	• Small group math assessments	• Checklists/rubrics/ self-assessments

• Beginning of Year (BOY), Mid Year (MOY), End of Year (EOY) Assessments • Unit Assessments • Classwork	• Google forms/quizzes • Pre-recorded videos • Online resources • Kahoot, IXL, Reflex, Connect Ed • **possible conversion of everyday math assessments	• Classwork • Observations during lessons • Exit tickets • Kahoot, IXL, Reflex, Connect Ed • Seesaw page

Formative and Summative Assessment		
Science	**Social Studies**	**Specials**
Utilize • Encourage exploration and inquiry based on a topic. (Scientific Method) • Problem Based Learning • Rubrics/checklists	Utilize • Encourage exploration and inquiry based on a topic. • Problem Based Learning • Rubrics/checklists	Utilize • Based on the report card, make rubrics that suit topics taught and assess work virtually or in person. • Attendance on zoom will be part of the grade for specials. If child is not in attendance, work would need to be completed in order to grade on report card.

Implementation of Curriculum

Curriculum Pace*:* The district will consider forming a Learning Acceleration Team in August to talk about prerequisite skills needed for grade level curriculum core concepts for the next school year. This team should look at the state's requirements for curriculum at each level and highlight within our curriculum the "most do" points so that teachers understand what is priority for their shortened teaching day.

Programs: Teachers will use district approved programs during in-person and virtual instruction. If warranted, the Learning Acceleration Team will create a scope and sequence/pacing guide for each subject area.

Reading		**Writing**	
In-person	**Virtual** NJTSS Recommendations	**In-person**	**Virtual** NJTSS Recommendations
Reading Workshop	TC Units of Study	Writing Workshop	TC Units of Study
-Traditional Model (with protocols in place) -Period Length: 30 min.	-Minilesson (I Do) -Guided Practice (We Do) -Independent Practice (You Do)	-Traditional Model (with protocols in place) -Period Length: 30 min.	-Minilesson (I Do) -Guided Practice (We Do) -Independent Practice (You Do)

Word Study		Math	
In-person	**Virtual**	**In-person**	**Virtual**
Open Court	Open Court	Everyday Math	Everyday Math
-Traditional Model (with protocols in place) -Period Length: 30 min. -Most important sections of lesson completed	-Daily Lesson -Most important sections of lesson completed -Seesaw assignment that goes with lesson	-Traditional Model (with protocols in place) -Period Length: 45 min. -Most important sections of lesson completed	-Daily Lesson -Most important sections of lesson completed -Will allow students to "explore" when able to -Seesaw assignment

Technology:
There are many programs available to our teachers and students to support the hybrid or all-virtual models. The programs available for use at the Elementary Level are Raz-Kids, A-Z reading, IXL, Sora, ConnectEd, Screencastify, Peardeck, and BrainPop. Along with these subscription-based programs, students will also be able to use free sites such as abcya.com, Starfall, Fact Monster, Turtle Diary, Newsela, and ReadWorks to enhance their learning experience. Programs and applications for elementary music lessons are Vocaroo, Chrome Music Lab, Musictheory.net, Screencastify Submit, and Acapella.

The platform for student communication will be through Google Classroom for grades 2-5 and Seesaw in grades PreK-1. Teachers will communicate with parents through email and phone and parents will get notifications from Google Classroom using parent/guardian summaries. At K-3, students will hand in their work through Seesaw and google classroom depending on what the assignment is requiring them to do. At 4-5 students will return assignments in google classroom. Students will work collaboratively with their teachers to learn to navigate Seesaw and Google Classroom platform.

- District policy should be reviewed and updated as needed to address privacy, liability, and general concerns regarding best practices when using video conferencing platforms, such as Zoom, with students, ie. working privately 1-1 with students, students working from their bedrooms (not working in bed, not covered by a blanket or sheet, appropriately dressed and monitored by an adult).

Instrumental Music Lessons:
Students can continue to have in-person music lessons during the school day. Very small lesson groups will be assigned based upon homeroom. When in the music room, students will always be 6 feet or more apart. A student may remove their face covering only when playing their instrument (although some instruments can allow students to wear a face shield). If a teacher needs to come in contact with a student or their materials, gloves will be worn and disposed of immediately afterward. Any shared percussion equipment will be sanitized between each use. Scheduling will be confirmed with building administrators.

Teacher/student Interaction:
The expectation is that students and teachers will follow all safety guidelines and protocols to maintain the safety and well-being of all school community members. Teachers, classroom paraprofessionals, and students will wear face coverings, and all classrooms will be set up to adhere to the social distance protocols. When instructional practice requires, a barrier will be placed between the teacher and student(s). During teacher-guided small-group lessons, all persons will be socially distanced, and a barrier may also be used in addition

to individual face coverings. If a teacher needs to come in contact with a student or their materials, gloves will be worn and disposed of immediately afterward. Morning Meetings or "rug time" can occur with students standing around the classroom while socially distanced or students can spread out while sitting around the meeting area. Greetings will be no-contact, and items will not be allowed. During instruction, every attempt will take place for students to face the same direction, while also wearing face coverings.

Traffic Patterns:
Teachers will establish protocols for maneuvering about the classroom (getting a drink, sharpening pencils, looking for books, throwing things away, etc.). Teachers will work with students to develop these plans to give them some control over their environment.

One-way routes up and down the hallways will be established. Students and staff will wear face coverings when traveling the halls and must follow directional routes that are dependent upon the school structure. Directional arrows will be placed on the floors and walls in the hallway, along with evenly spaced dots six feet apart. Students will stand on these dots while stopped in the hallway, as needed.

Grading:
Meaningful and appropriate assessment strategies must be incorporated to evaluate the needs of students and planning and differentiating instruction. Sources for assessment can include but are not limited to formative classroom assessments, student observations, student self-assessments, district benchmark assessments, projects, etc. Engaging students in self-reflection and self-assessments will also help develop student agency during this time. Teachers should prioritize and evaluate skills and strategies that are most important to student learning as well as provide them information for reporting. Current assessments may need to be modified to reflect the Accelerated Learning Plan developed by the district. Teachers can use Google Forms/Quizzes as well as Seesaw during virtual learning; however, the design of these assessments must be given careful consideration and used to reinforce concepts, gauge understanding, and guide instruction. Student assessment needs to be varied and purposeful and utilize the different tools and resources teachers have at their disposal. It is recommended that grading modifications be put in place for social studies and science grading, since they will regularly be taught through asynchronous learning methods. The teacher will not be able to fully assess the students' work in these areas. If remote learning is engaged again, report cards must be reviewed to identify if any areas cannot be addressed through virtual learning. Teachers' immediate supervisors will also assist in providing teachers with additional resources.

Materials needed for curriculum implementation:
Students will be provided individual manipulatives when possible and when this is not applicable, shared items will be disinfected or left for 48 hours before being used. Materials such as counters or 100s charts, having materials made of construction paper can be used and kept for individual use. Teachers should take inventory of their shared materials to see if they have enough to divide contents evenly for all students for math or, in the case of shared play items, split into two bins - an AM and a PM bin. This will lessen the amount of disinfecting needed between individual use or class pod use. If all remote learning, students will be sent home with "at-home desk supplies" including math manipulatives, white boards, white board marker, crayons, pencils and all other personal items purchased.

Students will continue to "shop" for classroom library books in their classrooms. Teachers should encourage students to select an "on-deck" book to read whenever they book shop. This will enable them to always have at least two books ready to go. Students will keep those books for at least one week and return finished books on Fridays before leaving for the day. There should be a labeled bin the books can sit in over the weekend without being touched and then recirculated into the classroom library on Monday morning. This book quarantine of over 48 hours will be the safest and most effective way to disinfect them. If staff is handling

books within these 48 hours, they must wear disposable gloves and wash their hands after removing their gloves. At the secondary level, digital books will be made available to students.

Data-Based Decision-Making

Differentiation: Considering the amount of time students have been out of school, teachers need to determine the general state of student learning and analyze individual student learning. There should be a consideration of time given to students/teachers to adjust to our "new normal" before assessments are initiated. Differentiation should be based on the most critical skills and content knowledge for each subject area and grade level. Teachers will need to differentiate for their entire class based on the information gathered from the screening process. Small-group instruction and one-to-one instruction can be utilized to meet the needs of individual learners who need more support based on screening data. Determining students' unfinished learning needs will help develop differentiated instruction/lessons for classes/students and help them bridge the gap. Language arts teachers can use the January/March benchmarks as a measure to administer reading assessments. Teachers can also utilize online resources to differentiate instruction for classes/students. This type of differentiation can continue in a virtual setting by capitalizing on the use of break out rooms in Zoom or scheduling meetings with individual or small groups of students.

Programs to consider: RAZ-Kids, Newsela, ReadWorks, IXL, and ConnectEd offer opportunities to differentiate our student population assignments.

Related Services: All related services will continue per the student's IEP; however, they may need to be modified to fit the new schedule. All related service providers will wear face coverings, and should they need to come in contact with the student, gloves will be worn and disposed of immediately, with established Safe Testing Protocol followed. All programs will remain as they are written in the IEP. Teletherapy is also a means by which therapy will be delivered.

Support Services: All programs will remain as they are written in the IEP, adjustments may need to be made depending on the amount of time per subject area to align with the shortened day. Students who utilize a paraprofessional throughout the day will continue to receive this support; the paraprofessional will wear a face covering and gloves while working with a student individually. Parents are encouraged to request a meeting to review concerns about progress over time.
General Education Students needing more support: Reading and Math support teachers will schedule students based upon screenings, levels of academic need, and classroom proximity. Flexibility in scheduling will include pull-out or push-in, depending upon student needs. Support teachers will assist with the screening of students, assessing and analyzing of academic needs, and communicating student information to classroom teachers, case managers, and administration.

Pull-out scheduling for students will be maintained with considerations given to screenings, levels of academic need, and classroom proximity. Specialists will make efforts to work with students in small pods pulling from classrooms near each other to maximize small group instructional time. Students will be escorted to small-group rooms, if possible, to maintain all safety protocols. If a student demonstrates an immediate, direct need for academic support based on the screenings, one-to-one instruction will be provided to help the student make academic progress.

Data review for Special Education Students, Students with 504 plan, and Students in I&RS: School-based IEP, students with 504 plans, and I&RS teams will review student data/student progress to determine whether critical skills were lost during remote instruction and determine the need for additional supports/services to address learning loss. All I&RS, 504, and IEP meetings will be held virtually via Zoom for parents to attend. All I&RS and 504 interventions and IEP accommodations will remain at the start of the school year, and data will be reviewed with the teachers, Child Study Team, and I&RS committee.

Gifted Program and Extensions:
At Joyce Kilmer School, students who are currently in gifted programs will remain in these programs. Testing will be organized by the district's Gifted and Talented Coordinator and Director of Curriculum and Instruction to ensure upcoming 4th-grade students are able to sit for entrance assessments.

At the grades K-3 level, if a teacher identifies that a child shows giftedness or simply needs to be provided with more challenging work, they should bring the name of the child to the principal for a team review with the district's gifted coordinator, as well as a teacher from the year above the child's current grade (if possible) to discuss program implementation, and if needed, assignment additions/extensions for home and school.

Secondary – Mode of teaching

During a hybrid learning model, cohorts will alternate learning in school with learning virtually. While at home, on the alternate days, students will have synchronous learning with the lesson occurring in school.

In the event that the district must return to an all-virtual model, teachers will use synchronous learning methods and students will participate in Zoom sessions with their teacher and classmates. Independent work will be assigned to students for further exploration of concepts. Teachers may also hold small-group or individual conferences with students to differentiate learning, as needed.

Differentiation:

- Frequent and regular formative assessments of student skill sets to inform instructional decision-making.
- Grouping students on ability levels to target groups with deficits and allow advanced students to proceed with practice, etc.
- Interweaving core pre-requisite skills into lessons aligned with current curricular content.
- In the resource or in-class resource setting, possible preferential grouping of students on A or B days based upon instructional skill sets for the purpose of logistics in order to minimize potential exposure for both student and teacher.
- Identification of "high-risk" student groupings, both special and regular education, that demonstrated significant struggles (academic, attendance, emotional, etc.) during the initial, e-learning period from March 16, 2020 until the conclusion of the school year. Counselors and case managers will provide teachers with background information regarding these students. Reach out to those families in the first week of return to set expectations for student participation.
    - Offer additional supports in the form of:
        - Daily attendance in building (if applicable)
        - Additional periods for support
        - Restrictions on unnecessary elective classes
        - Assign paraprofessionals as instructional coaches
    - Target remediation for mathematics, ELA, and science content/skills where linear progression is expected and interweave them into general instruction.

Visual Arts – Consideration for General Practice and Procedures

Equipment, Materials, Supplies

- Establish clear classroom procedures (e.g... the supplies will be given to students instead of walking around the room to retrieve them) consistent with CDC and State guidelines for health and safety in the use of materials and equipment in common areas.
- Order and prepare Individual art supply kits in advance of Fall for each grade band level, with minimum required supplies for student use both in school and/or the ability to take home. Provide guidelines for use and care of all supplies for ongoing use and store individually by class and then by student.
    - Grades 6-8 art kit recommendations: basic drawing pencil set, eraser, colored pencils, glue, scissor, hand sharpener, tortillon/blending stump, crayons, oil pastels, watercolors, round watercolor brushes sizes 3, 6, 12, basic acrylic set, acrylic paint brushes, markers, sketchbook, Sharpies, modeling clay, colored construction paper, 1:1 computer
    - Grades 9-12 art kit recommendations: basic drawing pencil set, eraser, kneaded eraser, charcoal, colored pencils, glue, scissor, hand sharpener, tortillon/blending stump, crayons, oil pastels, watercolors, round watercolor brushes (sizes 3, 6, 12), basic acrylic set, acrylic paint brushes, markers, sketchbook, Sharpies, modeling clay, colored paper, 1:1 computer
- Students in grades 6-12 should have a 9x12 sketch, with the consideration for a virtual option.
- Portfolio options: digital vs. paper
    - Instead of portfolios students can bring in brown paper shopping bags such as the ones from Trader Joes or Whole Foods as a cost-effective portfolio. You do not need to open them; you just slip the work inside. This type of setup can be easily used by parents at home as well.

Teaching & Learning

- Develop skill-based art education lessons where students are introduced to skills that build on each other in order to intelligently translate objects into drawings, paintings, and sculptures. These are easily taught during chunked asynchronous videos followed by independent student practice. Teachers can use remote synchronous class time for discussion and feedback of student work. In-person class time can be used for planned larger scale projects.
- Develop focused 3-5 minute asynchronous (best practice) lessons and up to 20-minute asynchronous lessons as necessary introducing and reinforcing new materials, methods, techniques and written work available for students to view from home and use in-person class time for art projects requiring use of school-based art materials and equipment.
- Flip arts classroom learning by having students respond to reading, writing and sketchbook tasks asynchronously followed by larger projects during in-person class time.
- Reimagine everyday household and utility items as art materials and encourage students to collect and organize for use in current and future projects at home.
- Infuse art history/art culture into every skills-based lesson by combining the use of YouTube videos to introduce a diversity of artist and art culture, paired with teacher instructional video posted to google classroom supporting better understanding of the "what, how and why" in arts learning.
- Ensure that lessons build upon previous experiences since much of the hands-on will occur without the benefit of having a teacher watching and guiding techniques.
- Maximize the use of tasks for presenting, responding and connecting artistic processes in conjunction with creating process tasks. Students can create works of art while discussing and analyzing their process by engaging in discourse. Students can write about the processes or film themselves reflecting verbally using Flipgrid.
- Students can film short videos of themselves in the process of creating their artwork so
- teachers can track and give feedback on their development.

- Engage students with art learning and making tasks that support and strengthen SEL competencies for self and social awareness and that emphasize personal responsibility to accomplish tasks as scheduled.
- Implement daily or weekly question prompts for journaling to access SEL competencies (self and social awareness) in the art-making process. Students can write critical analysis of strategically selected works of arts, including works by contemporary artists. Teachers should provide writing prompts such as "How does this artwork reflect aspects of your life?"

Related/Support Services:

- Case managers conduct a review of student IEPs to determine students in need of compensatory services. Speech, PT, OT, supplemental instruction
- Offer families the option of receiving services digitally to reduce exposure.
- Plexiglass barriers for speech as well as face shields will be supplied.
- OT and PT services should be conducted in a manner that restricts touch to only when it is absolutely necessary and with appropriate PPE.
- Health screening for students receiving services to ensure students are asymptomatic.
- For in-person speech and language, a dedicated allotment of clear face shields.

Performing Arts – Consideration for General Practice and Procedures

Masks & Bell Covers

- Masks should be worn by all students and staff prior to entering the performing arts room. Masks should continue to be worn until all students are seated and ready for instruction (example, long rests, sectional work, moving around the room, etc.)
- No talking should occur in the room without a mask being properly worn.
- When possible a mask with a small slit for mouthpiece access should be worn while playing.
- In instrument groups where a mask cannot physically be worn the mask should be worn over the chin and replaced during periods where the student is not playing. No talking without a mask.
- Bell covers are highly recommended as "masks" for the instruments. Bell covers can be made of multi-layered high denier nylon material and provide a barrier for aerosols.
    - At this time, it appears that if players wear surgical style masks with a slit for mouthpiece AND bell covers, aerosol emission is reduced. Flute players can put the headjoint between their mouth and mask (see https://www.youtube.com/watch?v=A3T6h1muUic) and use a "flute sock" attached to the foot (see https://youtu.be/7if6TMZy5OM).
    - Bell covers tested so far were made from pantyhose made of 80 denier in 2 layers.
- At this time, it appears that if singers wear surgical style masks (others will be tested soon), aerosol emission is reduced.
    - No indoor group or ensemble singing, until tested mitigation techniques are proven effective.
- Teachers should consider using a portable amplifier to keep their voices at a low conversational volume. Students should also ask questions in a low conversational volume with a mask.
- Teachers are assumed to talk the most and as a result should wear the most efficient mask possible that is readily available, which are surgical masks. (N95s are not recommended at this time due to supply chain issues.)
- When and if possible, outdoor rehearsals and class will be considered.

Social Distancing & Seating Arrangements

- Social distancing should occur as suggested by the CDC. Currently that distance is a 6x6 foot space around each student with the student sitting in the center.
- Trombones should have an additional three feet of distancing making their space 9x6. The player should be seated three feet in front of the back line, leaving an additional six feet in front of them due to the extended nature of the instrument and slide that can be in extended position.
- Straight lines should be used as curved setups can affect the aerosol movement in a room.
- Students should sit all facing the same direction, back to front to minimize potential exposure.
- Create a template of the desired length that will meet CDC, state and local guidelines for social distancing, and mark spaces on your floor where chairs and stands will be placed.
- Prepare for how students enter and exit the classroom, along with how materials such as instruments, sheet music, and stands are used. Proper planning can help reduce person to person contact outside of the recommend social distancing.

Instrument Hygiene & Sharing of Equipment

- Instruments should not be shared. An area for instrument cleaning will be designated.
  - However, if shared, proper and thorough cleaning should occur between each use.
- Percussion students must not share mallets without properly disinfecting them--or students can wear gloves.
- Students must not share music stands.
- Students must not share sheet music. Additional sheet music may need to be purchased to ensure all students have their own copies.
- General music teachers should consider providing each student with a personal music kit that includes common classroom instruments (rhythm sticks, mallets, etc.).
- If teaching recorder, each student must have their own instrument. Recorders must not be kept in a common storage area in the classroom.
  - Students should not play recorders in school until the results of the COVID-19 aerosol study are complete
- Spit valves should not be emptied on the floor. Recommend using a puppy pad (or similar) to catch the contents of the spit valve and discard.
- Brass and Woodwind Instruments
  - Water keys should not be released directly onto the floor. Paper towels should be provided to soak up the condensation from water keys.
  - Reeds should NEVER be shared. Hand-washing is encouraged.
- Percussion (Including Orff Instruments)
  - Students should be provided their own percussion sticks/mallets (when possible) and they should keep them in a ziploc bag or stick bag. If students are unable to carry/keep these with them, then a designated area of the class should be determined.
  - Where it is not possible to provide students with own set of mallets for equipment, then the mallets/sticks need to be wiped down in the same manner as hand drums.
- Strings
  - For stringed instruments, including orchestral strings, guitar and ukulele, isopropyl alcohol which is above 70% should only be used on the strings and unfinished finger and fret boards.
- Plastic Instruments

    - Recorders, Boomwhackers and other plastic instruments can be washed with warm, soapy water.
    - Disinfectant solution and alcohol wipes are EPA-approved, and may also be used.
- Remo and Other Hand Drums
    - For basic cleaning of Remo drums you can use standard disinfectants like disinfecting wipes, disinfection liquid (containing alcohol), or a wash cloth with soapy water (wrung out). Don't soak the drum. Simply wipe it down with a cloth that has the disinfectant on it, then wipe it with a dry cloth.
- Keyboard Percussion Instruments
    - Use standard disinfectants like disinfecting wipes, disinfection liquid (containing alcohol), or a wash cloth with soapy water (wrung out).
    - Don't soak the bars. Simply wipe it down with a cloth that has the disinfectant on it, then wipe it with a dry cloth.
- Electronics
    - Amplifiers, keyboards, recording devices, CD/MP3 and other electronic devices should be wiped with antiseptic wipes.
    - Always unplug from the power source before cleaning. It is advised that students be provided their own patch cord rather than sharing.
- String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.

Cleaning the Flute Head Joint

1. Using a cotton swab saturated with denatured, isopropyl alcohol, carefully clean around the embouchure hole.
2. Alcohol wipes can be used on the flute's lip plate to kill germs if the flute shared by several players.
3. Using a soft, lint-free silk cloth inserted into the cleaning rod, clean the inside of the headjoint.
4. Do not run the headjoint under water as it may saturate and eventually shrink the headjoint cork.

Cleaning Bocals

1. Bocals should be cleaned every month with a bocal brush, mild soap solution, and running water.
2. English Horn bocals can be cleaned with a pipe cleaner, mild soap solution, and running water. Be careful not to scratch the inside of the bocal with the exposed wire ends of the pipe cleaner.
3. Monthly/weekly routine cleanings.

Cleaning Hard Rubber and Ebony Mouthpieces

1. Mouthpieces should be swabbed after each use and cleaned weekly.
2. Select a small container that will accommodate the mouthpiece vertically and place the mouthpiece, tip down, into the container.
3. Fill the container just past the window of the mouthpiece with a solution of 50% water and 50% white vinegar or hydrogen peroxide. Protect clarinet mouthpiece corked tenons from moisture.
4. After the mouthpiece has soaked for fifteen minutes, use an appropriately sized mouthpiece brush to remove any calcium deposits or other residue from inside and outside surfaces. This step may need to be repeated if the mouthpiece is excessively dirty.

5. Rinse the mouthpiece thoroughly and then saturate with disinfectant solution. Place on paper towel and wait one minute.
6. Wipe dry with paper towel.
7. Note: Metal saxophone mouthpieces clean up well with hot water, mild dish soap (not dishwasher detergent), and a mouthpiece brush. Disinfectant solution is also safe for metal mouthpieces.

Cleaning Saxophone Necks

1. Swabs are available to clean the inside of the saxophone neck. However, many saxophonists use a flexible bottlebrush and toothbrush to accomplish the same results.
2. The saxophone neck should be swabbed after each use and cleaned weekly.
3. Use the bottlebrush with mild, soapy water to clean the inside of the neck.
4. Rinse under running water.
5. Disinfectant solution may be used on the inside of the neck if desired. Place on paper towel for one minute.
6. Rinse again under running water, dry, and place in the case.

Cleaning Brass Instrument Mouthpieces

1. Mouthpieces should be cleaned monthly.
2. Use a cloth soaked in warm, soapy water to clean the outside of the mouthpiece.
3. Use a mouthpiece brush with warm, soapy water to clean the inside.
4. Rinse the mouthpiece and dry thoroughly.
5. Disinfectant solution may be used on the mouthpiece at this time. Place on paper towel for one minute.
6. Wipe dry with paper towel.

Cleaning String Instruments

1. Isopropyl alcohol that's above 70% should only be used on the strings and unfinished finger and fret boards.
2. String, percussion, and keyboard instruments present fewer hygienic issues that can be solved simply by the player washing their hands before and after use for a minimum of 20 seconds.

Other Instruments

1. Plastic recorders can be washed with warm, soapy water and should be swabbed after each use with a plastic cleaning rod and soft thin cloth. Disinfectant solution and alcohol wipes may also be used.

Choosing a Disinfectant for Musical Instruments

1. Sterisol Germicide Solution can be safely used on plastics, hard rubbers, and metals.
2. Mi-T-Mist Mouthpiece Cleanser can be used on most materials. It is **NOT** recommended for use on hard rubber mouthpieces.
3. Isopropyl alcohol wipes are safe for most materials. They are NOT recommended for use on hard rubber mouthpieces.

4. A solution made with 50% water and 50% white vinegar or 50% water and 50% hydrogen peroxide can be safely used on plastics, hard rubbers, and metals.

While other potential disinfectants, including alcohol, boiling water, and bleach can be used as general disinfectants, they are not recommended for use on mouthpieces or instruments due to their potential effect on skin, plastics, and metals.

Facility & Ventilation Related Guidance

- Storage areas should be managed to limit the number of students at a time in the room. Anyone who enters the room should bring a 70% alcohol wipe to wipe all surfaces before and after touching. The wipe should be discarded properly upon leaving the storage area.
- Rehearsal space recommendations in order of preference:
    - Outdoor rehearsals, using individual mitigation techniques described above.
    - Outdoor gazebo style tents with open sides and a high-pitched ceiling with mitigations.
    - Indoors with elevated outdoor air exchange rate from HVAC.
    - Indoors with typical outdoor air exchange rate from HVAC plus recirculation air through MERV 13 filters or addition of appropriately sized HEPA air purifiers.
    - Indoors with outdoor air exchange rate from open windows supplemented with appropriately sized HEPA air purifiers when airflow is reduced under certain outdoor wind conditions.
- Plexiglass partitions or barriers between musicians are not recommended because the room HVAC system cannot properly change the air as designed. "Dead zones" or areas where aerosol can build-up are a concern.
- If possible open windows and use fans to circulate the air.
- Indoor rehearsals should last for 30 minutes followed by clearing the room for 20-minutes for the HVAC system to change the air indoors with outside air.
- HVAC System (Note: I reached to Gregg Romero so he could provide insight to how our performing arts spaces meet or do not meet the following guidance.)
    - Existing HVAC systems should be fitted with HEPA filters if possible.
    - There are HEPA air purifiers on the market to provide additional filtration appropriate to the size of the rehearsal space which will increase the air change rate from standard HVAC systems. To be utilized in designated spaces.
    - Air change rate accounts for volume of the room.
    - Air refresh rate per room to “clean” the room:
        - Air changes per hour (ACH), □ (1/ACH) x 60 min/h x 3
        - 3 ACH = (1/3)x60x3 = 60 minutes • If volumetric flow rate (L/min) is available
        - divide by room volume to find the air change rate

Performances – Concerts, Auditions, Contests, Festivals

- If school performances are permitted, they may be streamed online without live audiences.
    - The school must have a proper public performance license. In most cases, a performance license held by the school is sufficient to allow for streamed online performances, so long as the video is only streamed live and is unavailable for viewing after the conclusion of the live performance.
- Social distancing protocols, as directed by local and state health departments, should be followed for student performers and good instrument hygiene practiced.

- Audition, contest, festival, and All-State event organizers will need to be cognizant of all current social distancing safety measures in planning for events. Online auditions and/or events may need to be utilized for the sake of safety.

Teaching & Learning

- Prioritize in-person experiences for students who are in the critical stages of building fundamental skills (Grades 4-8).
- If providing in-person, indoor instrumental ensemble experiences, teachers may focus on chamber music with smaller groups of students due to social distancing constraints.
- Remote Instruction
    - Virtual instruction provides some unique opportunities to provide an individualized approach that will benefit all learners, including video modeling and differentiation opportunities.
    - As with all instruction, teachers should embed appropriate accommodations for students with Individualized Education Programs and 504 plans.
    - The following instructional strategies and ideas may be helpful in developing music fundamentals in a virtual setting through web-based programs and teacher driven instruction.
        - Plan time to teach students how to use selected learning platforms.
        - Consider providing opportunities for parents to learn how to use selected platform. This could be accomplished through short instructional videos.
        - Provide video demonstrations and lessons that provide high quality performance examples for students to emulate.
        - Assign short excerpts that allow for easy assessment and immediate detailed feedback.
        - Lead small group, interactive lessons on musical excerpts that can be discussed and refined as you would in a sectional rehearsal, through video conference applications approved by administration.
        - Host virtual discussions on music related topics, recordings, or performances.
        - Use video modeling techniques to help students build skills: Ex. basic video modeling or point of view modeling which can be particularly helpful for students with autism or developmental disabilities.
        - Use video prompting to help students engage in guided practice.
        - Provide peer tutoring opportunities for struggling learners and students with disabilities, following district procedures and guidelines for student safety.
        - Establish digital office hours for students and parents.
        - Send personalized feedback of educational advancement.
    - Music educators must account for various technology limitations such as microphone or audio quality, internet connectivity, etc.
    - Students could be sharing technology with siblings, parents, and others in their household and may have limited access to a computer for assignment submission, video lessons, etc. Educators must consider each of these issues when planning lessons and assignments for their students.
    - The ability to participate in collaborative music making creates community and connections with and between students. These types of connections are difficult to replace in a virtual setting. Educators must continue to build community and connection with students through timely feedback that helps students build individual skills and create worthwhile music.
    - Virtual ensembles are created through a series of individual performance recordings that are subsequently combined to produce a final product.

        - Focusing solely on this type of content as an instructional goal is not educationally beneficial.
        - Rather, a focus on individual musical improvement through the medium of ensemble music could lead to the creation of a virtual ensemble as a byproduct of the instructional process.
- Music Education encompasses more than just musical performance, as outlined in the 2014 Music Standards, on which most state music standards are based. Face to face music education may focus on the other musical processes – responding, creating and connecting. Students can continue to work on musical performance skills at home.

Is It Safe?

- International Performing Arts Aerosol Study
    - From the press release:
        - "Initial results of an aerosol study commissioned by the National Federation of State High School Associations (NFHS), the College Band Directors National Association (CBDNA) and more than 125 performing arts organizations have yielded preliminary data and considerations that could help prevent the cancellation of performing arts activities in the future amid the Coronavirus pandemic."
        - "Under the direction of lead researchers Dr. Shelly Miller of the University of Colorado Boulder (UCB) and Dr. Jelena Srebric of the University of Maryland, respiratory emissions analysis was conducted on subjects playing four different musical instruments – clarinet, flute, horn and trumpet – and a soprano singer to identify aerosol release pathways and measure particle size and concentration. Similar tests will now be run to find aerosol rates for additional music instruments and activities, as well as speech, debate, theatre and an aerobic simulation."
    - Full Press Release, July 16, 2020: https://www.nfhs.org/articles/preliminary-results-of-performing-arts-aerosol-study-depict-hopeful-outlook-for-future-music-activities/

- Band Classes
    - While academic studies are presently underway at Colorado State University, a recent study hosted by the Vienna Philharmonic revealed "when playing an instrument they (the musicians) faced no additional risk of transmitting the novel coronavirus when performing" and that "we should not expect air exhaled by artists to reach more than 80 centimeters (2.6 feet) distance".
    - Additionally, the United States Army Band and West Point states "there is agreement between all of the research collected, that wind instrument playing seems to present about the same risk as normal breathing and talking."
    - As many educators and musicians can attest, although the musician is blowing air into the instrument, the design of the instrument is such that the air is slowed down to produce a tone, and in doing so, the instrument retains the moisture and aerosols associated with the spread of COVID-19.
    - Accordingly, frequently disinfecting the musical instruments in our program, ensuring students properly maintain their own equipment, and closely following the CDC's guidelines recommended for social distancing will allow us to continue offering a quality music education to students while proactively preventing the spread of COVID-19.

- Orchestra Classes
    - Orchestra instruments offer no additional risk of contributing to the spread of COVID-19.
    - Performing on these instruments does not involve breathing into the instrument to create a tone and students are able to wear masks when playing.
    - Additionally, because these instruments are sealed with a lacquer or varnish, the exterior surfaces of these instruments are non-porous and can be cleaned similar to other surfaces.
    - Encouraging students not to share classroom supplies, implementing a structured cleaning regimen, following the CDC's guidelines for social distancing, and utilizing appropriate cleaning solutions that are both effective and safe for the instrument's finish, will play an active role in preventing the spread of COVID-19 in the orchestra classroom.

Compiled information in this document was pulled from the following resources:

- https://nafme.org/wp-content/files/2020/06/NAfME_NFHS-Guidance-for-Fall-2020.pdf
- https://www.nfhs.org/articles/unprecedented-international-coalition-led-by-performing-arts-organizations-to-commission-covid-19-study/
- https://www.nfhs.org/media/4029974/preliminary-testing-report-7-13-20.pdf
- https://www.nfhs.org/articles/performing-arts-covid-19-resources/
- https://www.omea.on.ca/wp-content/uploads/2020/06/Framework-for-Music-Classes-During-Covid-19_v3.pdf
- https://www.mhopus.org/covid-19-and-resources-for-music-teachers/
- http://thevault.musicarts.com/returning-to-band-and-orchestra-classes-after-covid-19/

IEPs:

- Clearly delineate modifications that are most difficult to apply during full e-learning and hybridized model and provide suggestions to meet students needs

I&RS:

- Establish clear guidelines for teachers in terms of modifications & referrals.
- Regular (min. Bi-weekly) communication with identified students and their families.
- Generate online surveys for teaching staff in order to provide counselors with up to date data on learning behaviors.
- Have students complete self-evaluations.

Data review for Special Education Students:

- Review student evaluations and provide teachers with suggestions for ensuring success in the online format.
- Survey teaching staff to obtain data on what worked best for students and what students struggled the most with

Gifted Options:

- Continue with project-based learning, set up students in classroom to work on projects in virtual setting.

Social Distancing in Instructional and Non-Instructional Rooms

- Implementing social distancing practices in all instructional and non-instructional spaces is critical to ensuring the health and safety of students and staff at Mahwah Public Schools. To that end, student desks and seating in classrooms and other spaces will be separated by at least six (6) feet to the maximum extent practicable.
    - Plexiglass will be installed for office personnel that see many students and staff throughout the day.
    - Office desks will be positioned to promote social distancing.
    - Virtual meetings with parents, college representatives, outside therapists, etc., will be encouraged.

Classrooms, Testing, and Therapy Rooms

- The Mahwah schools will allow for social distancing to the maximum extent possible. When social distancing is difficult or impossible, face coverings are required, and face coverings are always required for visitors and staff. Our schools will minimize use of shared objects, ensure indoor facilities have adequate ventilation, prepare and maintain hand-sanitizing stations, and ensure students wash hands frequently.
    - Students will be seated at least six feet apart.
        - When six feet is not attainable, Plexiglass and seating in the same direction will be used.
    - Face coverings are required for all students. The district will purchase and provide breathable face coverings and face shields with a clear window for visible expression.
    - Limit the use of shared objects or clean between use.
    - Provide adequate ventilation, including operational heating, and ventilation systems where appropriate.
        - Teachers will be encouraged to open windows.
        - Filters for air conditioning units will be maintained and changed according to manufacturer recommendations.

- The daily on-site schedule is designed to limit enrollment and create reasonable social distancing within the school building and transportation. The Child Study Team has developed a Safe Testing Protocol and therapies will be delivered via teletherapy or safely distanced, as per procedures.
    - Hand-sanitizing/washing signage will be viewable throughout school buildings, with additional practices with classes.








Virtual Learning Program

- Our virtual learning experience will have a combination of synchronous and asynchronous instruction.
- Students will have access to a certificated teacher to provide clarification related to course content.
- As our virtual learning program is finalized, it will be communicated to the Mahwah Schools community.

Staffing

- Mahwah Schools will leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules will also include designated time to support school building logistics required to maintain health and safety requirements.
- Mahwah Schools shall comply with all applicable employment laws when making staffing and scheduling requirements.

Protocol for High-Risk Staff Members

- Individual staff members who are "at high risk," based on Center for Disease Control guidance and verifiable conditions, shall make all formal requests for accommodations through the school district's Office of Human Resources and Personnel.
- Staff members were surveyed. Staff members requesting accommodations will be met with to collaborate on a plan.
- Range of accommodations may include: alteration to work space, alternative options to executing the comprehensive qualities of the job description, use of sick days or leave of absence.

- As we adjust schedules, teaching staff members will remain committed to maintaining quality instruction for students pursuant to the minimum requirements set forth in New Jersey Department of Education regulation.

Curriculum, Instruction, and Assessments

- In building staff capacity to deliver highly-effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Students Learning Standards (NJSLS), Mahwah Schools will develop plans that are innovative, that cultivate a clear sense of shared purpose and goals, that encourage collaboration among educators, and that foster an effective partnership approach with students' family members and caregivers.
    - Career and technical education (CTE) opportunities, where applicable and appropriate, will be maintained. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

Professional Learning

- Mahwah Schools is committed to providing professional learning opportunities for all stakeholders that is connected to adapted and altered educational environments and experiences. Among the most critical focus areas are training to address the potential learning loss for the most vulnerable populations (students with disabilities, English language learners, students without proper technology or access), and preparing and supporting educators in meeting the social emotional, health, and academic needs of all our students.

Recess and Physical Education – Health and Safety Measures

- Due to our adjustment of schedule, recess will take place outside of the school building, during virtual instruction.

- Using an "am/pm" schedule at the elementary level, to mitigate risk, limit, and/or eliminate direct contact with equipment, physical education will take place virtually at the elementary school level.

- Our secondary physical education program will complete an inventory of outdoor spaces to encourage separation between and amongst students. Use of equipment will be limited, and if equipment must be shared, equipment will be cleaned and disinfected between each use.
    - Student squads will be spaced six feet apart and students will be required to wear face coverings while in the gymnasium.
    - There will be designated areas for each class during physical education to avoid cohort mixing.
    - Distance will be established using cones, flags, tape, or other signed between groups.
    - Upon reentering the school building, students will either wash their hands or use hand sanitizer.

Physical Education Procedures

- Locker rooms will not be used and students will not change for physical education class.
- Students will be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without using the locker room.
- Physical Education Units Easier with Physical Distancing
    - Motor skills and movement concepts with no equipment
    - Racket sports (pickleball, tennis, badminton, speedminton)
    - Geocaching
    - Track and Field
    - Yoga
    - Fitness
    - Hiking
    - Disc Golf
    - FootGolf
    - Foosball Soccer
    - Bowling
    - Dance
    - Tabata

Special Education and Related Services to Students with Disabilities

- Mahwah continues to be obligated to our students with special needs. The New Jersey Department of Education will continue to update school districts and receiving schools with any additional guidance from the United States Department of Education on implementation of the Individuals with Disabilities Education Act (IDEA).

School	MHS	Ramapo Ridge	Joyce Kilmer	Lenape Meadows	Betsy Ross	George Washington
LLD (self-contained) Lunch in class	Full Day M, Tu, Th, Fri Alternating virtual Wednesday, no on-site school	Full Day M, Tu, Th, Fri Alternating virtual Wednesday, no on-site school	Full Day M, Tu, Th, Fri Alternating virtual Wednesday, no on-site school			Full Day M, Tu, Th, Fri Alternating virtual Wednesday, no on-site school
Pull out resource room	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school
In-class resource or support	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school	A/B Alternating virtual Wednesday, no on-site school
Preschool				M. Tu, Th, Fri Regular sessions Alternating virtual Wednesday, no on-site school		

Speech therapy	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual
OT/PT/Counseling	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual
Paraprofessional	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual	In-person or virtual
CST	In-person All meetings taking place via Zoom	In-person All meetings taking place via Zoom	In-person All meetings taking place via Zoom	In-person All meetings taking place via Zoom	In-person All meetings taking place via Zoom	In-person All meetings taking place via Zoom

504s and Individual Health Plans

- School buildings will review students' individual health plans to make modifications, as needed.

Protocol for High-Risk Students

- As of July 20, 2020, Governor Murphy has provided students with the opportunity for virtual instruction.
- Additionally, all students with medically-based 504s, IEPs, or individual health plans will be
- reviewed to determine if additional accommodations for on-site or off-site learning is warranted.

Technology and Connectivity

- Mahwah continues to strive to ensure that every student has access to a device and Internet connectivity. The following policy is currently under review and will be mandated for the 2020-2021 school year: P1648.02 (Remote Learning Options for Families), in preparing for potential shift to entirely remote learning models.

Teacher Resources for Remote Instruction

Thunderbird Tech Tips

- Device dissemination for incoming students
  - In addressing "The Digital Divide," students in grades 6-12 will be provided with a device. Survey data will be utilized to identify technology needs of students and prioritize district-issued technology that will be monitoring in an ongoing fashion.
    - Fall 2020 Technology Access Survey PreK-5
      - Fall 2020 Technology Access Survey PreK-5 (Spanish)
    - Secondary Access Survey
      - Secondary Access Survey (Spanish)
  - Time will be allocated upon re-entry to provide technology devices to students and staff members, as needed.
  - In order to maintain social distancing, this schedule will be planned according to the windows specified by student last name.
  - The technology team will provide an orchestrated pick-up experience in an effort to minimize contact with other individuals.
    - Acceptable Use Policy and Computer Use Agreement policies will continue to be followed
    - Additional training is slated for educators in providing them with relevant skills connected to virtual learning and hybrid teaching methodologies.

    - Director of Virtual Learning will continue to assist in ongoing monitoring of student needs to close the Digital Divide, in consultation with Director of Technology and Supervisor of Technology Integration.



Mahwah - Champions for the Children

Mission
To provide technology to economically disadvantaged children in our local area thru donations and volunteers.

Objectives
- To provide computer hardware and software capability for children to access their required scholastic information
- To build a communications network and public awareness of the technology needs of our local children

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

Health and Safety Measures

- Other than the athletic program, while it will adhere to the guidelines set forth by the NJSIAA, Mahwah Schools will restrict the use of school district facilities.
- In the event that school facilities must be used, there will be a detailed method and supervision in place to ensure the use will not conflict with hygiene standards as set forth in the Facilities Cleaning Practices section of this plan.

Facilities Procedures

- School and grade-level assemblies will be discontinued.
- Extra-curricular activities will take place virtually, as needed.
- No field trips.
- No in-person faculty meetings will take place.
  - Decreased attendance in faculty room.
- Mahwah Schools is not allowing any external community use of its building and surrounding facilities, with the exception of the YMCA for the purpose of before-care and after-care.

Mahwah Township Public Schools
Science Laboratory Protocols for the 2020-2021 School Year

Introduction

The goal of the Mahwah Science Department is to deliver the highest level of quality science education. During these unprecedented times, however, there exists a need to augment some of our practices in order to provide

the safest learning environment for our staff and students as we open the 2020-2021 school year. This document will address some of the key items associated with the physical set up in the science laboratory, sanitation protocols & considerations, as well as considerations for the choice of laboratory activities. As you read through this document, please consider the following:

- As we have in years past, **all students must**:
  - be provided a copy of our traditional laboratory safety rules and regulations,
  - read through as you explain them,
  - return their signed laboratory safety contracts,
  - pass the safety quiz before being permitted to take part in the laboratory experience.
  - In order to mitigate the handling of any physical copies of this paperwork, all documents will be made available digitally and will be signed and returned digitally.
- The students will also be made aware of the additional sanitation/cleaning protocols by the teacher. Additionally, signage will be posted throughout the classroom, specifically at each designated laboratory station.

Lab Station & Room Considerations

1. During "in-person" instruction, students must work **independently** at designated laboratory stations throughout the classroom with a required **six feet** of spacing between students.
   a. In order to accommodate the students that are present in the physical classroom and the six-foot requirement, we must utilize spaces that are in addition to the traditional laboratory tables that with which many of our rooms are our outfitted. To this end, countertop spaces along the side walls of the classroom will also be utilized for designated lab spaces. Additionally, any extra classroom tables can be utilized if the need arises.
   b. The designated laboratory spaces will be determined as rosters are finalized and will be based upon the highest number of in-person learners in those classrooms.
2. As we will have that potential of a combination in-person learners, remote-learners, and fully-remote learners in any given class period, partner students for all activities such that in-person students are partnered with virtual-learning students in small groups. This can be accomplished via Zoom breakout groups. Directions for these breakout groups can be found here.
   a. These groups should be assigned such that each student is aware of who their primary activity/lab partners are and who their alternate partner(s) are in the event of an absence.
   b. In order to facilitate virtual partnerships, laptops should be allowed at laboratory stations during activities & labs. Laptops should be kept safe from fluids, fire, etc. during the course of any activity.
3. Keep all doors and windows open during classroom periods to allow maximum air circulation.
4. At the 9-12 level, there will be no group break between the class and the additional laboratory period so as to limit student congestion the hallways. Instead, utilized this time as cleaning time at the conclusion of the lab period.

Sanitation Protocols & Considerations

The National Science Teachers Association, with guidance from the Centers for Disease Control, has provided sanitation guidelines for science classrooms. While it is advisable for you to read through the information in its entirety here, the following are highlights that pertain specifically to our needs:

1. Students and staff should be instructed to frequently wash their hands and keep them out of their mouth and nose.

2. When washing hands, soap and water are preferred over hand sanitizers. (See this reference, dated June 5, 2020.)
3. In addition, surfaces that are used frequently should be properly cleaned and disinfected. The following should serve as a guide post to setting up your cleaning and disinfecting of surfaces protocols:
    a. https://www.nj.gov/health/ceohs/documents/eohap/school_disinfectant_use.pdf
    b. Clean frequently touched surfaces between uses.
        i. Here is a list of frequently touched surfaces (see this reference, dated May 30, 2020) to be cleaned after use:
            1. Tables
            2. Doorknobs
            3. Light switches
            4. Countertops
            5. Handles
            6. Desks, laboratory tables
            7. Phones
            8. Keyboards
            9. Faucets and sinks
            10. Lab equipment and materials
            11. Engineering controls (fire extinguisher, fume hood, eyewash, shower, etc.)
            12. Touch screens
            13. Erasers, markers, pens, pencils
                a. Discourage sharing of these common materials.
                b. Clean all common areas at the beginning and at the end of each period where students change rooms.
            14. In science and STEM labs, do not schedule multiple groups to use the same lab station in shifts unless the entire lab station, and equipment can be cleaned and disinfected between shifts.
            15. This is not a definitive list. There may be items unique to each school and each individual classroom.

As if specifically relates to our classrooms and the laboratory activities that we will conduct, the following sanitation protocols should be followed for activities where supplies are required for the students to complete the activity:

1. If and where possible, utilize disposable items for laboratory activities. If this is not a viable option due to the nature of the activity, required supplies or financial constraints, then the items must be cleaned thoroughly with soap and water, alcohol-based wipes (70% alcohol), Lysol wipes/spray, and/or cleaning agents supplied to your classroom.
2. Students must clean all lab stations and supplies with the supplied cleaning agents at the conclusion of the class period. Schedule the appropriate time frame at the conclusion of your lesson to allow for a thorough cleaning of supplies and for the students to wash their hands with soap and water.
3. Teachers must monitor the student cleaning of the laboratory supplies and stations. Students may not be dismissed until the teacher has confirmed that the students have completed these tasks.

Lab Activity Choice

While the learning environment with which we are opening the year is not our typical classroom experience, it is important to remember that we can and will provide meaningful and effective educational experiences for our students. Our experiences in finishing out last year in an all virtual environment has provided us with

valuable feedback that we can build upon as we hybridize that learning environment this year. When looking at the activities that you will conduct this year, utilize these protocols to connect the live experience to the virtual learning environment:

1. All notes, directions, activities, etc. must be available to and provided to all students in a virtual environment. Google classroom is an effective tool for the dissemination and collection of assignments.
2. As referenced above, your activities should be partner-based experiences, where the in-person students can work with their virtual partners. In essence, the in-person learner will function as the eyes, ears, and hands for the lab group. As the students alternate through the "Spirit" and "Pride" schedule rotations, as many students as possible will engage with the live experience.
    a. Submission of work should remain an individual responsibility unless otherwise directed by the teacher.
3. Utilize digital data-sharing for all applicable activities through the use of shared Google Sheets, Office 360 Excel spreadsheets, etc.
4. Where at all possible, laboratory **where equipment must be utilized for the duration of the activity/lab** are to be avoided **unless the equipment can be properly and thoroughly sanitized** for each new class period.
5. Be clear and proactive in providing the students with the duration, expectations, and due dates of all assignments, laboratories. This should be provided to the students both verbally and virtually.

As this is an ever-evolving experience, the resources that you utilize will continue to expand. Continue to use well-vetted online programs and platforms that you have already used in addition to continuing to look into additional resources that will expand upon the learning experience for our students.
Free, online resources:

- https://www.amazingeducationalresources.com/
- https://learningcenter.nsta.org/mylibrary/collection.aspx?id=R2UEnDteWYQ_E
- NJSLS-Science Resources
- PhET: Interactive Simulations for Science and MathOpens in a new window. All simulations are free and cover topics including physics, chemistry, math, earth science, and biology.
- MERLOTOpens in a new window. A collection of virtual labs in a variety of science disciplines
- Physics Simulations.Opens in a new window A free collection of physics simulations with changeable parameters and real-time animation.
- ACS: Virtual Chemistry and SimulationsOpens in a new window. A collection of chemistry simulations and virtual labs compiled by the American Chemical Society (ACS).
- Virtual Labs Project at StanfordOpens in a new window. Online interactive media created and shared by Stanford, largely focused on human biology.
- HHMI BioInteractiveOpens in a new window. Videos and interactive activities provided by HHMI (Howard Hughes Medical Institute) focused on biology.
- Harvard's LabXchangeOpens in a new window. A suite of lab simulations with assessments that focus on basic molecular biology techniques
- Molecular Expressions: Virtual MicroscopyOpens in a new window. A collection of virtual microscopes with controls similar to those on physical microscopes.
- Geosciences resource spreadsheetOpens in a new window (community collection)
- Ecology and environmental sciences resource spreadsheetOpens in a new window (community collection)

- Phone apps such as “Oscilloscope” or “Speed Gun”. These allow students to interact with instruments or lab setups.
- The Journal of Visualized Experiments offers thousands of videos of experiments, including many designed for students.

Athletics

- Mahwah Schools will be guided by The New Jersey State Interscholastic Athletic Associations (NJSIAA), which has convened a Sports Advisory Task Force that will be comprised of athletic directors from across the State to determine, among other things, the extent to which changes may be needed for each interscholastic sports season. We will continue to monitor the Guidance for Opening Up High School Athletics and Activities, released from National Federation of State High School Associations’ (NFHS) Sports Medicine Advisory Committee (SMAC).
- Considerations for Youth Sports Administrators

Mahwah High School

DEPARTMENT OF ATHLETICS

50 Ridge Road Mahwah, New Jersey 07430

Fall Season Game Guidelines – 2020

I hope this message finds you well. We are excited about our return to athletics and looking forward to the start of interscholastic competitions. While our events will look different this Fall, the hard work and dedication our student-athletes have displayed in preparing to represent our school and community is as evident as ever.

We are all doing our part to provide this interscholastic athletic experience in the safest and most positive way possible. The New Jersey State Interscholastic Athletic Association (NJSIAA) has provided guidance to schools for the upcoming season. In addition, we must also comply with guidelines provided by the CDC, NJDOH, NJDOE, Governor’s office and local health departments.

Our opponents will also have similar but possibly slightly different guidelines and rules in place for our away games due to different facility configurations, philosophies or decisions made by administration. When we travel to those schools we will have to follow the rules that they have in place and I ask for your cooperation and compliance when we are their guests.

After discussions with our administration, a review of our facilities and operating procedures and an assessment of our ability to manage crowds while keeping everyone safe we provide the guidelines for our games this fall season in the following sports, below;

Boys Soccer
Boys & Girls Cross Country – County protocols will govern events at Darlington and Garrett Mt.
Girls Soccer
Girls Tennis

- As per the NJSIAA and Governor Murphy’s executive order, outdoor gatherings are not to exceed 500 people. This includes high school athletic events. It is possible that this spectator capacity limit could change during the season.
- Spectators must practice social distancing while present on campus. Stadium bleachers will be marked with blue spots to indicate socially distant seating.
- Spectators must wear face coverings at all times on campus:

    - Face coverings are required even outside
    - Face coverings are required even when socially distant. and be socially distanced throughout the entire contest while in the bleachers or along the fence or anywhere on campus. *Failure to comply with these rules could result in the stoppage of the game and/or removal from the grounds at home or away games. It could also result in being prohibited from attending future games home or away.
- There will be no food or concession sales. Please do not bring food to consume at contests.
- At home games our new bathrooms in building 5 will be available but with limited capacities.
- Please refrain from bringing bags and/backpacks to events. Any bag or backpack is subject to inspection upon request.
- All access to the Mahwah High School building or any opponent's high school building is strictly prohibited. This includes locker rooms for the teams.
- Please be cooperative with our game management staff if they ask you to do something or comply with any of the above so that we can remain within the regulations placed upon us and provide a positive high school athletic experience in the safest way possible.

Our highest priority is for the safety of our Mahwah High School student-athletes, coaches and community. We are excited about the return of high school athletics and seek your help in making this an enjoyable and safe season for everyone. Thanks in advance for your anticipated cooperation and understanding.

The administrative contact for athletic events is Director of Athletics, Roger Pelletier – rpelletier@mahwah.k12.nj.us

Mahwah High School

DEPARTMENT OF ATHLETICS

50 Ridge Road Mahwah, New Jersey 07430

Football Game Guidelines – 2020

I hope this message finds you well. We are excited about our return to athletics and looking forward to the start of interscholastic competitions. While our events will look different this Fall, the hard work and dedication our student-athletes have displayed in preparing to represent our school and community is as evident as ever.

We are all doing our part to provide this interscholastic athletic experience in the safest and most positive way possible. The New Jersey State Interscholastic Athletic Association (NJSIAA) has provided guidance to schools for the upcoming season. In addition, we must also comply with guidelines provided by the CDC, NJDOH, NJDOE, Governor's office and local health departments.

Our opponents will also have similar but possibly slightly different guidelines and rules in place for our away games due to different facilities configurations, philosophies or decisions made by administration. When we travel to those schools we will have to follow the rules that they have in place and I ask for your cooperation and compliance when we are their guests.

After discussions with our administration, a review of our facilities and operating procedures and an assessment of our ability to manage crowds while keeping everyone safe we provide the guidelines for our Home Varsity Football Games.

- Spectators will not be allowed on the facility more than 30 minutes prior to the kick-off time.
- As per the NJSIAA and Governor Murphy's executive order, outdoor gatherings are not to exceed 500 people. This includes high school athletic events. It is possible that this spectator capacity limit could change during the season. Spectators will have to have a pre-distributed ticket prior to the contest. There will be no walk-up ticket sales.
    - Tickets will be distributed to the following groups:
        - Varsity Football Player Families
        - Cheer Participant Families

        - Marching Band Participant Families
        - Visiting Team Player Families
- Spectators must practice social distancing while present on campus. Stadium bleachers will be marked with blue spots to indicate socially distant seating.
- Spectators must wear a face covering at all times on any BOE campus and field.
    - Face Coverings are required even outside
    - Face Coverings are required even when socially distant. and be socially distanced throughout the entire contest while in the bleachers or along the fence or anywhere on campus.
        - Failure to comply with these rules could result in the stoppage of the game and/or removal from the grounds at home or away games. It could also result in being prohibited from attending future games home or away.
- There will be no food or concession sales. Please do not bring food to consume at contests.
- Please refrain from bringing bags and/backpacks to events. Any bag or backpack is subject to inspection upon request.
- At home games our new bathrooms in building 5 will be available but with limited capacities.
- All access to the Mahwah High School building or any opponent's high school building is strictly prohibited. This includes locker rooms for the teams.
- There will be NO re-entry upon leaving the ticketed area.
- Please be cooperative with our game management staff if they ask you to do something or comply with any of the above so that we can remain within the regulations placed upon us and provide a positive high school athletic experience in the safest way possible.

Our highest priority is for the safety of our Mahwah High School student-athletes, coaches and community. We are excited about the return of high school athletics and seek your help in making this an enjoyable and safe season for everyone. Thanks in advance for your anticipated cooperation and understanding.

<u>Ticket Sales</u>

These tickets are for family members for this game only as you will see the date printed on each ticket as well as a number.

These tickets are not transferable, if you are not going to use your tickets it would be advised that you present them back to me or the coach so we can offer them to other families looking for additional tickets.

- Please secure your tickets as soon as your child gets home after practice, there will be no replacement tickets distributed.
- There will be no walk up ticket sales for the game – anyone who shows up without a ticket will be turned away.
    - Each individual presenting at the gate will need a ticket as everyone, no matter the age, counts towards the capacity.
- The expectation for sportsmanship is the same as always – act as a role model for your child.
- The expectations also include the following:
    - Masks are required as soon as you step foot on the campus (getting out of your car) and will remain on during the entire event until you get back in your car.
    - In this light, please do not bring food or drinks to events which will compromise the mask expectation.
    - Social distancing is expected to be followed when seated in the stands and standing along fences.
- Please do not arrive any more than 30 minutes prior to the start of the contest.
- Restrooms are available in Building 5 behind the bleachers – limited to two people (both masked) at a time in each.
- Concession will not be available.

- The bleachers have Blue markers that are 6 feet apart. Please use these to space appropriately from non-family and household members.
    - The two rows directly in front of the press box are blocked from seating as coaches and announcers will be speaking from the booth. Caution tape is clearly present in this case.
- NO BAGS in the stadium – This will eliminate close contact bag searches at the gates.
- There will be NO Re-Entry once you leave the ticketed area. Please prepare appropriately upon arrival.
- If you do not feel well, do NOT come to the facility.
- Please do not arrive at the facility more than 30 minutes prior to the kickoff time.

2020 Summer Conditioning
NJSIAA Phase 1 – Return to Activity
Summary Sheet

- NJSIAA has determined that schools may begin Phase 1 Conditioning on July 13 for a two week period. **Phase 1 workouts are not mandatory and will not impact the status of a student-athlete on a Fall team.** Any student-athlete that cannot or chooses not to participate will be provided with remote workouts that they can perform at their discretion.

- The NJSIAA Pre-Screening Questionnaire and Hold Harmless Agreement must be completed and submitted to Mrs. Kakolewski – mkakolewski@mahwah.k12.nj.us. This document will be distributed to athletes by their coaches.

- A hard copy of the NJSIAA Daily Screening Questionnaire (DSQ) must be completed and brought to the facility each day and submitted at the pre-screening tent upon arrival. District personnel will be on hand to receive and review the forms as well as check body temperatures of all participants and coaches.
    - If a coach or athlete responds YES to any question on the Daily Questionnaire, they will not be allowed to participate or stay at the facility.

- Daily Pre-Screening Logistics – All participants and coaches will report to the pre-screening tent on the walk-way in front of the Gymnasium and Athletic Training Room. No one will enter the facility without a completed form and a temperature check.
    - We ask that in filling out the DSQ prior to leaving your home that common sense prevail, in that if any response is a YES and/or you are feverish, please DO NOT come to school and/or get out of your vehicle.
    - Any participant with a temperature at 100.4 degrees or greater will be isolated from other participants and sent home immediately for medical attention.

- All students and coaches MUST be wearing a mask upon entering the facility. Coaches will remain masked throughout the session. Athletes will remain masked until the physical activity begins. When the session is completed, athletes will be masked and will have to vacate the facility immediately.
    - Arrival – All student drop-offs will be in front of the Gymnasium. Students driving themselves will park in the main parking lot. Athletes should not arrive more than 15 minutes prior to their start time.
    - Departure – All students will depart the facility and move to the front of the gymnasium for pick-up while maintaining social distance. Pick-ups should be swift and timed to avoid any gatherings.

- Conditioning sessions are limited to 90 minutes.

- Participants will be grouped into pods of 10, which will be organized prior to the first session. The groups will remain in place for the duration of Phase 1.
- Equipment use is limited within each pod, district equipment will be cleaned following sessions with EPA approved disinfecting products.

- Athletes must bring their own hydration. It is recommended that athletes bring a sufficient supply to last for the entire session to avoid a common touch point for refilling containers. It is recommended that each student bring a minimum of 64-70 ounces of cold water or sports beverage per session.

- Restrooms will be available and will be cleaned regularly with EPA approved disinfecting products. Restrooms will be restricted to One visitor at a time and will be monitored by the coaches.

- Hygiene – Participants and Coaches should make every effort to wash their hands as often as possible including before and after the workout.
  - Hand sanitizer will be accessible at all times.
  - There shall be no spitting, chewing seeds or gum during the workout.

- Participants will not have access to locker rooms. Participants should arrive dressed to begin the workout. Personal belongings should be limited as much as possible as these will be outdoors. Keys and phones should be stored in a waterproof and labeled bag.

- Any student-athlete that has tested positive for Covid-19 OR that has a preexisting condition, as per NJSIAA Phase I Guidelines, MUST have a clearance note from a physician.

- Out of State Travel – At the recommendation of Governor Murphy, anyone returning from a trip to the states listed below is subject to a 14 day self-quarantine. Any student-athlete or coach returning from the states listed below will not be eligible to attend practices for 14 days upon their return.
  - This list may be updated on a daily basis as needed.
- Phase 1 Conditioning Sessions are subject to NJSIAA Heat Participation Guidelines and may be cancelled if extreme weather exists.

- To ensure the safety of all our athletes and coaches sessions may be cancelled if the possibility of Thunderstorms exist as we do not have the means to shelter and maintain social distancing outdoors. Every effort will be made to have this decision made the evening prior.

- The Administrative contact for the district for C-19 questions related to Interscholastic Athletics will be Roger Pelletier, Mahwah High Schools Director of Athletics – rpelletier@mahwah.k12.nj.us

2020 Summer Conditioning
NJSIAA Phase 2 – Return to Activity
Summary Sheet

- NJSIAA has determined that schools may begin Phase 2 Conditioning upon successful completion of Phase 1 requirements. Phase 2 workouts are not mandatory and will not impact the status of a student-athlete on a Fall team. Any student-athlete that cannot or chooses not to participate will be provided with remote workouts that they can perform at their discretion.

- The NJSIAA Pre-Screening Questionnaire and Hold Harmless Agreement must be completed and submitted to Mrs. Kakolewski – mkakolewski@mahwah.k12.nj.us. This document will be distributed to athletes by their coaches.

- The NJSIAA Daily Screening Questionnaire (DSQ) must be completed via school email on a Google Form the morning of the scheduled workout prior to the temperature check process. District personnel will be on hand to review the DSQ as well as check body temperatures of all participants and coaches.
    - If a coach or athlete responds YES to any question on the Daily Questionnaire, they will not be allowed to participate or stay at the facility.
    - The DSQ link will be emailed to participants as well as posted on the District Web Page.

- Daily Pre-Screening Logistics – All participants and coaches will report to the pre-screening tent on the walkway in front of the Gymnasium and Athletic Training Room. No one will enter the facility without a completed form and a temperature check.
    - We ask that in completing the DSQ prior to leaving your home that common sense prevail, in that if any response is a YES and/or you are feverish, please DO NOT come to school.
    - Any participant with a temperature at 100.4 degrees or greater will be isolated from other participants and sent home immediately for medical attention.

- All students and coaches MUST be wearing a mask upon entering the facility. Coaches will remain masked throughout the session. Athletes will remain masked until the physical activity begins. When the session is completed, athletes will be masked and will have to vacate the facility immediately.
    - Arrival – All student drop-offs will be in front of the Gymnasium. Students driving themselves will park in the main parking lot. Athletes should not arrive more than 10 minutes prior to their start time.
    - Departure – All students will depart the facility and move to the front of the gymnasium for pick-up while maintaining social distance. Pick-ups should be swift and timed to avoid any gatherings.

- Conditioning sessions are limited to 120 minutes.
    - Participants will be grouped into pods up to 30, which will be organized prior to the first session. The groups will remain in place for the duration of Phase 2.
    - Equipment use is limited within each pod. Balls may be passed to athletes within their pod only. Weight Training equipment can be utilized outdoors. District equipment will be cleaned following sessions with EPA approved disinfecting products.
    - Helmets for Football are now permissible.

- Athletes must bring their own hydration. It is recommended that athletes bring a sufficient supply to last for the entire session to avoid a common touch point for refilling containers. It is recommended that each student bring a minimum of 64-70 ounces of cold water or sports beverage per session.

- Restrooms will be available and will be cleaned regularly with EPA approved disinfecting products. Restrooms will be restricted to one visitor at a time and will be monitored by the coaches.

- Hygiene – Participants and Coaches should make every effort to wash their hands as often as possible including before and after the workout.
    - Hand sanitizer will be accessible at all times.
    - There shall be no spitting, chewing seeds or gum during the workout.

- Participants will not have access to locker rooms or any other school building spaces. Participants should arrive dressed to begin the workout. Personal belongings should be limited as much as possible as these will be outdoors. Keys and phones should be stored in a water proof and labeled bag.

- Any student-athlete that has tested positive for Covid-19 OR that has a preexisting condition, as per NJSIAA Phase I Guidelines, MUST have a clearance note from a physician.

- Out of State Travel – At the recommendation of Governor Murphy, anyone returning from a trip to the states listed on the State of New Jersey travel ban list (all states other than Pennsylvania, New York, Connecticut, and Delaware) is subject to a 14-day self-quarantine. Any student-athlete or coach returning from the states listed will not be eligible to attend practices for 14 days upon their return.

- Phase 2 Conditioning Sessions are subject to NJSIAA Heat Participation Guidelines and may be cancelled if extreme weather exists.

- To ensure the safety of all our athletes and coaches sessions may be cancelled if the possibility of Thunderstorms exist as we do not have the means to shelter and maintain social distancing outdoors. Every effort will be made to have this decision made the evening prior.

- The Administrative contact for the district for C-19 questions related to Interscholastic Athletics will be Roger Pelletier, Mahwah High Schools Director of Athletics – rpelletier@mahwah.k12.nj.us

Face covering update, from NJSIAA, as of September 15, 2020:

- Any player on the field can use a neck gaiter.
- Any player on the bench is to wear a neck gaiter and face shield, or traditional mask.

PROGRAM REVIEW PROPOSAL

To: NJSIAA Program Review Committee

From: Jack DuBois, Assistant Director

Date: September 15, 2020

RE: Football Rule Modification

Background:

NFHS Rule 1.5 on uniform adornments currently prohibits the use of neck gaiters in the sport of football. However, NFHS is allowing states to adopt a one-year modification to this rule due to the COVID-19 pandemic.

Proposal:

NJSIAA proposes a one-year modification to allow the use of neck gaiters in the sport of football. The neck gaiter is considered a part of the uniform; therefore, the officials will assess a horse collar penalty if any player is tackled by pulling the gaiter.

Rationale:

NJSIAA guidelines require face coverings be used by all participants, coaches and officials unless they are engaged in high intensity aerobic or anaerobic exercise. However, football is the only fall sport with a rule prohibiting the use of neck gaiters. For those active players that routinely come on and off the field, NJSIAA realizes the use of a traditional face mask will be difficult for players to manage for short periods of time.

NJSIAA has consulted nearby states that are playing football this fall. All, except New Hampshire, have adopted a rule modification to allow the use of neck gaiters. These states include Pennsylvania, Ohio, Michigan, Indiana and Iowa while New Hampshire is currently reviewing the rule.

According to Dr. Martins, NJSIAA Medical Advisory Task Force and team physician/director of internal medicine for the NY Jets, allowing the use of a neck gaiter provides a better chance that active players will better be able to comply with NJSIAA face covering guidelines. Dr. Martins also noted that the NFL does permit active players on the field to wear a neck gaiter.

To: NJSIAA Member Schools
From: NJSIAA Sports Advisory Task Force
Date: November 19, 2020
RE: Return-to-Play – Season 2 and Season 3 Update

The NJSIAA Sports Advisory Task Force is pleased to provide the following update on Season 2, Season 3, and a newly added Season 2A. We appreciate your patience as we continue to solicit feedback and monitor the orders issued by the NJ Department of Health and the Governor's office.

The dates for Seasons 2, 2A and 3 below are final. NJSIAA will not make any further changes to the schedule. The purpose of this update is to provide our member schools with the necessary information to allow them to prepare for the upcoming seasons.

Capacity/Attendance

On November 16, 2020, Governor Murphy issued Executive Order 196, which further restricts the number of people permitted at both outdoor and indoor sporting events. Under the Order, indoor practices and competitions are limited to 10 persons, *however*, if the number of individuals who are necessary for the practice or competition, such as players, coaches, and referees, is greater than 10 persons, the practice or competition may proceed. If this exception applies, the number of individuals still may not exceed 25 percent of the capacity of the room in which it takes place, or 150 persons, whichever is less. Practically speaking, this means that spectators are prohibited.

Although we do not sponsor any outdoor winter sports, it is important to note that the Order also restricts the number of people permitted at outdoor events to 150, inclusive of the athletes, coaches, referees, and trainers.

Season 2, Season 2A and Season 3 Update

Below are the updated season dates for all sports that will be played during Season 2, Season 2A and Season 3. To summarize, for the reasons explained below, the ice hockey dates remain unchanged from our previous guidance; the basketball, fencing and bowling start dates have been pushed into the new year; Season 2A has been created to accommodate swimming and winter track & field; and wrestling has been moved to Season 3, which was originally created to accommodate girls' volleyball and gymnastics.

Sport	Practice Start	Competition Start	Competition End
Ice Hockey	Dec. 14th	Jan. 4th	Feb. 17th
Basketball, Fencing and Bowling	Jan. 11th	Jan. 26th	Mar. 6th
Swimming and Winter Track & Field	Feb. 1st	Feb. 16th	Mar. 27th
Gymnastics, G Volleyball and Wrestling	Mar. 1st	Mar. 16th	Apr. 24th

Ice Hockey – Season 2

The ice hockey schedule has been slightly adjusted to allow for adequate time between Thanksgiving and the start of the season. However, we are cognizant of the fact that many schools have already booked time in hockey rinks. Therefore, to avoid the financial repercussions that come along with rescheduling ice time, hockey will be the one sport that begins practicing prior to the new year.

Season Limitations:
Competition will be limited to three events per week. The total maximum events will be 15 events during the season, which includes league or conference tournaments. Teams may only compete in one event per day.

NJSIAA Post-Season:
There will be no NJSIAA sponsored post-season. Post-season play may be hosted locally by participating leagues and conferences at their discretion.

Multi-Team/Invitational Events:
Multi-team/invitational events are prohibited.

***Scrimmages*:**
Schools will have the opportunity to participate in one pre-season scrimmage, preferably with a neighboring school. When possible, ice hockey teams are encouraged to participate in intra-squad scrimmages and utilize officials for additional preseason preparation.

Out-of-State Competition:
On November 10, 2020, Governor Murphy issued Executive Order No. 194 which prohibits member schools from hosting interstate competition in all indoor sports. Therefore, no member school may host an out-of-state opponent or host an event out of state. Moreover, NJSIAA is prohibiting member schools from traveling out of state to compete.

Transfers:
Any student-athlete that is subject to a transfer sit-period will be eligible for participation on Monday, January 19, 2021. As a reminder, those student-athletes that transferred between March 16, 2020 and November 1, 2020 are not subject to the transfer sit-period. If a student-athlete transfers after November 1, 2020, the student-athlete shall be ineligible to participate for a period of 30 calendar days, or one half of the maximum number of games being played, whichever is less.

Basketball, Bowling and Fencing – Season 2

Based on feedback from member schools, health officials and the Governor's office, NJSIAA is delaying the start of practice for basketball, bowling and fencing until January 11th to allow member schools to get through the holiday break before student-athletes begin practicing at school facilities.

Game Limitations:
Competition will be limited to three events per week. The total maximum events will be 15 events during the season, which includes league or conference tournaments. Teams may only compete in one event per day.

Multi-Team/Multi-Game/Invitational Events:
Multi-team, multi-game and invitational events are prohibited in basketball and fencing. Multiple bowling contests may take place in the same bowling alley at the same time, however, the capacity limits set forth in Executive Order 196 must be followed.

***Scrimmages*:**
Schools will have the opportunity to participate in one pre-season scrimmage, preferably with a neighboring school. When possible, schools are encouraged to participate in intra-squad scrimmages and utilize officials to provide additional preseason preparation.

***Post-Season*:**
There will be no NJSIAA sponsored post-season. Post-season play may be hosted locally by participating leagues and conferences at their discretion.

Out-of-State Competition:
On November 10, 2020, Governor Murphy issued Executive Order No. 194 which prohibits member schools from hosting interstate competition in all indoor sports. Therefore, no member school may host an out-of-state opponent or host an event out of state. Moreover, NJSIAA is prohibiting member schools from traveling out of state to compete.

Transfers:
Any student-athlete that is subject to a transfer sit-period will be eligible for participation on Monday, February 8, 2021. As a reminder, those student-athletes that transferred between March 16, 2020 and November 1, 2020 are not subject to the transfer sit-period. If a student-athlete transfers after November 1, 2020, the student-athlete shall be ineligible to participate for a period of 30 calendar days, or one half of the maximum number of games being played, whichever is less.

Swimming and Winter Track & Field – Season 2A

Based on feedback from member schools and a lack of facility availability across the state, the swimming season has been moved to a newly created Season 2A. We hope that more pools will be available to our member schools beginning in February. Likewise, the winter track & field season has been moved to Season 2A. By February, it is possible that indoor facility capacities will increase, and, as an alternative, better weather may allow for outdoor polar bear meets.

Season Limitations:
Competition will be limited to three events per week. The total maximum events will be 15 events during the season, which includes league or conference tournaments. Teams may only compete in one event per day.

NJSIAA Post-Season:
There will be no NJSIAA sponsored post-season. Post-season may be hosted locally by participating leagues and conferences at their discretion.

Multi-Team/Invitational Events:
Currently, all competition will be limited to two teams only, but this is subject to change. NJSIAA will continue to consult with the NJ DOH to determine if multi-team or invitational events will be permissible; however, we expect decisions on expanding the scope of participants and/or teams will not be made until closer to the start of the season.

***Scrimmages*:**
Schools will have the opportunity to participate in one pre-season scrimmage, preferably with a neighboring school. When possible, schools are encouraged to participate in intra-squad scrimmages and utilize officials to provide additional preseason preparation.

Out-of-State Competition:
On November 10, 2020, Governor Murphy issued Executive Order No. 194 which prohibits member schools from hosting interstate competition in all indoor sports. Therefore, no member school may host an out-of-state opponent or host an event out of state. Moreover, NJSIAA is prohibiting member schools from traveling out of state to compete.

Transfers:
Any student-athlete that is subject to a transfer sit-period will be eligible for participation on Monday, March 1, 2021. As a reminder, those student-athletes that transferred between March 16, 2020 and November 1, 2020 are not subject to the transfer sit-period. If a student-athlete transfers after November 1, 2020, the student-athlete shall be ineligible to participate for a period of 30 calendar days, or one half of the maximum number of games being played, whichever is less.

<u>Gymnastics, G Volleyball and Wrestling – Season 3</u>

Prior to the issuance of Executive Order No. 187 on October 12, 2020, practice and competition for indoor medium and high-risk sports were prohibited. Therefore, in August 2020, the gymnastics and girls' volleyball seasons were moved to a newly created Season 3. As wrestling is NJSIAA's high-risk indoor winter sport, per the NJ DOH Guidance for Sports Activities, and based on feedback from health officials and member schools, NJSIAA will postpone wrestling to Season 3.

Game Limitations:
Competition will be limited to three events per week. The total maximum events will be 15 events during the season, which includes league or conference tournaments. Teams may only compete in one event per day.

Multi-Team/Multi-Game/Invitational Events:
Currently, all competition will be limited to two teams only, but this is subject to change. NJSIAA will continue to consult with the NJ DOH to determine if multi-team or multi-game events will be permissible; however, we expect decisions on expanding the scope of participants and/or teams will not be made until closer to the start of the season.

***Scrimmages*:**
Schools will have the opportunity to participate in one pre-season scrimmage, preferably with a neighboring school. When possible, schools are encouraged to participate in intra-squad scrimmages and utilize officials to provide additional preseason preparation.

***Post-Season*:**
The Sports Advisory Task Force will continue to solicit feedback from NJSIAA staff, member schools and sports specific committees to determine what may be the best format for post-season play. The post-season dates and structure will follow at a later date, however, the post-season will end no later than Saturday, April 24, 2021.

Out-of-State Competition:
On November 10, 2020, Governor Murphy issued Executive Order No. 194 which prohibits member schools from hosting interstate competition in all indoor sports. Therefore, no member school may host an out-of-state opponent or host an event out of state. Moreover, NJSIAA is prohibiting member schools from traveling out of state to compete.

Transfers:
Any student-athlete that is subject to a transfer sit-period will be eligible for participation on Monday, March 29, 2021. This eligibility date is applicable to every winter sport. As a reminder, those student-athletes that transferred between March 16, 2020 and November 1, 2020 are not subject to the transfer sit-period. If a student-athlete transfers after November 1, 2020, the student-athlete shall be ineligible to participate for a period of 30 calendar days, or one half of the maximum number of games being played, whichever is less.

Spring Sports Update – Season 4

The Sports Advisory Task Force recognizes the importance of providing as complete of a spring season as possible and we appreciate everyone's continued patience and understanding. The task force will be releasing the final plans for the spring sports season on or before Friday, December 11, 2020. Note that the spring season will most likely extend through the month of June.

December 31, 2020 Update

Governor Murphy confirmed that the suspension on indoor sports activities will not be extended. Ice hockey teams may begin practicing indoors on Saturday, January 2nd.

The indoor capacity limits per Executive Order 196 will remain in place (see paragraph 3 below). We will keep you posted should this EO eventually be modified.

- *All other athletic **practices and competitions** that are conducted indoors are subject to the current indoor gathering limit of **10 persons**. However, if the number of individuals who are necessary for a no-contact practice, contact practice, or competition, such as players, coaches, and referees, is greater than 10 persons**, such a practice or competition may proceed, as long as no individuals are present who are not necessary for the practice or competition, such as spectators**. If this exception applies, the number of individuals at such an indoor gathering still **may not exceed 25 percent of the capacity of the room in which it takes place, and such limit may not exceed 150 persons**.*

Social-Emotional Well-Being

Social emotional learning will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Our school district recognizes that students and staff members returning for the 2020-2021 school year will be faced with new and potentially intimidating routines and circumstances. Through a trauma-informed approach, our team is prepared to: establish routines and maintain clear communication, prioritize relationships and well-being over assignment, and support students and staff in feeling safe, connected, and hopeful.

Recommendations have been made, with the following core principles in mind:

- Is our work "wellness centric" for both students AND staff?
- Does our work embrace the needs of all of our students and staff? (e.g. ELL and Special Education students, "at risk" students, "at risk staff members", etc.)
- Do our recommendations reflect everything currently happening in our world?

School Culture and Climate

- To this end, our schools will thoughtfully plan around the well-being of educators (Staff Survey) so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.
    - Continued surveys and meetings will take place to gauge staff member well-being.

Educator / Staff Well-Being

- Although we have limited experience and evidence in responding to a situation of this magnitude, the evidence we do have suggests that when schools reopen, the need for social and emotional support safeguarding the well-being of not only our students, but also our entire faculty and staff, is crucial to the success of the new school year.

Considerations and Responsibilities:

- Remote vs. In-Person Learning - For those students and staff members who cannot or will not return to in person learning, how do we stay connected to their SEL needs?
- To ease feelings of anxiety and uncertainties about the return to school, provide a detailed document/town hall meeting addressing all the "nuts and bolts" concerns before the start of school.
  For example:
    - attendance policy,
    - disinfection/cleaning program,
    - reporting possible incidents of COVID-19,
    - contact tracing,
    - COVID-19 testing,
    - Scheduling substitutes,
    - modifications to academic assessments
- Make self-care and wellness a priority throughout the district during the 2020-2021 school year.
    - Build in opportunities for positive school climate and culture events, when feasible, for both staff and students, whether in person or remotely.
    - Provide sufficient time (daily/weekly) and create events for faculty and staff to re-establish connections with each other to promote healing.

- Identify mental and behavioral resources and encourage faculty and staff to use these services.
- Utilize areas outside where teachers can go for a "mask-free" break / breath of fresh air to clear their minds and relax, or have a socially distant lunch break.
- Provide opportunities for teachers to speak with counselors within the school as needed, much like when we have a traumatic experience in the school.

Timelines*:* (Summer / Week Before / Days Before / Fully-In)

- Begin ongoing communication with staff NOW.
- Identify staff members who may be struggling with the notion of returning in person, as well as concerns about remote learning - pertaining to their own well-being, their family's well-being, and students' well-being.
- Plan for positive relationship-building activities during the first few staff days of school; do not jump right in to academics. We have to re-establish connections - First few days/ weeks.
- Perhaps a district-wide, socially distant event during the first few days.
- Provide an opportunity and/or platform for ongoing staff member reflection so their voices can be heard.
  - What are we seeing? What is working? Where are their concerns/struggles? What are the symptoms of our students?
- Many school districts in our country will be opening by the second week of August. We are committed to reaching reach out to these districts to get data on what has worked and what has failed, along with attempts at garnering remedies for the problems that other districts have already experienced.

Utilizing the Strengths of Staff

What does this mean/look like?
The schools should recognize and empower all staff members in their significant role in the context of SEL and successful return to school.

- Considerations and Responsibilities

1. Identify the "SEL Team" in each building -
   - Child Study Team Members
   - Guidance / School Counselors / SAC
   - SEL Trained Staff members (teachers and paraprofessionals alike)
   - School Nurse
   - Administrators
   - Effective School Solutions
2. Facilitate and/or host opportunities for students, staff, and families to connect and reflect. *(give specific examples here of what we can do)*
3. Prioritize the need for professional development faculty and staff.

- https://mahwah-nj.safeschools.com/login
- **Course 101: What You Need to Know** - This 9-minute course informs you how coronavirus spreads, how to recognize its symptoms; prevent and treat the virus; and, determine what to do if you become sick with coronavirus.

- **Course 102: Preparing Your Household** - Get practical guidance in this 7-minute course from the Centers for Disease Control and Prevention (CDC) to help you get your household ready before, during and after an outbreak occurs in your community.
- **Course 103: Managing Stress and Anxiety** - This 9-minute course will help you define stress and anxiety; identify common signs and symptom; and, identify how to reduce stress for yourself and others during this difficult time.
- **Course 104: Transitioning to a Remote Workforce** - In this 7-minute course, you'll learn best practices for leadership when transitioning to a remote workforce; best practices for working remotely; and, identify pitfalls to avoid during the transition.
- **Course 105: Cleaning & Disinfecting Common Spaces** - In this 8-minute course, get practical guidance from the CDC for cleaning and disinfecting rooms or areas where those with confirmed COVID-19 have visited.
- **Course 106: CDC Guidelines for Using Cloth Face Masks** - This nearly 8-minute course will help you learn the steps for creating a sewn cloth face covering; learn the steps for creating a non-sewn cloth face covering; and, identify best practices for wearing a cloth face covering.
- **Course 107: Reopening Your Organization** - This 6-minute video will assist employers in making reopening decisions during the COVID-19 pandemic, especially to protect vulnerable workers and others that your employees may come into contact with.
- Thunderbird Academy - Technology Offerings



	Wednesday, August 12	Tuesday, August 18
9:00am - 10:00am	Screencastify Record and Submit https://mahwah.zoom.us/j/91138288865?pwd=QWhaZG9tZW5DY2NFSWNVQGdMNXNiUT09	Quick Tips for Teaching Remotely https://mahwah.zoom.us/j/94292977231?pwd=T1NCR0E5ZHhkSXE0TGExU3JFSG1jdz09
10:30am - 11:30am	Creating a Hub for Learning with Seesaw and Google Classroom (for beginners) https://mahwah.zoom.us/j/92573214091?pwd=YTBacUNQbGxRNTFheXR0WGZhSnZYQT09	Kami https://mahwah.zoom.us/j/97124496021?pwd=aXpMa2ducHERIhpaGovYUpyMEt2dz09
12:30pm - 1:30pm	Google Classroom 201 https://mahwah.zoom.us/j/99216737774?pwd=NnpvV0srMmRNcUZwMGNLcnBVSXJkUT09	Zoom Breakout Rooms, Remote Control and Basic Best Practices https://mahwah.zoom.us/j/91112071382?pwd=RU4rd1RMZFlDS1RHekVLdndPRGFkQT09
2:00pm - 3:00pm	Peardeck https://mahwah.zoom.us/j/91029881372?pwd=c3JKcEhycFRRNm5vVFIzVUxZQ1M1QT09	Google Drive, Docs, Sheets and Slides https://mahwah.zoom.us/j/94067032572?pwd=M3hnZmNGVFdzNIjNTRLMWlLajk2UT09

As our eyes turn toward September, we are excited to invite you to attend the Thunderbird Academy, which will offer virtual professional development opportunities to help provide tech tips, tools and strategies to support student success this fall. The session topics are a reflection of the recommendations made by the instructional taskforce members. Session descriptions are available for you to review in the 2020 Thunderbird Academy Course Description document. The schedule will be as follows:

	Wednesday, August 12	Tuesday, August 18
9:00am - 10:00am	**Screencastify Record and Submit** https://mahwah.zoom.us/j/91138289865?pwd=QWhaZG9tZW5DY2NESWNVOGdMNXNiUT09	**Quick Tips for Teaching Remotely** https://mahwah.zoom.us/j/91429297231?pwd=T1NCR0E5ZHhkSXF0TGEvU3JFSG1jdz09
10:30am - 11:30am	**Creating a Hub for Learning with Seesaw and Google Classroom (for beginners)** https://mahwah.zoom.us/j/92573214091?pwd=YTBacUNQbGxRNTFheXR0WGZhSnZYQT09	**Kami** https://mahwah.zoom.us/j/97124496021?pwd=aXpMa2duclhERlhoaGovYUpyMEt2dz09
12:30pm - 1:30pm	**Google Classroom 201** https://mahwah.zoom.us/j/99216737774?pwd=NnpyV0srMmRNcUZwMGNLcnBVSXJkUT09	**Zoom Breakout Rooms, Remote Control and Basic Best Practices** https://mahwah.zoom.us/j/91112071382?pwd=RU4rd1RMZFlDS1RHekVLdndPRGFkQT09
2:00pm - 3:00pm	**Peardeck** https://mahwah.zoom.us/j/91029881372?pwd=c3JKcEhycFRRNm5vVFJsVUxZQ1M1QT09	**Google Drive, Docs, Sheets and Slides** https://mahwah.zoom.us/j/94067032572?pwd=M3hnZmNGVFdzNlJjNTRLMWlLajk2UT09

- No limit to the number of attendees at each session
- Registration is NOT required
- To join, simply click the Zoom link provided on the appropriate day/time

A recording of each session along with the training materials will be available on the Tech Integration Website by Friday, August 21st after the Thunderbird Academy has finished.

Interested in learning at your own pace? Check out some of these options:

LEARN AT YOUR OWN PACE

IXL - IXL is a web-based tool designed to help students grow, with immersive learning, insights into progress, and targeted recommendations for next steps. Students are able to log in to practice thousands of math and language arts skills at school, at home, and on the go! Get the strategies you need to effectively personalize learning for your students, with how-to resources on every feature and best practices for implementing IXL in your unique classroom. If you are new to IXL, check out the Teacher Toolkit available at https://www.ixl.com/resources/teacher-toolkit . For more seasoned users, join any of the 30 minute sessions hosted by IXL's Professional Learning team to take your IXL usage to the next level. https://www.ixl.com/resources/webinar-schedule

EdPuzzle - EDpuzzle empowers teachers to make any video your lesson. Crop a video, explain it with your own voice and embed quizzes at any time. Take any video from YouTube, Khan Academy, Learn Zillion, and more, customize it for your classroom and increase student engagement. As an added benefit, Edpuzzle allows

you to access data about your students so you know if they truly understand the lesson. Learn more about EdPuzzle by visiting: https://sites.google.com/mahwah.k12.nj.us/samr/professional-development/interactive-resources/edpuzzle

4. Provide resources on SEL and trauma-based learning. *(Give examples)*
5. Continue to evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

Timelines: (Summer / Week Before / Days Before / Fully-In)

- Reach out to staff members now to find out their concerns
- Continue to survey staff for support in serving the school community



Academic, Social, and Behavioral Supports

What does this mean?

- #1 Rule - Do not cause more trauma.
- In order to address the challenges we all face due to potential trauma from the pandemic, and the collateral consequences of fear, isolation and economic hardship, we must ensure that social emotional learning is infused to everyday school life.
- The role of trauma informed social emotional learning is critical in re-engaging and supporting adults, rebuilding relationships and creating a foundation for academic learning.

Consideration of instructional values: Implementation and Instruction

We need to ensure that the decisions we make align with our values and that we do not alter our beliefs. In consideration of our *instructional* values/programs. In thinking about how it traditionally happens and how that can be *modified* in our current circumstances moving forward.

Instructional Value	Traditional	Modified/Same/Unknown
Example: Student Agency	*Flexible Seating*	*Flexible Seating in a less flexible way - spots where seating can go to adhere to 6ft - no switching seats during the day.*

Classroom Arrangement		
Interdependent Learning/ Student Collaboration	Desks arranged in pairs or groups	Desks/student spots social distanced HS Collaborate between in-person and virtual student using break-out groups and online tools Students will sit at a collaborative table with a barrier between them, they will still be able to work in partnerships and talk through tasks but will not share materials. Use of Google Suite to collaborate on documents/projects.
Safe movement in classroom and in hallways	Students move freely in the classroom, will walk with friends and mostly are escorted by adults in hallways. (Elementary)	We will need to purchase dots for hallways that will be placed 6ft apart, in classroom arrows for direction flow may be needed. **routines section will be affected by this as well** Students wear masks when walking in the hallways (6-12)
1:1 Paraprofessional	Para usually situate themselves next to student to work closely with the student.	Conduct meetings being physically distanced, while also wearing face covering.
Delivering Instruction Whole class Small groups 1:1	Teacher sits in front of a group for whole-class instruction, then circulates as needed to assess and support students during independent or collaborative work	Record group instruction for students that may be attending virtually. Create opportunities for all students to meet with the teacher 1:1 (both virtually and in-person) Plexi-glass divider in one area of the classroom to conduct one-to-one instruction.
	Teacher provides instruction in-person & no classes are recorded, may be pertinent to high school.	Consider adding new technology to classrooms at high school that allows students to live stream the screen's lesson, or allow for a student to go back & view lessons anytime.
Classroom set-up	No physical barriers	Consider acrylic barriers at table areas, or when working individually with students.

	Some classrooms have desks others have round tables	
Music room setup	Kids sit next to each other and sometimes share music stands	Chairs will be spaced 6'+ apart. No sharing music stands. Open windows and doors.
Desks	HS Students sit in a different desk each period. There are 6 periods each day.	Desks will need to be cleaned during the 4-minute passing time. All students will need to assist in learning clean-up techniques for their individual spaces. Strategically group students so maybe only teachers move, depending on classes at lower grade-levels. Science Labs: Allow seating for one student at each lab table with more room between limited seating in the middle of lab desks.
<u>Materials</u>		
Learning how to share and problem-solve	Sharing toys during choice time, taking turns	Students allowed to participate in some choice-time activities while wearing masks. These items will have to be cleaned daily. Play outside for breaks with our youngest students.
Science Labs	Goggles, aprons, shared equipment	Establish procedures to clean after each use. Coordinate use with other teachers using the same lab. Rotate use of equipment. Consider barriers separate students at lab tables. - Students can bring their own science goggles.
Manipulatives in Math	Students shared items such as counters, dice, etc.	Students will have their own resource/manipulative bins for mathematics. HS Use online manipulatives as much possible, Assign gathering/creation of manipulatives for HW the night before needed.
Student "stuff" from home	Students put items in the communal closets and put work related items in bins/cubbies	Students will have their own bin for personal items to place a backpack/jacket in and their own bin for classroom items. -Elementary students have their own plastic pencil box or zip pencil case to keep their supplies in.
Passing of materials	Students pass out papers, materials to each other	Students individually pick up their own materials/papers etc. Possible help from paraprofessionals to prep work for the next day by setting up at the end of the day for next day of instruction.

Collecting of materials	Students hand in papers to be graded HS - Students are already normed to Google Classrooms and Kami for assessments submission	HS & MS Submit work online as much as possible. -Feedback to students and their work can take place virtually.
Student laptops (6-8)	Laptops stay in school and are taken from a classroom cart.	Laptops are brought from home each day. Technology considerations for K-5 students.
Shared musical instruments	Students could borrow school instruments for lessons and rehearsals	Each student must bring their own instrument to school when needed, with no borrowing. No loaners will be provided to students if they forget their instrument.
Shared musical equipment/materials	Students would share books, stands, chairs, and percussion equipment	Each student must bring their own book to school. If they forget, they will not be able to borrow from the school or share with another student. Percussion equipment will be sanitized between each use. Each student will use a fresh music stand and chair. Stands and chairs will need to be divided into used and clean. Students will put their used stands and chairs in a designated area after each use to be cleaned for the next day
Woodworking, Robotics, STEAM courses. Tools, machinery, electrical circuit boards, 3-d printers, robots, etc.	Students share the use of devices in these performance based classes.	Not enough equipment to have individually-assigned equipment, so cleaning after each use would be necessary.
Classroom set of textbooks	HS Business students pick up a textbook from a bookshelf on their way into class. HS Special Ed Learning Strategies class also has	Consideration for virtual textbooks Learning Strategies students will need to bring their books to LS to avoid sharing a classroom set. Identify other courses that use classroom sets of texts.

	textbooks that students can share.	
Computer usage in classrooms/ computer labs	Students use the computers in classrooms for centers/assignments. Classes use computer labs for specific periods during the day.	Students will not be able to rotate usage of computers within a period. One student may use a computer but it will have to be cleaned after each use. Computer lab computers will need to be cleaned after each class. Elementary - assign teachers to labs and individual students to a computer workstation to reduce contact.
Interaction Time/Routines/Procedures		
Use of the bathroom	Students can generally go when they feel necessary	It might be necessary to implement classroom trips with only a certain number of students at a time so students do not mix out of their "pod." Increase custodial staff and assign by bathroom to ensure cleaning between use.
HS Use of bathroom	Students sign out when they need to.	Bathrooms may need to be monitored to coordinate usage from all rooms. Boy's: Close every other urinal.
Kindergarten Bathroom Use	Students can use the classroom bathroom whenever they need to.	Bathroom will need to be cleaned after each use.
HS Science Labs	Held on specific rotation days	Lab rotations scheduled so that same cohort is not always at home/in-school for lab
Morning Meeting	Students sit in a circle on the rug and for greetings may touch hands or use the same ball.	Students can stand around the perimeter of the room and not on the rug or even outside on the field when it is nice. Greetings will have to be non-contact and without an item.
Personal Hygiene	Students would be expected to independently wash hands before eating,	Teachers at the younger levels will need to build time into their day for washing hands after students enter, before eating, after using the bathroom, and after sneezing/coughing/blowing their nose. (Our youngest students need assistance with this.)

	after bathrooming etc.	Ensure that an adequate supply of hand sanitizer is available for all instructional spaces that do not have sinks.
Lockers at MS/HS	Students use lockers freely during passing time	Students may be limited to locker usage due to distancing concerns. HS students can visit lockers only before/after school, but not in between classes. -Could students carry their backpacks to keep their supplies on them to avoid stopping at lockers during the day?
Full School Morning Meeting	Students congregate in the all purpose room and are greeted by the Principal for important announcements and recognition.	Students arrive at school and proceed directly to their classrooms. However, the Principal can still Zoom (from the Main Office) into each classroom at the start of the day to foster school community.
Instrument cleaning	Students would be expected to independently clean their instrument and mouthpieces	Build in time at the end of a lesson/class to have students clean their instruments. Routine cleanings may take place at home. Send detailed information out to parents regarding proper cleaning
Arrival and dismissal	HS Students arrive and gather in common areas before class. Students are dismissed and leave school for their cars, buses, pickup and walking. JK - Arrival - students are housed in two common areas, picked up by HR teacher and escorted to classrooms. Dismissal - students meet in three common areas and dismissed by teachers.	HS After screening, students can be sent directly to classrooms. Dismissal to be staggered by area. JK (Arrival) - students will need to go directly to classrooms/hallways/areas JK (Dismissal) - students will need to dismiss staggered approach. Walkers should go out first.

Gym class	MS and HS change for gym	Students will not change for gym.
Related Services	Students are typically pulled out for OT, PT, speech, counseling. Supplies provided by the provider are used.	Half-hour session after half hour session does not allow for cleaning in between. Students can bring their personalized supplies from the classroom or have a bag to leave in the specialist's room. No more than two at a time. Plexiglass barriers serve as additional protection. Wearing of masks, except in speech. Speech therapists can get masks with a plexiglass covering over the mouth area so the mouth can be seen, as well as face covering to avoid spit that often flies into faces. Need gloves for facial manipulation.
Digital assignments	Ts send assignments via Google classroom at the elementary level periodically and it was easy to navigate these assignments.	Teachers and students will need to be trained to set up digital assignments in a manner that will be easy for students to find. Ex, Day 5 assignment vs. Character POV write long. Organizing and naming documents in Google classroom.
<u>Screenings/Assessments</u>		
Present Level of Functioning	Reading levels/math fact tests Running records On-demand writing Open Court	Something, whether standardized or informal, will have to be given to all in the younger grades to see where they are at. Considerable time needs to be spent looking at this our special education students' progress. TC assessments - in person, reading specialists can administer DRA for students who demonstrate more significant reading loss to target instruction. More time will be needed to assess all students.
Checks for understanding/formative assessment	Observing work, Asking high order questions to elicit responses, thumbs up/thumbs down, exit tickets	More frequent check-ins/ feedback using high order questions with online tools such as PearDeck, Quizlet Edpuzzle. Providing opportunities (exit tickets/do-nows, etc.) for student reflection on what is working/what is not.
TC/Open Court Assessments/On-Demand	Done individually/group in person	If in person, all assessments can be done with a mask/barrier between teacher and student. If virtually, all assessments will be administered individually on Zoom. On Demand - have students write while on Zoom and then take a screenshot of document and upload to Google Classroom or Seesaw? Older students can type and submit their assignments.

Everyday Math Assess/Unit Assess/fact assessments	Students take tests in person during class	If in person, all assessments can be done in school. If virtually, all assessments must focus on process not product. Use online platform for students to answer modified assessments – Seesaw, one can see process explanation and real-time student work.
Timely Feedback		Teachers can provide feedback when digital documents are returned; however, students need to learn to check back on their work.
Individual conferencing in reading and writing workshop	Student and teacher meet in close proximity and often share text/writing.	Conferring can happen virtually in small groups. Groups can be determined after initial assessments/ screenings or started initially and then modified. • Zoom break-out rooms can be used for this purpose.
HS Final Exams Course Grading Policy	Students take a final exam at the end of their course (January for first semester courses; June for all other courses). The exam grade counts as 20% of the final grade for the course.	Eliminate exams and count each marking period equally towards the final grade.
Curriculum		
Hands-on Learning (Everyday Math, Reading Workshop, STEAM, etc.)	Shared materials, partnerships, collaboration, small group work, reading groups	-Use materials and wash hands and disinfect objects immediately after use. -Students keep books in a bag for a week at a time and books are disinfected at the end of the week. Students wash hands after handling books. -Books in book carts are disinfected regularly, as well.
HS Science Labs	Students do labs in groups at lab tables.	Continue in-person labs when safety allows. Consider 6 students do lab first hour; 6 students do lab second hour partnered with students from virtual cohort. Use Teacher demos where teacher collects data and gives to students to complete lab report; Simulations & Virtual Lab Resources: PhET; Howard Hughes Medical Institute BioInteractive (free); Labster (cost); Visible Body (cost); spreadsheet: https://docs.google.com/spreadsheets/d/1oxCAy8qxw7e77-BRF9c6toWvca8cscV7ytGCKbklukY/edit#gid=0

Differentiation	Scaffolding, Mini-lessons, centers, formative assessment, progressive tasks, collaborative learning, verbal cures, addressing learning styles	All of traditional strategies adjusted to include virtual cohort, Choice Boards; more frequent check-ins/ feedback; time management supports for virtual work(setting own timers, goals, etc.) Small groups for differentiation, virtual or in person.
Guided Reading	Students and teachers sit together at kidney table or small table	Smaller groups with Plexiglass partition to execute instruction.
Content	Follow district-approved curriculum	Pare down curriculum based on essential questions and standards (teachers provided time to work in PLCs to do so before the students return to school)
HS Extra Help	HS offers 20 minutes of extra help at the end of each day as part of the school/teacher schedule	Could minutes from each class period be re-allocated to the end of each day for additional extra help time to support students who may be remote learning that day. This would be in line with teachers contractual minutes
Large Group Ensembles	4-12 large group performing ensembles	Chamber ensembles. Quintets and quartets.
Cooperative learning	Learning stations, Jigsaw, Give one/ Get one, Think Pair Share, and other structures are used frequently	Be creative! Adapt these to online situations.
Small-group lessons during the school day	Students are assigned to a lesson group by instrument. Lessons happen on the same day of the week and rotate week to week. (Period 1, Period 2, etc.)	Lesson groups may need to be formed by homeroom and not by instrument. This will prevent kids from other homerooms commingling. Lesson groups would be organized by homeroom rather than instrument. Lesson rotation would depend on how the modified school day will be.

Freshman Advisory	Upper classmen served as group leaders for Freshmen Advisory (a class) during lunch to provide freshmen with information, develop strategies, build rapport, etc. A faculty member is assigned to supervisor the experience in each of the FA rooms. This class is required for graduation.	Provide opportunities for Freshman Advisory via virtual Zoom videoconferencing.
Other		
I&RS	Meetings to discuss how to assist students and meet their needs	Zoom videoconferencing to replace in-person meetings.
Attendance	Students have an expectation to arrive to class on-time and at the HS are given a "cut" for being more than "x" number of minutes late to class	Continue to follow student handbook. For academic accountability and to limit instructional interruptions, students need to be come to class on-time, whether in-person or virtually.
Faculty Meetings, Back-to-School, Concerts, Plays, Award Nights, etc.	Community gathered together in one large space	Meetings through Zoom or pre-recorded and shared. Virtual concerts
Communication to ELL families	We often send communications only in English.	We need to find ways to communicate with all.

Extra Help	HS teachers are available for extra help	Hours by Zoom Use of virtual office hours
First Day of Class	HS Typically all periods meet.	Concentrate on making connections.
Learning Management System	Google classroom is used at the HS Google classroom is also used at JK. Screencastify was also utilized to record lessons given the educator extension of 40 min.	Consider Canvas which offers a lock-down browser and a monitor that makes testing more secure. Options for pre-recording or recording supportive materials for students - outside of Zoom.

Considerations and Responsibilities

- Prioritizing relationships between staff members, and students, and placing well-being over the importance of assignments and behavioral compliance.

- Provide teachers with examples of symptoms they might witness from their students
  - Tier One: Here is how you can support this student. Here are things you might say to this student.
  - Tier Two: Here is what the school can do for you. Here is someone (counselor, CST member, administrator, nurse, etc. you can speak to about this student and send this student to for support.
  - Tier Three: The student needs more support than what the school can provide.

- Demonstrating the commitment to staff and students that their need to feel safe, connected and hopeful inside and outside the school community is a fundamental goal in returning to school.

- Encourage all faculty and staff members trained in Social Emotional Learning/Mindful Practices review course materials to refresh understanding of SEL competencies.

MINDFULNESS - LIVE OFFERINGS FOR STAFF

	Monday 9/7	Tuesday 9/8	Wednesday 9/9	Thursday 9/10	Friday 9/11

Week 1	Labor Day	Morning Mindfulness: Early Childhood & Elementary @ 8:00 - 8:30 CT	Morning Mindfulness: Parent Mindfulness 9:00 am CT	Morning Mindfulness: Middle & High School @ 8:00 - 8:30 CT	Town Hall: Ask a Trauma Therapist 9:00 am CT

	Monday 9/21	Tuesday 9/22	Wednesday 9/23	Thursday 9/24	Friday 9/25
Week 3		Morning Mindfulness: Early Childhood & Elementary @ 9:00 - 9:30 CT		Morning Mindfulness: Middle & High School @ 9:00 - 9:30 CT	Town Hall: SEL On Demand 9:00am CT

	Monday 9/28	Tuesday 9/29	Wednesday 9/30	Thursday 10/1	Friday 10/2
Week 4		Morning Mindfulness: Early Childhood & Elementary @ 10:00 - 10:30 ET Family Read Aloud Night 8:00pm ET		Morning Mindfulness: Middle & High School @ 10:00 - 10:30 ET	

	Monday 10/5	Tuesday 10/6	Wednesday 10/7	Thursday 10/8	Friday 10/9
Week 5		Morning Mindfulness: Early Childhood & Elementary @ 10:00 - 10:30 ET	Morning Mindfulness: Parent Mindfulness 10:00am ET	Morning Mindfulness: Middle & High School @9:00 - 9:30 ET	Town Hall: Ask a Trauma Therapist 10:00 am ET

	Monday 10/12	Tuesday 10/13	Wednesday 10/14	Thursday 10/15	Friday 10/16
Week 6		Morning Mindfulness: Early Childhood & Elementary @ 10:00 - 10:30 ET	Morning Mindfulness: Mindful Readings 10:00am ET	Morning Mindfulness: Middle & High School @10:00 - 10:30 ET	

Week 7	We all know pausing to breath and set intentions is critical for focus and positive mindset, for us and for our students. This week, take a moment to set intentions in each part of your day. Pause before your first synchronous session and create an intention that you write on a Post It note and keep in front of you. If you are walking in the building for in-person learning, stop before entering with your mask on and take a big, deep breath with your eyes closed, think about your intention and write it down when you arrive at your classroom. Try it with your students! It will take 2 minutes at the beginning of a class period, but the benefits will far outweigh the time spent! Try it at home too!	The Inner Compass (p. 45)	https://www.edutopia.org/article/intention-setting-classroom

Week 8	As we practiced last week, setting an intention is critical for success. For ourselves and our students, the next step once we have established an intention practice, is to set small goals, regularly, and monitor their progress. This week when you enter the building, do the same thing as last week, but set a slightly larger goal -- nothing HUGE but something to accomplish THIS WEEK. Write it down and bring it to your accountability partner. Create and monitor yourself for success. Try this with your students too, once they have mastered setting intentions!	Owning My Story Journal (p. 88)	https://www.lifehack.org/articles/lifestyle/how-the-act-of-daily-goal-setting-makes-you-successful.html

	Monday 11/2	Tuesday 11/3	Wednesday 11/4	Thursday 11/5	Friday 11/6
Week 9		Morning Mindfulness: Early Childhood & Elementary @ 9:00 - 9:30 CT		Morning Mindfulness Middle & High School @9:00 - 9:30am CT	

Week 10	With the cold weather upon most of us (save for our oddly warm week in Chicago!), and the days getting shorter and shorter, waking up and going home from work in the dark starts to take its toll on all of us. As we continue into November, we'll delve deeper into our self care by exploring compassion fatigue -- as it can start to appear at week 10 of our school year.	Compassion Fatigue (p. 28)	https://www.enrichingstudents.com/compassion-fatigue-and-teachers/

	Monday 11/9	Tuesday 11/10	Wednesday 11/11	Thursday 11/12	Friday 11/13
Week 10		Tune In Tuesdays - SEL Q&A Every Tuesday, 8:15-8:45am CT Join Zoom Meeting Morning Mindfulness: Early Childhood & Elementary @ 9:00 - 9:30 CT	Morning Mindfulness: Parent Mindfulness 9:00am CT	Morning Mindfulness: Middle & High School @9:00 - 9:30 CT CC Office Hours 3:00-4:00pm	Town Hall: Ask a Trauma Therapist 9:00 am CT

	Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours	12/7	**Tune In Tuesdays SEL Q&A** 8:15-8:45am CT Join Zoom Meeting HERE	12/9: Morning Mindfulness 9:00-9:30am CT Parent Mindfulness	**Class Catalyst + Tech Office Hours** 3:00- 4:00pm CT Google Meet HERE	12/11: 12/11: Town Hall: Ask a Trauma Therapist 9:00 am CT
Streaming		12/8: Morning Mindfulness 9:00-9:30am CT EC & Elementary School		12/10: Morning Mindfulness 9:00-9:30am CT Middle & High School	

Week 15	Keeping up the positivity and the spirit will be challenging this year as people reflect on the year and the lack of ability to connect with their friends and families in person this holiday season. As leaders, we are the ones who need to lead the "positivity" train into the holiday season, connecting and reflecting all of the positive things we are seeing from our staff and students during this crazy time. We'll keep this up as we add to our paper chain this entire month, and through our everyday deliberate offerings of praise for each other and our students. Try to share some praise in creative ways this week to help us keep our spirits up!	Drawing out Loud (p. 89)	https://www.sandiegofamily.com/parenting/how-keep-family-happy-stuck-at-home

Grade	English	Spanish
Pre-K-2	**Tippie Toe Breath & Mind Vacation** These self-awareness activities help students build resilience and body awareness.	**Masaje de cerebro & Yoga 2** Actividades para ayudar a energizar el cuerpo y la mente
3-5	**Five Part Breath & Memory Minute** Activities that encourage resilience building and silent reflection.	**Momento de memoria & Yoga 1** Actividades de relajación y concentración que ayudan a controlar la ansiedad y promueven la conciencia corporal
6-12	**Holding Who I Am & Brain Massage** These activities bring body and self-awareness and allow students to express emotions and build resilience.	**El estiramiento sentado de los brazos & POP Check** Actividades para promover la autorregulación y estirar el cuerpo.

For how-to instructions to access SEL On Demand, please find a step-by-step tutorial here.

Click **HERE** for the Monthly Calendar link.

	Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours (weekly)	1/18	**Tune In Tuesdays - SEL Q&A** Every Tuesday, 8:15-8:45am CT Join Zoom Meeting **HERE**	1/20	**Class Catalyst + Tech Office Hours** Every Tuesday, 3-4pm CT Google Meet **HERE**	1/22
January 18th - 22nd	**Martin Luther King Jr. Day**	1/19	1/20: Morning Mindfulness 9:00-9:30 CT Parent Mindfulness	1/21	1/22: Town Hall 9:00-10:00am CT

Week 20	Last week, we practiced guided imagery as a stress management tool for reaching our goals. This week, let's delve into an additional physical practice for calming the mind and body: using the breath. I hope you will take this opportunity to practice this not only with our team, but with your class, individual students, your own children and yourself!	Balanced Breath	https://rightasrain.uwmedicine.org/mind/stress/why-deep-breathing-makes-you-feel-so-chill

	Monday	Tuesday	Wednesday	Thursday	Friday
Office Hours	2/1	**Tune In Tuesdays - SEL Q&A**	2/3	**Class Catalyst + Tech Office Hours**	2/5

(weekly)		Every Tuesday, 8:15-8:45am CT Join Zoom Meeting HERE		Every Tuesday, 3-4pm CT Google Meet HERE	
February 1st - 5th		2/2	2/3: Mindfulness & Movement: Early Childhood & Elementary @9:00 - 9:30am CT	2/4	

3-Part Everyday Self-Care & Well-Being Workshop

As an educator in today's current learning environment, we understand and acknowledge that you juggle so many different roles which can leave you feeling overwhelmed, exhausted, and at times, uninspired. In order to be the best and most effective version of yourself for your students, it is imperative that you work to take care of your own mental health and well-being.

Mindful Practices is proud and excited to help support your self-care and well-being journey by offering a new **3-Part Everyday Self-Care & Well-Being Workshop**!

Participants will learn targeted strategies for self-care and wellness, focused on your whole self— you personally, as a teacher, counselor/coach, principal, paraprofessional, parent, partner, friend and community member.

This course gives you the opportunity to invest in yourself so that you can build a more grounded, inspired and sustainable career in education. Better yet, the techniques offered in the workshop can be used with people of all ages, so you have actionable takeaways for yourself and your students.

The Details

- Workshop dates: Tuesdays 12/1, 12/8, 12/15
- Time: 4:30-5:30 pm CDT
- Location: Online (webinar link will be sent to participants via email the morning of each session)
- While we suggest participating live, we fully understand that's not always possible. A recording will be available after each sessions airs "live"
- One copy of *Everyday Self-Care for Educators* is included in the price and will be mailed to each participant
- Cost: $125/person (bulk discount available for schools who sign up 10 people or more); online payment or purchase orders accepted

*NOTE: for Mahwah, please use this Registration Form.

- Support the integration of SEL in all teaching, including skills to foster positive learning environments

- Encourage the understanding and utilization of trauma-informed Practices

- Establish systems that promote supportive staff-student relationships in order to conduct careful conversations regarding the impact of COVID-19 on themselves and the whole school community

- In addition to in-school structures, identify community partners to provide supplement services.
    - Utilize Effective School Solutions (currently in place at RRMS/MHS) at our elementary schools.
    - Expand ESS capacity at RRMS and MHS as needed?
    - Consider creating a mentorship program with local companies
    - Reallocate the time planned for "content meetings" for staff to meet to discuss the impact COVID-19 planning is having on school environment.

Timelines (Summer / Week Before / Days Before / Fully In)

- Connections are paramount.
- Provide teachers and paras with a crash course in getting to know our students as "humans".
- Teachers to establish contact with their new classes via Zoom.
    - Contact with entire class via Zoom before start of school year
    - Contact with small sub-cohorts via Zoom to allow for a more intimate atmosphere to get to know students. (Concern of Middle/HS students not turning on their camera)
    - Teachers to record a short video introducing themselves and providing brief classroom expectations, etc.
        - E.g. "My name is …… and I will be your teacher for this school year. I cannot wait to meet you! Learning will be a little different this year. Here is what to expect. Please bring these items with you on the first day of school, etc. etc. etc."
        - Meet the Mask Video (Nikki from Student Well Being Committee)

Multi-tiered Systems of Support

- Multi-tiered systems of support – a systematic approach to prevention, intervention, and enrichment in grades PK-12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support - will be established. The New Jersey Department of Education has identified universal screening, collaborative problem-solving teams, family engagement, and data-based decision-making as critical components for districts during these unique times.

Wraparound Supports

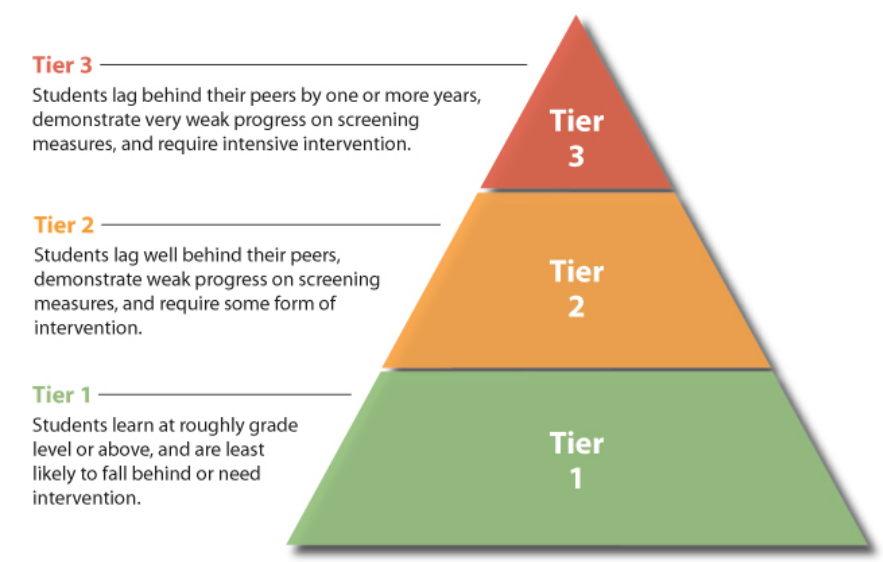
- Wraparound supports include health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

    - **Tier 1** – Prevention and universal supports for all students and families
        - Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
        - Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.

- Continue to develop efforts to provide social and emotional learning programming.
- Plan check-ins with teachers and parents to assist in identifying at-risk students.
- Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

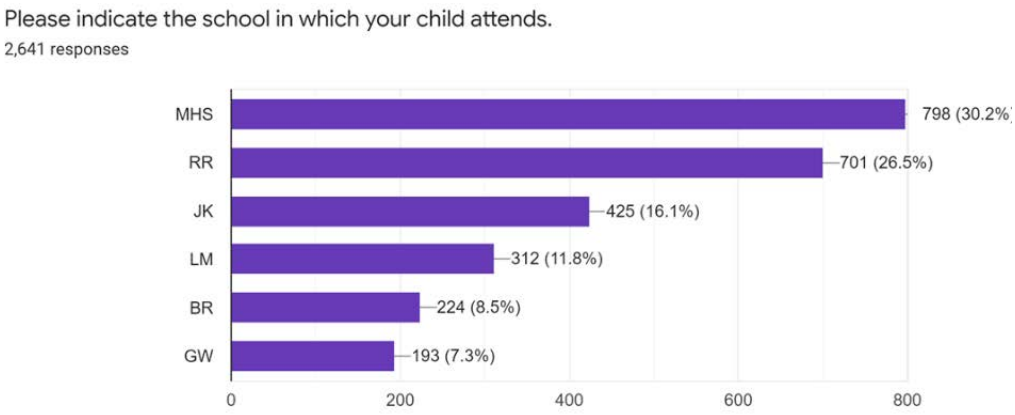
- **Tier 2** – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse
  - Utilize existing staff to provide support for students who are identified as needing assistance.
  - Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports.
  - Establish connections to outside agencies to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
  - Explore higher education partnerships to assist with the further development of mental health curriculum resources and supports.

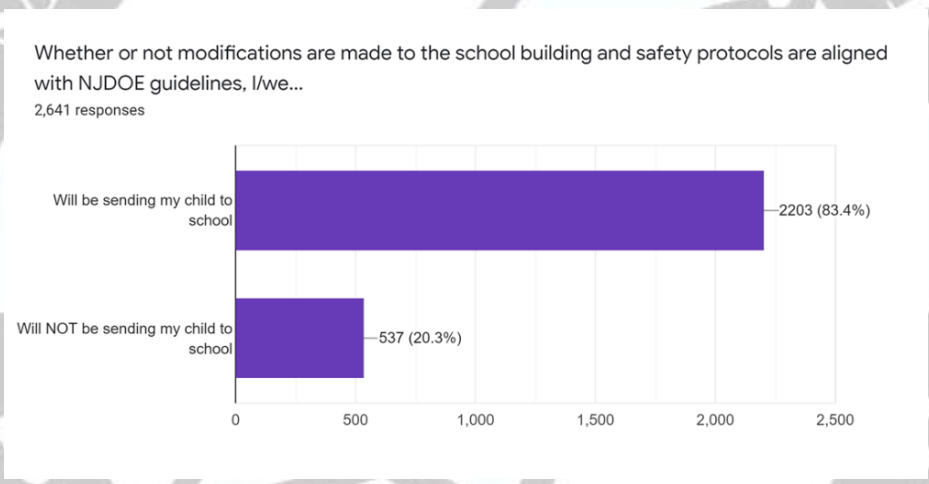
- **Tier 3** – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
  - Provide students with individualized counseling, monitoring progress, and therapeutic support through existing programs and current staff.
  - Collaborate with local community providers and county resources.
  - Connect students and parents to individual counseling, family therapy, out-patient programming, or addiction services, as needed.

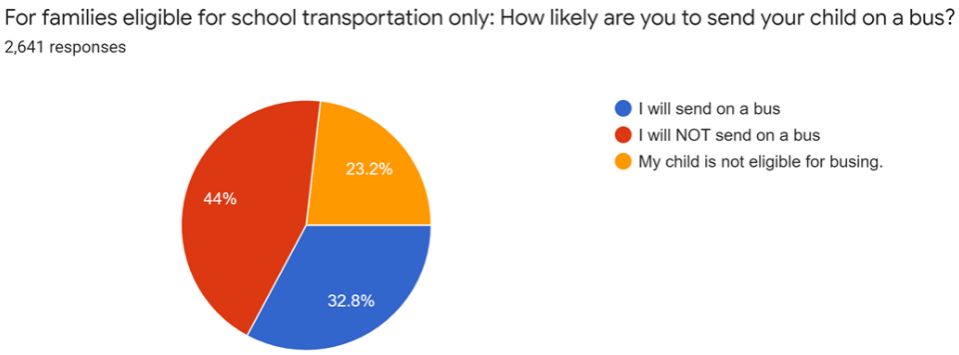


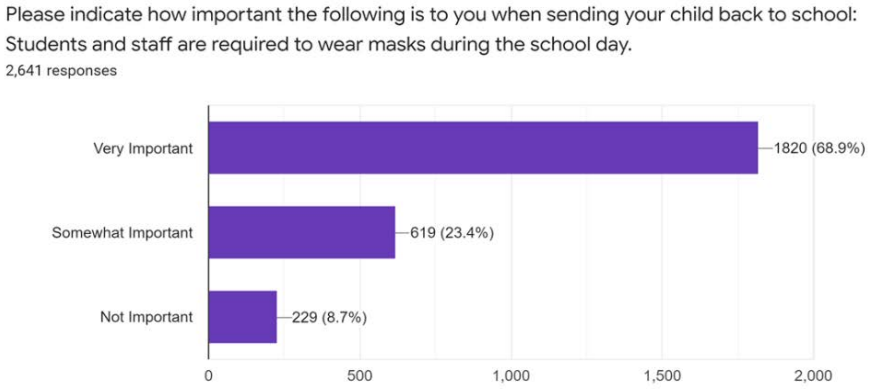
Family Engagement

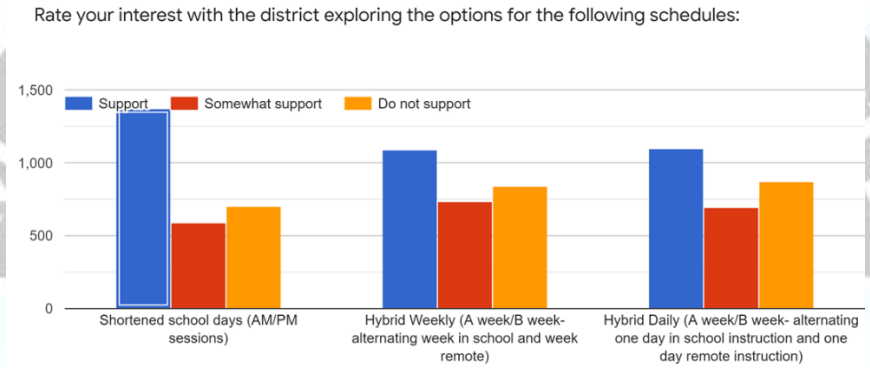
- We have administered a district-wide survey to assess the needs of families during the reopening phase. (Reopening Survey) This survey received 2,642 responses out of 2,840 students.











- We have involved parents/guardians in district- and school-level planning teams. Plans have been communicated in writing, outlining plans for the upcoming academic year, including expectations for students and families.
- School professionals will conduct virtual home visits during any school closure as a way for our schools to learn more about the families of their students, get the parents more involved in their child's education, and bridge cultural gaps that may exist.
- Establish, strengthen, and continue valuable partnerships with local community service organizations, non-profits, businesses, cultural organizations, and state agencies.
- Virtual townhalls, prior to the reopening of school in the fall, will be available to our school community.

Continued Social-Emotional Principles:

- Is our work "child centric" and "wellness centric?"
- Does our work embrace the needs of all of our students? (e.g. ELL and Special Education students, "at risk" students, etc.)
- Do our recommendations reflect everything currently happening in our world?

Resources & Items to Consider:

1. Beginning on Page 93 of The Road Back: Restart & Recovery, there are resources to review.
    - Mentoring Programs for Parents
        - Social mentoring types for mentors

- For Family Engagements
  - Resources for parents and kids for socialization groups on a smaller scale ("social pods")
  - Continue to survey parents.
- Informal ways to reduce stress
- Develop a list of Mental Health Resources for parents
- Grief and Loss Resources to Help Support Students

2. Food Service Distribution

3. Develop resources for parents for how to work under remote learning conditions.
   - Parents may feel either unqualified to facilitate remote learning or overwhelmed by this additional responsibility.
     - Offer library resources.
     - Centralize and categorize resources in one location (e.g. websites/passwords) so communication is manageable for parents.
     - A "how-to" log videos and communication from teachers on how to navigate the myriad of websites.
       - We will consider a virtual Back-to-School Night
       - Information/training and resources provided to parents on how to navigate the remote learning technology used by teachers.
       - This would need to be school building specific.
     - NHS students at the high school provide "interest" classes on a smaller scale.
     - Guidance on the importance of establishing routines at home and guidance and recommendations on how to maintain connections with others. Relationships/connections and routines/expectations must be a priority. Provide Parent Academy virtual sessions to educate school community.

   - Younger students may have a more difficult time than usual being away from their main caregiver(s).
     - Opening week presentations, video and resources for parents on how to navigate virtual learning and for children on what to expect at school.
     - Age-appropriate manuals and video presentation on wearing masks.
     - A simulation video from EACH school that shows what it's going to look like.
     - Virtual tours of the building and online tour to transition to a new building.

   - How will parents be able to put SEL into practice at home?
     - See parent resources above

   - Information on applying for Free and Reduced Lunch?
     - Information can be found on our district website.

4. Child care concerns and resources.
   - Are there options?
     - See Families First Coronavirus Response Act: some parents may be able to take advantage of this.
     - Wyckoff YMCA willing to try to adapt on-site aftercare at elementary schools to half-day schedule
     - See childcare resource list below.

Mentoring Programs

- Additional mentorship opportunities for students, whether in-person or through remote means of mentorship, will be explored and implemented throughout the 2020-2021 school year.
- New Hire Orientation will involve training specific to COVID-19.
- Mentoring for teachers with provisional certifications will continue through our district's mentoring program throughout the duration of the 2020-2021 school year.

Communication to Staff

What Does This Mean / Look Like?

- Teachers and staff members are experiencing just as much concern and confusion about returning to school buildings as parents and students are. We need to ensure that teachers and staff are kept informed as often as possible about the plan.

Considerations and Responsibilities?

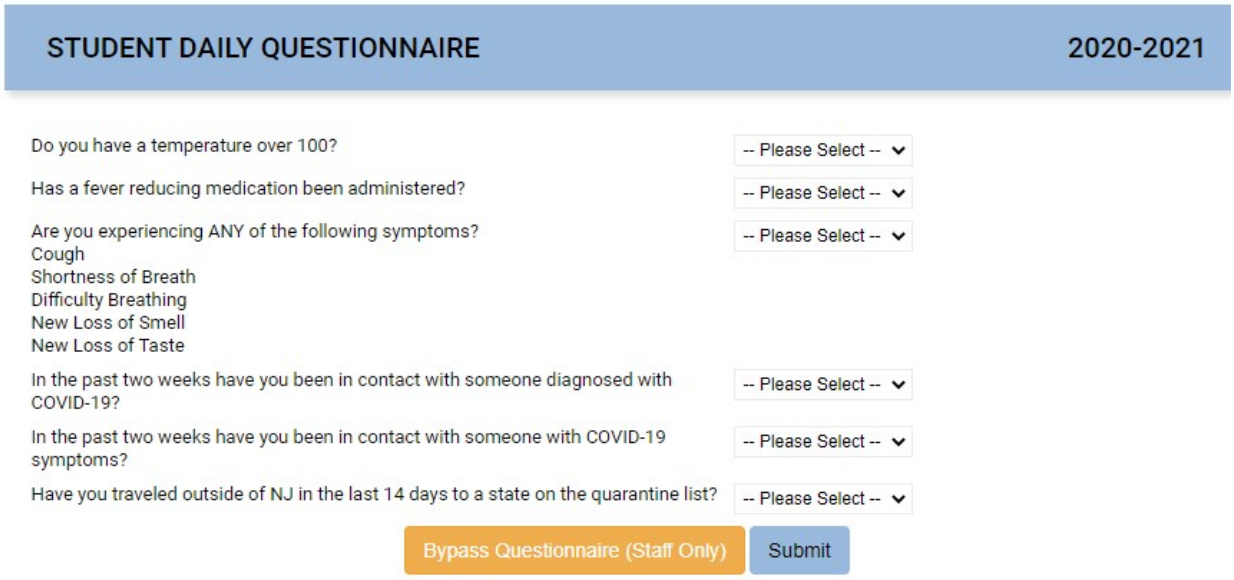
- There must be a deliberate commitment by the district and building administration to communicate with staff members about all of the nuances of return to school scenarios, expectations and accommodations.

Timelines (Summer / Week Before / Days Before / Fully-In)

- We should be emailing/communicating with staff on a weekly basis at this point; there is a palpable sense of concern about what is going to happen in September and we need to start to allay the fears and questions
- When the school year starts, there could be a weekly newsletter to staff
- Continue the use of one calls
- Use of district website with resource links

Screening, PPE, and Response to Students and Staff Presenting Symptoms

- Our schools will adopt procedures for symptomatic staff and students. These procedures will include the following:
  - Face coverings will be required of all students and staff members.
    - Directions for completion of Student Attestation Form.
  - Prior to the start of the school day, each parent/guardian must complete a digital attestation form, through Realtime's Parent Portal, our student management system.



- School staff will visually check students and employees for symptoms upon arrival.
- Random temperature and visual checks will take place throughout the school day.

- Illness reporting will be consistent with current Communicable Disease Service guidance.
- If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
- Written protocol has been established that details the district's COVID-19 related response for symptomatic students and staff.

  - An isolation space in each school building has been identified. Students and staff with symptoms related to COVID-19 will be safely and respectfully isolated from others. Students will remain in isolation with continued supervision and care until picked up by an authorized adult.
  - Communicable Disease Service guidance will be followed for illness reporting.
  - Personal protective equipment will be made available, accessible, and provided for use by staff and students.



Contact Tracing

- Contact tracing protocol has been established, including records of groups/cohorts, assigned staff, and daily attendance, as per Policy 1648 (Restart and Recovery Plan).

- Related district administrators, school safety specialists, counselors, and any other staff deemed appropriate and necessary by the school and district, should be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease. These staff members will be trained with the following course, by Johns Hopkins professionals, prior to the opening of school.
- Our student management system, Realtime, allows for review of records of student groups and cohorts.
    - Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
    - The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
- Nurses will take John's Hopkins course on Contact Tracing as directed
- Protocol with our regional Health Department established as to contact tracing specific to our school district.
    - Upon notification that a resident has tested positive for COVID-19, the local health department will call the school district to determine close contacts to whom they may have spread the virus, where close contact is defined as being within six feet for a period of at least ten minutes.
    - The school district shall assist the local health department in conducting contact tracing activities, including ongoing communication with the identified individual and/or their contacts.
    - Mahwah Schools shall ensure adequate information and training is provide to the staff as necessary to enable staff to carry out responsibilities assigned to them.
    - Mahwah Schools shall allow staff, students, and families to self-report symptoms and/or suspected exposure.

CONTACT TRACING INVESTIGATIVE PROTOCOL – NOTIFICATION

Dear Mahwah Community,

As we have communicated, our district experienced COVID-19 positive cases in our school district.

In response to our upfront communication about cases, parents have reached out regarding clarification and the rationale behind our decision-making when making determinations for placing our school buildings or classrooms on full-remote instruction.

Each COVID-19 positive case is unique, as is the exposure one individual may have with another; therefore, we handle each incident on a case-by-case basis. Each reported case necessitates our school district to work in consultation with our district physician, school nurse, building administrator, our assigned contact tracer, our assigned health officer, and most importantly, our COVID-positive student or employee. We also communicate with district administration, our various support services, and the Board of Education. Contact tracing must take place to determine the extent of exposure. The extent of the exposure is determined based upon the length of time (10 sustained minutes or more) and the physical distance (6 feet or less) – this information is gathered and used to create the lists of those individuals determined to be "in close contact."

As a result of the process required to analyze each case, and most importantly, in an abundance of caution, upon receipt of a reported COVID-positive case, our protocol requires our school district to place an entire building into a 48-hour full-remote instruction. These 48 hours of dedicated investigative time allows for our contact tracing process to take place, and also allows for district administration to make thoughtful decisions on next steps, alongside our medical experts. This 48-hour period is also essential to our decisions about how our school district should proceed in order to maintain safety for all staff and students in a respective school building. The contact tracing process of each specific case leads to the determination about closing or opening: specific classrooms, school wings, or whole buildings.

Our current decision-making can be exemplified here –

- When it is determined that only a singular classroom experienced close contact or minimal close contact took place, a specific classroom or school wing will be closed (After 48 hours, we isolated and closed the pre-school program of Lenape Meadows School, and currently, Mahwah High School only needed the investigative window).
- When it is determined that the timeline of the COVID-19 positive case and the potential for exposure is greater than the extent of one classroom setting or one school wing, we will make the decision to place a school building on full-remote instruction (e.g., Betsy Ross School and, currently, Ramapo Ridge Middle School).

The dedicated 48-hour window allows for us to ultimately make deliberate and careful decisions for the specific case, for the building, and for the school district.

The abovementioned protocol is in place to ensure that we have carefully completed each necessary step in this process. We will continue to share this information as we follow guidance and recommendations from our local medical experts.

As we proceed with the 2020-2021 school year, we thank you for your support along the way.

CONTACT TRACING CONTACT ASSIGNED BY THE REGIONAL HEALTH DEPARTMENT:

- Joanne Wendolowski, MS, RN, BC
  Public Health Nurse Supervisor
  Health Awareness Regional Program

- School nurses will engage with our assigned regional health department representative and parents, asking the following questions:
  1. Has your child had a fever in the last 24 hours?
  2. Has your child had any of the following symptoms?
  3. Has anyone in your family traveled outside of the area recently?

  - Continuous monitoring of symptoms.

  - Readmittance policies are consistent with Department of Health guidance and information for schools and Department of Health/Communicable Disease Service's Quick Reference Guidance on Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19.

Contact Tracing – Investigative Protocol

- Student COVID-Positive Test Result is reported to building administration.
- Staff member COVID-Positive Test Result is reported to immediate supervisor.

↓

- The school district will place the school building on full-remote instruction for 48 hours, allowing time to work with the contact tracer, our district physician, and our assigned health officer to determine next steps.

⇦⇨

Isolated Exposure	Broader Exposure
• When it is determined that a singular classroom experienced close contact or minimal close contact took place, an individual, some individuals, a specific classroom, or school wing will be closed (After 48 hours, we isolated and closed the pre-school program of Lenape Meadows School, and currently, Mahwah High School only needed the investigative window).	• When it is determined that the timeline of the COVID-19 positive case and the potential for exposure is greater than the extent of one classroom setting or one school wing, we will make the decision to place a school building on full-remote instruction (e.g., Betsy Ross School and, currently, Ramapo Ridge Middle School).

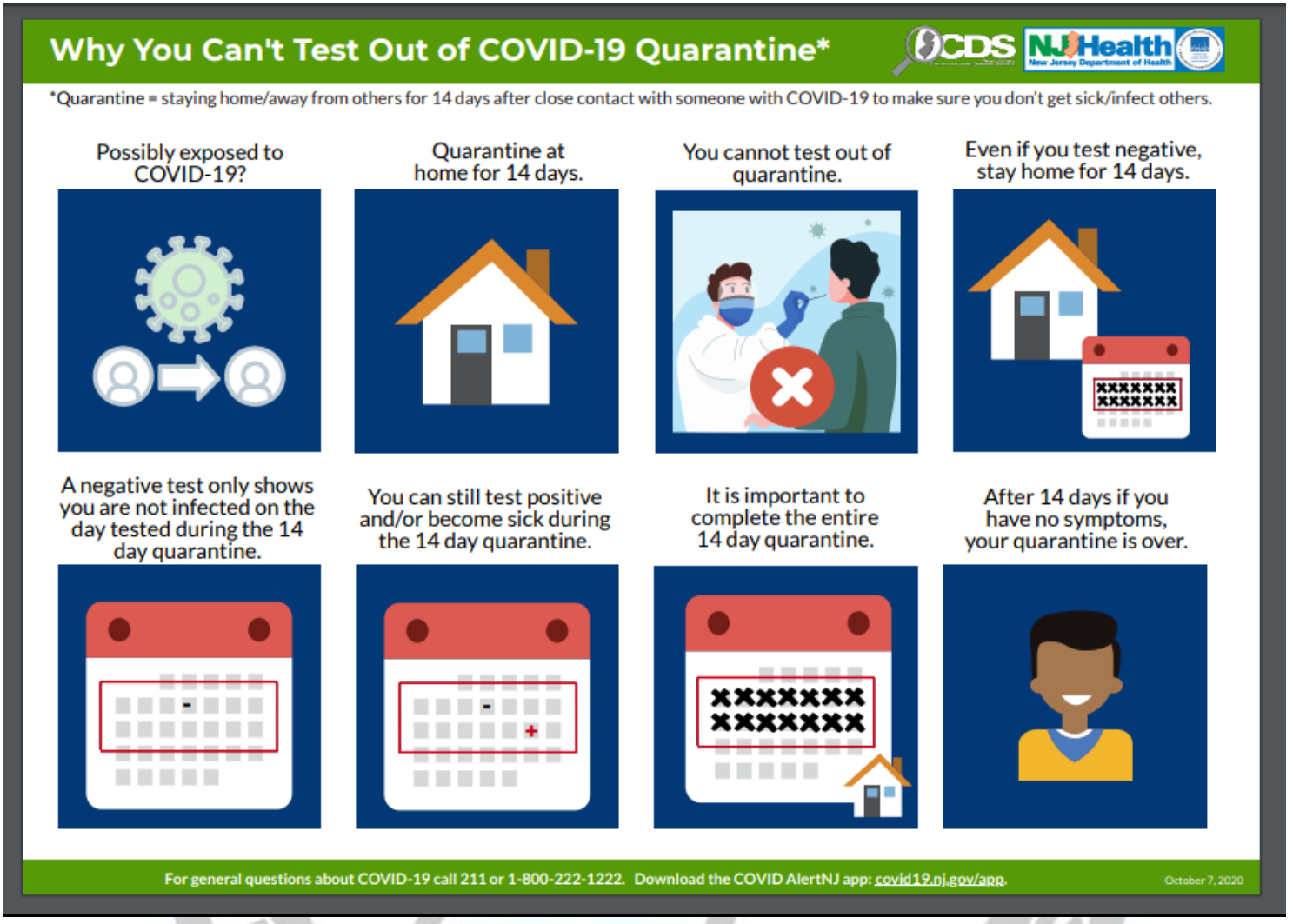
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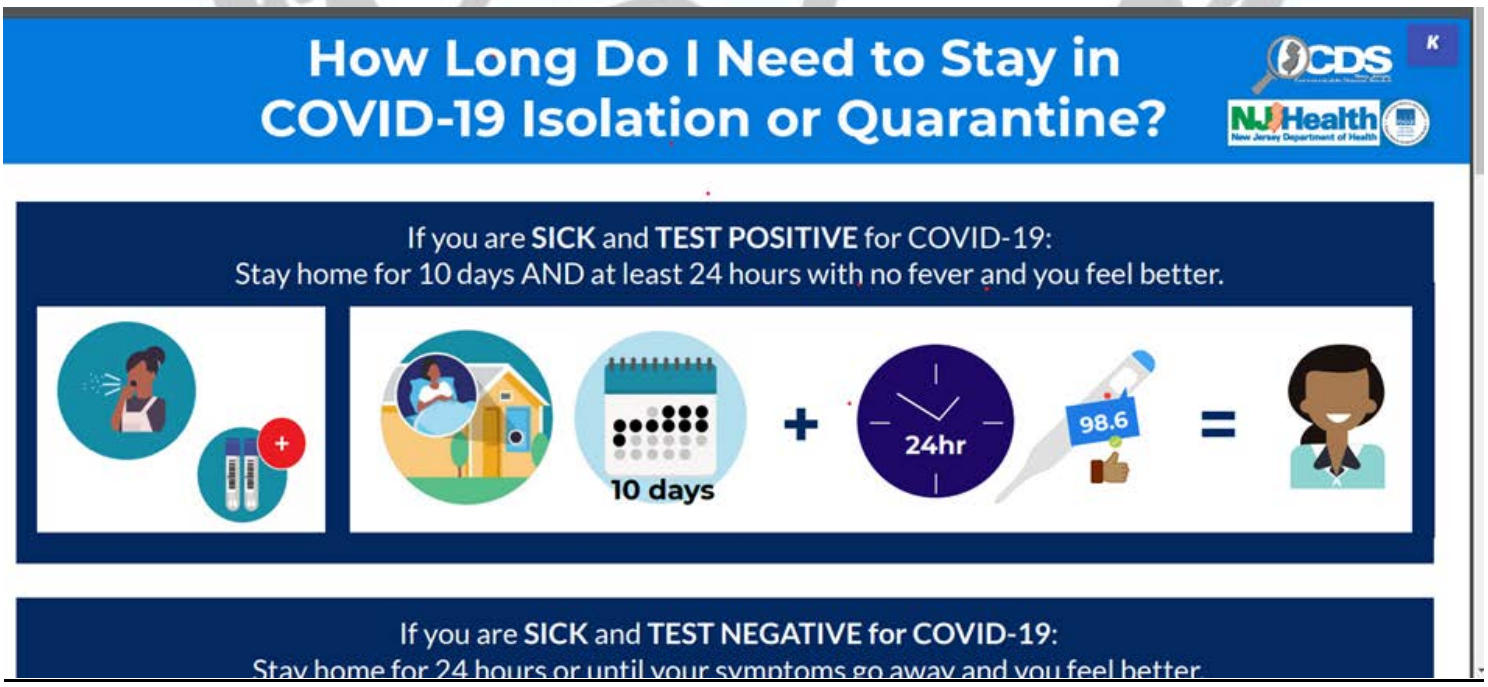
- Staff members are notified of COVID-positive case.
- Community is notified of COVID-positive case.
- In an abundance of caution, students in a staff member's or peer's class will be notified that they shared a classroom, but we are unable to identify the COVID-positive case.
- Those considered "close contacts" will be notified by our assigned contact tracer, and health/wellness guidance will be provided.

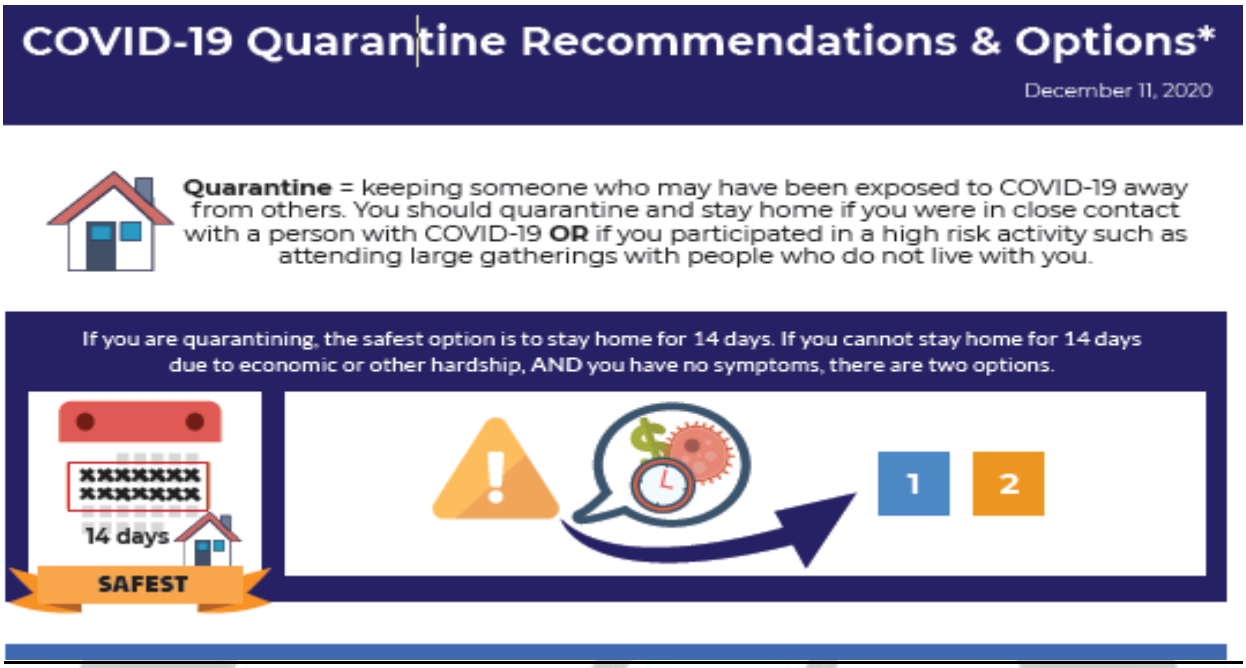
Updated Department of Health Guidance

In conjunction with District Policy 8841-CARE OF INJURED AND ILL PERSONS (M) the following protocol is designed to address the following:

Quarantine


Why You Can't Test Out of COVID-19 Quarantine*
CDS
NJ Health
New Jersey Department of Health
*Quarantine = staying home/away from others for 14 days after close contact with someone with COVID-19 to make sure you don't get sick/infect others.
Possibly exposed to COVID-19?
Quarantine at home for 14 days.
You cannot test out of quarantine.
Even if you test negative, stay home for 14 days.
A negative test only shows you are not infected on the day tested during the 14 day quarantine.
You can still test positive and/or become sick during the 14 day quarantine.
It is important to complete the entire 14 day quarantine.
After 14 days if you have no symptoms, your quarantine is over.
For general questions about COVID-19 call 211 or 1-800-222-1222. Download the COVID AlertNJ app: covid19.nj.gov/app.
October 7, 2020


How Long Do I Need to Stay in COVID-19 Isolation or Quarantine?
CDS
NJ Health
New Jersey Department of Health
If you are SICK and TEST POSITIVE for COVID-19:
Stay home for 10 days AND at least 24 hours with no fever and you feel better.
10 days
24hr
98.6
If you are SICK and TEST NEGATIVE for COVID-19:
Stay home for 24 hours or until your symptoms go away and you feel better



Management of Persons who Become Ill while at School - Return to School after COVID-19 Diagnosis

- Students who are sick with contagious illnesses whether it be a common illness or diagnosed COVID-19 should not attend school. Existing school procedure requires that students may return to school fever free without medication for 24-hours. The formal diagnosis or contact to COVID-19 will compel additional care.
- Students who are excluded from school will be afforded the opportunity, as soon as feasible when they are well enough to participate in classwork, to make up any missed classwork without penalty in order to reduce mental or physical anxieties about missed academic opportunities.

Management of Persons Who Become Ill While at School

- Individual students or faculty who become ill while at school are expected to immediately report to the school nurse's office. The office is equipped with a mandated isolation location so that the student or faculty member will be offered the right to privacy and further that risk of potential transmission is mitigated.
- Students who fall ill will be maintained in the isolation area until a parent or guardian is able to retrieve the student from the school. It is required that response to the medical report will be handled by the parent or guardian with immediacy.
- Faculty who fall ill will have a consultation with the school nurse during which the plan for transportation to home or medical facility will be agreed upon.
- The immediate assumption of presumed diagnosis will not take place; however, all locations used by the student or staff will be sanitized and disinfected consistent with thorough cleaning protocols.

Return to School after exposure to someone formally diagnosed with COVID-19

- Students or staff who have close contact with someone with COVID-19 should stay home for 14 days after exposure. It is expected that parents/guardians and staff will consult with the school nurse regarding this matter.

Return to school after COVID-19 symptoms without diagnosis

- Students or staff who present with COVID-19 symptoms and do not formally get tested must stay out of school for at least 10 days since symptoms first appear. Student of staff must stay out of school at least 24 hours with no fever without fever-reducing medication and until symptoms can improve.
- Any student or staff who can produce proof of a negative COVID-19 test result will be permitted to return

Return to School after COVID-19 Diagnosis

- Students diagnosed with COVID-19 and have a positive test result must stay home, isolate themselves from others, monitor their health, and follow directions from their state or local health department. Students and their families should be advised that the local health department may contact the family for contact tracing. If contacted, families should notify the contact tracer that the student attended school.
- Families of students who are diagnosed with COVID-19 are strongly encouraged to advise the school nurse of the diagnosis. The district will use this information to advise the local board of health, initiate disinfecting protocols, and execute additional protocols as directed by the board of health.

MAHWAH BOARD OF EDUCATION
60 Ridge Road, Mahwah, NJ 07430

Leonard Fitts, Ed.D.
Interim Superintendent

Dennis M. Fare
Assistant Superintendent

Michael DeTuro, Ed.D.
Director of Curriculum and Instruction

Kyle J. Bleeker
Business Administrator/Board Secretary

Lisa Rizzo
Director of Special Services

September 21, 2020

Re: Pupil Screening/Attestation Form

Dear Parents/Guardians:

First of all, I want to say that you have contributed immensely to helping us to get the 2020-2021 school year off to a great start. As we continue our work, I will find it necessary to provide reminders to help keep students and staff safe.

The district restart and recovery plan states that prior to the start of the school day, "each parent/guardian must complete a digital attestation form." While the majority of parents have been diligent in completing the attestation form on a daily basis, some have neglected to do so. This has resulted in our school nurses having to expend additional time screening pupils each morning. It has also placed a burden on our front office staff and administrators.

Completing this attestation form daily is not optional; in fact, it is required. The procedure exists for the health and safety of your child as well as for the health and safety of our fellow students and staff. Given that this is a new procedure, we have been somewhat flexible in our approach. However, going forward, we must strictly adhere to our policy.

Therefore, I wish to inform parents that if they do not complete the attestation form before school begins each day, effective immediately, your child will not be permitted to attend class and you will be contacted to pick your child up from school or you can complete the form for your child to return to class. We ask you to partner with us in this process to avoid any disruption to your child's educational process.

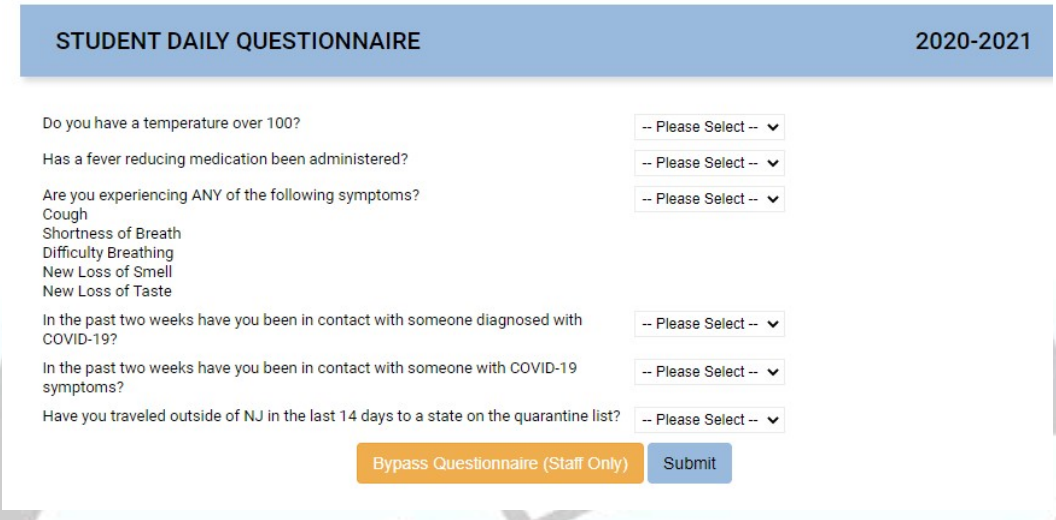
I am truly hopeful that everyone strictly follows our daily attestation process going forward. Again, this process is in place for the wellness of the entire District. If you have any questions, please contact your Principal.

Sincerely,

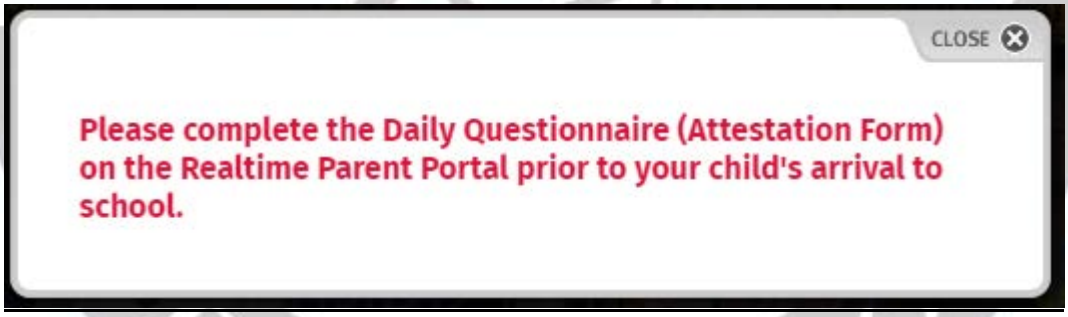
Dr. Leonard Fitts, Ed.D.
Interim Superintendent

Attestation Form Response

- Answering "yes" to any question on the daily attestation form excludes the student or staff member from attending school on that day. Note that typical student attendance policies are modified so as to not discourage anyone from taking off from school to address medical needs.
- Participation in the virtual portion of the school day is encouraged while at home.
- Parents or caregivers must contact the school nurse for further discussion and planning. Symptomatic staff and students will be referred to their healthcare provider for further follow-up care.



- A reminder will be placed on our district homepage for all parents who access our website:



Facilities/Food Services/Transportation

Facilities - Overview

- As public health is the critical bridge to school reopening, clear, universal requirements on health and safety practices must be at the foundation of school reopening. For planning and training purposes, released New Jersey Department of Health information will inform our facilities, food services, and transportation preparation.

- Our school district must continue to adhere to existing required facilities cleaning practices and procedures, and any new specific requirements of the local health department as they arise. Our district will also develop a schedule for increased routine cleaning and disinfecting, especially of frequently-touched surfaces and objects (e.g., classroom desks/chairs, lunchroom tables, door handles, handrails, light switches, shared telephones, shared computer keyboards, drinking fountains), and

sanitize bathrooms daily and between use as much as possible, using [protocols outlined by the Environmental Protection Agency](#) (EPA).

- Student and staff health screenings will follow established protocol. Physical guides, inclusive of floor decals and signage on walls will help to ensure that staff and students remain at least six feet apart. When it is not possible to maintain physical distancing, schools must require the use of face coverings.

Signage	
Entry-points Signage	 
Bathroom Signage	 
Classroom Signage	

Signage	
Directional Signage	 
Hallway Signage	

Personal Protective Equipment and Cleaning

- Mahwah Schools has already made proactive purchases and installments in preparation for the 2020-2021 school year, including hand sanitizer and hand sanitizer stations/dispensers, disposable and cloth face coverings, contactless thermometers, and plexiglass for working shields. Hand sanitizing dispensers will be maintained with alcohol-based sanitizer. Sanitizing wipes have been ordered in preparation for the fall's reopening, desk guards have been ordered where applicable, and electrostatic sprayers will be utilized in deep-cleaning our facilities. At the secondary level, grades 6-12, students will also have desk liners where students will be permitted to grab a liner upon entering the classroom and place the liner over their desk if they wish. The use of wipes is not mandatory, but wipes will be available for student use if they would like to clean off their desk area.
    - The federal Coronavirus Aid, Relief, and Economic Security (CARES) Act established the Elementary and Secondary School Emergency (ESSER) Fund to provide additional support to school districts for areas impacted by COVID-19

- Facility cleaning protocol will continue with increased routine, paying particular attention to touchpoints.

Student Flow, Entry, Exit, and Common Areas

- Each of our school buildings has assigned multiple entry-points, exits, and common areas to limit gatherings and congregations of students.
    - Each household and staff member must complete a digital attestation form (through Realtime) prior to arriving to school.
        - If students and staff do meet the standards, they will not come to school. All information will be received by the school nurses and school administrators electronically.
    - Random temperature checks of students will take place throughout the school day.
    - Temperature checks will take place for staff members
    - For students and staff who exhibit symptoms, screening and isolation will take place in designated areas of each school building's nurse's office.
    - Signage will be located throughout school buildings for the purposes of communication

Social Distancing in Entrances, Exits, and Common Areas

- Regardless if social distancing cannot be maintained, Mahwah Schools will require face coverings for all students and staff.
- Where needed, Mahwah Schools will provide physical guides, such as signage on walls and floors to help ensure that staff and students remain socially distant and moving.
- Where possible, traffic flow will encourage one-way routes in hallways (hallway and stairwell directional).
- Visitors will be purposefully limited.
- Mahwah Schools will further minimize large group gatherings by eliminating any in-person assemblies or programs. Programs that are essential for students, staff, and parents – where social distancing cannot be maintained – will be held virtually.

In-Building Considerations

- Only bottle-filler water fountains will be used throughout the school buildings.
- Hand sanitizer dispensers are installed throughout school buildings.
- Conscious efforts to declutter classrooms will take place prior to students attending.
- Sensor sinks and paper towel dispensers, while existent, will continue to be ordered over time.

Facilities Cleaning Practices and Protocol

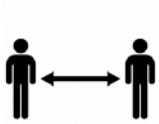
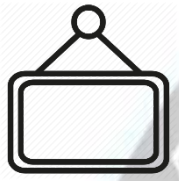
- Facilities cleaning will take place daily, using the following guidelines, with attention to specific touchpoint areas.
- Our schools' schedules of every other Wednesday (through March 2021) with students working remotely will allow for a mid-week enhanced cleaning of our school facilities, as well.
- Daily cleaning schedule has been established

    - Cleaning checklists established - sweeping, dusting, spray
    - Electrostatic disinfectant backpack/guns - provides fine mist in between am/pm sessions and after school
- 28 FTE current custodial staff
- Additional staff - 6 full-time additional custodians
    - During day: addressing common touchpoints and transition periods
    - End of day: to prepare for following day of instruction
- Hand sanitizer dispensers (with at 70% alcohol) will be installed in every classroom
    - Sanitizing wipes ordered for each building
- Air quality review
    - HVAC system - filters replaced before school start (MERV-8)
        - Schedule for filtration review
    - HEPA filters will be installed in each nurse's office

- All HVAC systems have been inspected to ensure that they are working correctly
- Filters are inspected regularly as part of the District's preventative maintenance plan and replaced as needed
    - At a minimum every 3 months
- As a requirement to maintain proper indoor air quality and air circulation, many of our air systems, for heating and cooling, are designed to incorporate outside air into the room or area it is servicing

- For rooms or areas without this feature, there are windows that will be opened for fresh air.

Core Actions for Prevention	
	Face Coverings
	Handwashing and Hand Sanitizing

Core Actions for Prevention	
	Cleaning and Disinfecting High-Touch Areas
	Physical Distancing
	Signage and Floor Markings

Cleaning And Disinfecting Your Facility

Everyday Steps, Steps When Someone is Sick, and Considerations for Employers

How to clean and disinfect



Wear disposable gloves to clean and disinfect.

Clean

- **Clean surfaces using soap and water.** Practice routine cleaning of frequently touched surfaces.

High touch surfaces include:



Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, etc.

Disinfect

- Clean the area or item with soap and water or another detergent if it is dirty. Then, use a household disinfectant.
- **Recommend use of EPA-registered household disinfectant. Follow the instructions on the label** to ensure safe and effective use of the product.

Many products recommend:

- Keeping surface wet for a period of time (see product label).
- Precautions such as wearing gloves and making sure you have good ventilation during use of the product.

- **Diluted household bleach solutions may also be used** if appropriate for the surface. Check to ensure the product is not past its expiration date. Unexpired household bleach will be effective against coronaviruses when properly diluted.

  Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.

  Leave solution on the surface for **at least 1 minute**

  Bleach solutions will be **effective** for disinfection **up to 24 hours.**

  To make a bleach solution, mix:

  - 5 tablespoons (1/3rd cup) bleach per gallon of water

    OR

  - 4 teaspoons bleach per quart of water

- **Alcohol solutions with at least 70% alcohol.**



Soft surfaces

For soft surfaces such as **carpeted floor, rugs, and drapes**

- **Clean the surface using soap and water** or with cleaners appropriate for use on these surfaces.

cdc.gov/coronavirus

DeepClean

CLASSROOMS
VALIDATION CHECKLIST

! All high touch objects and surfaces are disinfected with Oxivir Tb Wipes, Virex II 256, or Virex Plus

High Touch Objects Disinfected

- ☐  Doorknobs / Handles
- ☐  Light Switches / Room Controls
- ☐  Electronics
- ☐  Student Desks
- ☐  Sinks / Hardware
- ☐  Desk & Table Tops / Surfaces
- ☐  Armrests and Back of Chairs
- ☐  Cabinet / Drawer Handles
- ☐  Paper Towel / Tissue Dispensers
- ☐  Soap Dispensers

Surfaces Disinfected

- ☐  Walls
- ☐  Floors
- ☐  Vents
- ☐  Glass / Windows
- ☐  White / Chalk / Smart Boards

Other:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

DeepClean

RESTROOMS / SHOWERS / LOCKER ROOMS
VALIDATION CHECKLIST

All high touch objects and surfaces are disinfected with Oxivir Tb Wipes, Virex II 256, or Virex Plus

High Touch Objects Disinfected

- ☐  Doorknobs / Handles
- ☐  Light Switches / Room Controls
- ☐  Bathroom Stalls
- ☐  Handrails / Hooks
- ☐  Sinks / Hardware
- ☐  Counter Tops / Shelf Edges / Cabinets
- ☐  Diaper Changing Station / Pads
- ☐  Electric Hand Dryers
- ☐  Paper Towel / Tissue Dispensers
- ☐  Lockers / Handles
- ☐  Soap Dispensers
- ☐  Toilet Flush Levers. Seats

Other:

- ☐ _____
- ☐ _____

Surfaces Disinfected

- ☐  Walls
- ☐  Floors
- ☐  Vents
- ☐  Glass / Windows / Mirrors

RE: Recommended Cleaning Process after confirmed case in building

When confronted with the situation of having a positive case, or a suspected positive case, of covid-19 in your facility, Pritchard's best practices, in conjunction with CDC recommendations, are to follow the below steps and procedures.

1. **Close off all areas** the used by the person who is sick.
2. **Open outside doors and windows** to increase air circulation to the area.
3. **Wait 24 hours** before you clean or disinfect. If not 24 hours, as long as possible.
4. **Clean and disinfect all areas** used by the person who is sick paying close attention to touchpoints and horizontal surfaces.
5. Vacuum the space, if needed, with HEPA filter capable vacuum making sure the room and area is empty and does not have any people in it during cleaning.
6. **REMINDER**: All proper **PPE to be worn at all times**. Please strictly follow chemical labeling when using any cleaning chemicals as safety is paramount.



CLOSE & AIR OUT **PPE** **CLEAN** **DISINFECT**

Use of

Cleaning Schedule and Procedures
1. Cleaning Schedule and Procedures a. Classrooms (K-5) i. All K-5 classrooms will be cleaned during the transition period between AM and PM classes. As custodial staff enter the classroom, the teacher will need to leave for approximately 30 minutes. Staff will first spray the "64H" cleaner / disinfectant on all surfaces and wipe. Once all surfaces are wiped clean, the spray will be applied again and left to dry. Dwell time = 10 minutes. ii. After the PM session, all classrooms will have the PurTab Sanitizing / Disinfecting solution applied via electrostatic sprayer. After spraying, the solution will be left to dry. Once dried, custodial staff will spray the "64H" cleaner / disinfectant on all surfaces and wipe clean. Once cleaned, the spray will be applied again and left to dry. Dwell time = 10 minutes. b. Classrooms (6-12)

i. After students and staff have been dismissed, all classrooms will have the PurTab Sanitizing / Disinfecting solution applied via electrostatic sprayer. After spraying, the solution will be left to dry. Once dried, custodial staff will spray the "64H" cleaner / disinfectant on all surfaces and wipe clean. Once cleaned, the spray will be applied again and left to dry. Dwell time = 10 minutes.

c. Bathrooms (Common Bathrooms - all schools)
   i. Bathrooms at all schools will be consolidated where possible and sinks and urinals will be taken out of service where necessary so no two are open next to each other.
   ii. Custodial Staff will rotate through bathrooms once per hour to clean touchpoints, empty garbage, and examine the rooms.
   iii. After students and staff have been dismissed, all bathrooms will have the PurTab Sanitizing / Disinfecting solution applied via electrostatic sprayer. After spraying, the solution will be left to dry. Once dried, custodial staff will use Spray-Nine Multipurpose germicidal cleaner on all surfaces and wipe clean. Once cleaned, the spray will be applied again and left to dry.
d. Bathrooms (Individual Classroom – K-5)
   i. Same mid-day cleaning procedures as K-5 classrooms
   ii. Same end of the day cleaning procedures as K-5 Classrooms
e. Touchpoints (Hallways and Common Areas)
   i. At K-5 schools, staff will walk the hallways and clean all doorknobs, handrails, water fountains, light switches, and other common areas after arrival and throughout the day
   ii. At 6-12 schools, Staff will perform the same and include walkthroughs after each change of classes.
f. Schedule
   i. The custodial team has been approved for an increase of 6.0 FTE for the upcoming school year. Staff will be allocated accordingly to address the cleaning needs stated above. Their schedule for the start and end of the day will not change from prior years and lunches and breaks will be on a rotating basis to ensure maximum number of staff working at any given time.

2. Primary Disinfectants / Sanitizers / Cleaners to be used
   a. Enviro-solutions 64H neutral Disinfectant / cleaner
   b. PurTabs Effervescent Sanitizing / Disinfecting Tablets
   c. Spray-Nine Multipurpose germicidal cleaner
   d. InstantFoam Complete Alcohol Foam Hand Sanitizer
   e. PureSan Botanical Cleaning Disinfectant Wipes

3. Custodial Management provides training to all staff upon hire and reinforces the training and procedures throughout the year. Prior to the start of schools, all staff are brought together to thoroughly review procedures and practices. Support and training is also offered and received from the custodial product supplier.

4. Recirculated air / Fresh Air & Filters
    a. Warmer months - Air-Conditioning
        i. Rooms that receive cooling air through a window unit or a split system will need to have a window open as their fresh air component.
        ii. Rooms that are on the interior (no windows) have an air handler that re-circulates the air and adds fresh air to the room.
        iii. For the cooling season, all classrooms have the ability for a fresh air component either mechanically though the unit or by opening a window.
    b. Cooler months – Heating
        i. Heating is provided primarily by unit- ventilators or Airdale units. This equipment has a fresh air component as part of its system
        ii. Split systems also provide some heating but do so often in conjunction with unit-ventilators
            1. For areas where there is just a split system, windows would bring in fresh air
        iii. Baseboard heating is also located in some buildings
            1. A window would provide the fresh air component for these areas
        iv. For the heating season, all classrooms have the ability for a fresh air component either mechanically though the unit or by opening a window.
    c. Filters
        i. All mechanical systems – unit-ventilators, split systems, window AC units, have a filter to clean the air that goes through it
            1. While each system may take a slightly different size or style of filter, as a minimum standard, the district utilizes MERV-8 filters
            2. These filters are used because of their ability to filter particles in the air and these filters meet the specifications of most of our units.

Facilities Outside of School Hours / Extracurricular Activities / Visitors

- All extracurricular activities must comply with applicable social distancing requirements and hygiene protocol. These activities will take place virtually, as needed.
- External community organizations that use school facilities will be discontinued for the time being.
- In-person appointments will be replaced by Zoom videoconferencing, where appropriate.

Visitors - Protocol

- Appointments are required for entrance into any school building.
- Those with an appointment will:
    - Wait in security vestibule
    - Complete in-person or digital attestation form
    - Complete a temperature-check

Deliveries

- Items will be left on the table in vestibule
    - Office will disinfect and collect
- Large deliveries will contact custodian and drop-off will take place at loading dock.

K-12 SCHOOLS SYMPTOM SCREENING:

Parent/Guardian Attestation

Child's First Name: _____ **Child's Last Name:** _____

Parent/Guardian First Name: _____ **Parent/Guardian Last Name:** _____

1. Has your child had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?

☐ Yes > The child should not be at school. The child can return 14 days after the last time he or she had close contact with someone with COVID-19, or as listed below.

☐ No > The child can be at school if the child is not experiencing symptoms.

PLEASE HELP KEEP EVERYONE SAFE

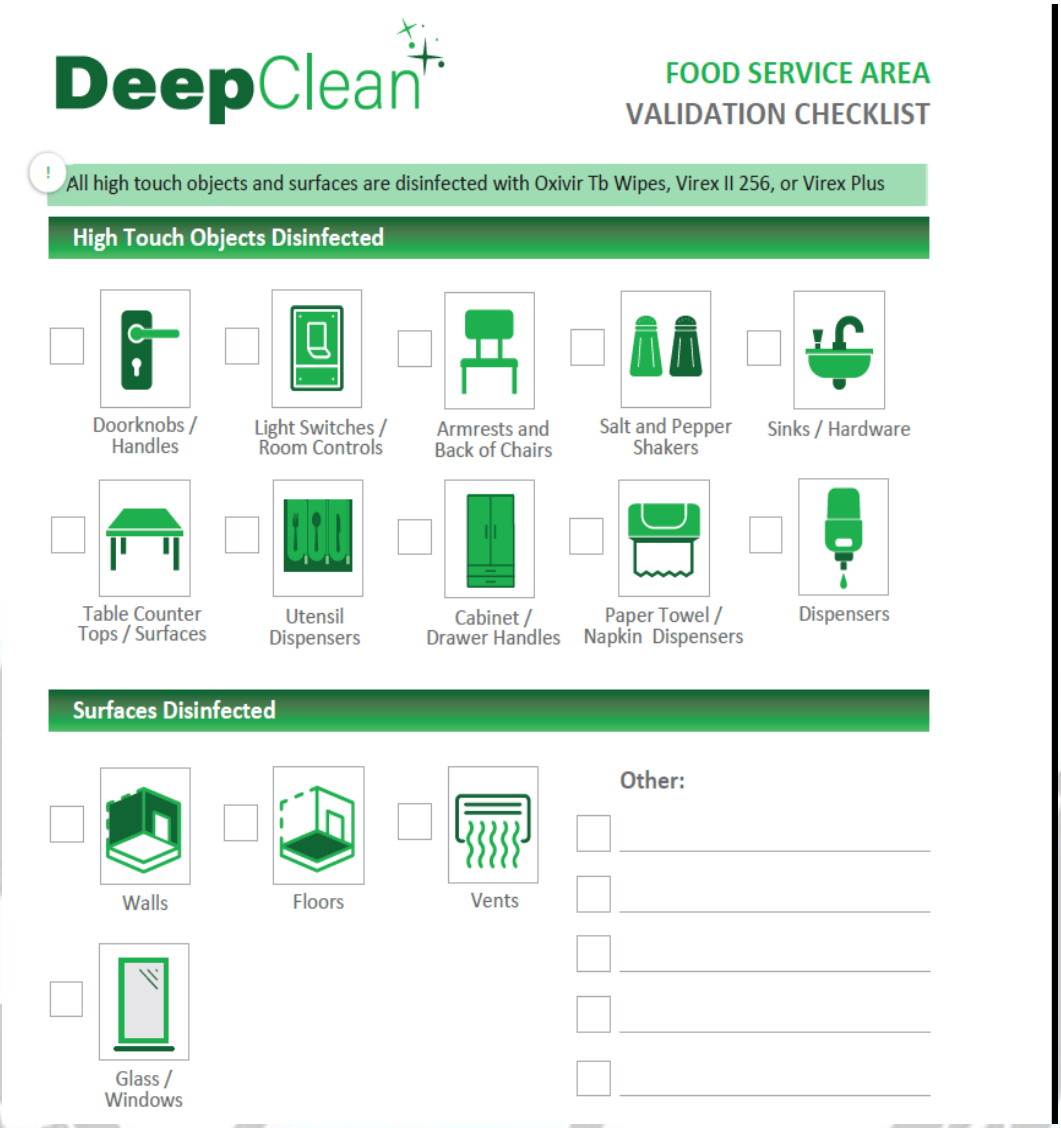


Wear a face covering | Wash hands frequently | Clean and disinfect high-touch surfaces | Maintain at least 6-feet of distancing

Meals/Food Services

- Cafeterias or other group dining areas will not be in use; for food preparation and food pickup, disinfecting of the area will occur. Mahwah will have no family-style, self-service, or buffet-style dining, and will maintain social distancing. Cafeteria staff must wash their hands immediately after removing gloves and after directly handling used food service items.
    - Students who qualify for free and/or reduced lunch will continue to be provided with a boxed to-go lunch, either at the beginning or end of the school day, depending on the student's specific schedule.
- The New Jersey Department of Education and Mahwah Schools both consider it a moral imperative to ensure the seamless and continuous feeding of our students in need during all phases of school reopening. Nutrition News: Five Tips for Enjoying a Healthy, Happy and Safe Lifestyle

    - Boxed "to-go" lunches will be offered to all students at the end of their school day.
    - A menu will be made available to pre-order and online ordering options are being considered.
    - There will be no snack or a-la-carte options during the day from the cafeteria.
    - Staff have been provided additional training regarding food preparation and our staff and kitchens continue to be monitored by health officials.



(to be posted in janitorial storage areas in clear view)

Transportation

- Our school district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses. Our school schedule also limits enrollment, which will impact the number of students on any bus route.

    - Parents are able to waive their right to transportation.
    - In-district bus drivers are trained by in-district Administration.
    - Bus drivers will wear face coverings, with students wearing face coverings during bus ride.
    - Paraprofessionals will be on board bus routes for the first few weeks of school to assist students with getting acclimated to wearing a mask on the bus route.
    - Windows will be open during route to provide ventilation.
    - Students will sit back of the bus to front of the bus, dependent on pick-up.
        - Siblings may sit together to increase capacity.
    - Social distancing will take place at bus stops.

- Best practices for cleaning and disinfecting school buses and other transport vehicles will be adopted and employed.

    - Cleaning will take place in between bus routes.

- Drivers and students will be wearing PPE/face coverings
- Paraprofessionals will begin the school year by riding morning and afternoon routes to supervise face coverings
- Bus cleaning protocols
    - All School Bus companies have been informed about recommended guidelines to follow by the NJ Department of Education and CDC. These include the following:
        - Bus personnel (Drivers and Aides) are to wear masks.
        - Bus personnel are reminded to frequently wash their hands.
        - Bus Companies are required to clean and sanitize the vehicles.
        - Students will be required to wear masks upon entering and leaving the bus, and during the ride should social distancing not be possible.

        - Bus personnel will be maintaining attendance on each route, and providing this information to school personnel daily.

Potential for Extended School Closure - Checklist

- ✓ Mahwah Schools will engage with local Department of Health
    - COVID-19 Activity Level Index (CALI) is reported
    - When region in red, indicating "high risk," school district is required to be on full-remote instruction

- ✓ Central Office will meet with the following cohorts:
    - Building principals
    - Technology team
    - Facilities – review ongoing maintenance
    - Transportation meeting
    - Food services
    - Instruction
        - Paraprofessionals
        - Counselors and CST

Additional Resources

With modified school schedules, we recognize that this may increase the likelihood that families that otherwise would not utilize child care will now require it.

Local Childcare Facilities

Pinnacle Learning Center
109 West Ramapo Avenue
Mahwah, NJ 07430
(201) 512-3313

Apple Montessori
75 East Ramapo Avenue
Mahwah, NJ 07430
(201) 512-0066

Bell's Little Learners
11 Leighton Place
Mahwah, NJ 07430
(201) 847-8400

Lightbridge Academy
51 Island Road
Mahwah, NJ 07430
(201) 529-0066

Holy Cross
125 Glasgow Terrace
Mahwah, NJ 07430
(201) 529-2117

Young World Day School
585 Wyckoff Avenue
Mahwah, NJ 07430
(201) 327-3888

Wyckoff Family YMCA / Mahwah Early Learning Center
60 Ridge Road
Mahwah, NJ 07430
(201) 529-4819

Social Emotional Learning

Educator Well-being

- Mahwah Schools will provide time and space for teachers and staff to process traumatic events, re-establish connections with each other, and receive support through a series of professional development days prior to the start of school.
- Educator self-care and wellness will be prioritized through the summer and at the start of the 2020-2021 school year through professional development opportunities.

- Mahwah Schools will support educators' access to mental and behavioral resources and encourage them to utilize these services by sharing community resource guides.
- Provide access to social-emotional learning bank of resources that will be updated regularly.

Student Well-being

- Mahwah Schools will use a tiered system of supports to support student learning that may manifest in a multitude of ways. To systemically address students and their learning, key stakeholders will be trained in order to train additional staff to use such a tiered system.
- Implementation of Intervention and Referral Services (I&RS) protocol.
- Continuing to promote the expectation that all school staff should work to support students and provide school staff with training and support on facilitating difficult conversations and then empower them to engage students in this dialogue.
- Counseling staff will be trained as necessary and prepared to support both staff and students that may need additional supports.
- Wraparound supports will work to identify needs and gaps in supports for all students.

Resources for Staff

How We Can Support the Emotional Well-Being of Teachers	https://www.youtube.com/watch?v=OfCLTQhW9GQ
Supporting Teachers During COVID-19	https://www.youtube.com/watch?v=sEWV7_4VqPI&feature=youtu.be
9 Ways to Practice Self Care During the School Day	https://youtu.be/VZrKOsKl9ug
Resiliency Resources:	https://ubhc.rutgers.edu/resiliency-resources/resiliency-resources.xml
Strategies for Teacher Self-Care	5 Strategies for Teacher Self-Care
Managing your Mental Health During COVID -19	https://www.youtube.com/watch?v=c0mLm3Kgb3E&feature=youtu.be
Supporting Educators During High-Stress Periods	https://youtu.be/BaT8Ghj-KTw
Supporting Teacher Well-Being	https://ies.ed.gov/ncee/edlabs/infographics/pdf/REL_PA_How_To_Grow_Teacher_Wellbeing_in_Your_Schools.pdf
Resources to Maintain Wellbeing and Balance During COVID-19	https://www.bergenresourcenet.org/search/resources-to-maintain-wellbeing-and-balance-in-covid-19-times/#.XxB92EqT4ZU.email
West Bergen Mental Health	www.westbergen.org
Bergen Resource Net	www.bergenresource.net
Mindful Practices	www.mindfulpractices.us
Social Emotional Learning	Teacher, Interrupted: Leaning into Social-Emotional Learning Amid the COVID-19 Crisis
Helping Children Cope with Changes Resulting from COVID-19	https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19
Trauma Informed Distance Learning	https://selcenter.wested.org/resource/strategies-for-trauma-informed-distance-learning/

Strategies and Tools for Helping Students and Families Cope with Trauma	https://www.mentalhealth.org.uk/coronavirus/returning-school-after-lockdown
What kids want to know about the Coronavirus	https://www.npr.org/sections/goatsandsoda/2020/02/28/809580453/just-for-kids-a-comic-exploring-the-new-coronavirus
Creating Communities of Courage: Engagement in the Time of Covid-19	https://myemail.constantcontact.com/What--School-Community-Engagement--Means-in-the-Time-of-COVID-19.html?soid=1102681734147&aid=IOigHm4sZZA
5 Strategies for Building Community in a Classroom	https://www.nshss.org/blog/5-strategies-for-building-community-in-the-classroom/#!#.XxGo9DsSUig.email
Formulating Your SEL Team:	Define Team Member Roles and Responsibilities - Casel Schoolguide
Remote Use of Paraprofessional Supports for Students with Disabilities	Remote Use of Paraprofessional Supports for Students with Disabilities During the COVID-19 Pandemic

Counseling Resources:

- https://www.schoolcounselor.org/school-counselors/professional-development/learn-me/virtual-elementary-school-counseling
- Virtual Middle School Counseling
- Virtual High School Counseling
- Classroom Mental Health

Communication Resources:

- Communicating Return to Work https://www.mckinsey.com/business-functions/organization/our-insights/communications-get-personal-how-leaders-can-engage-employees-during-a-return-to-work#
- Employee Communication During COVID -19 https://alight.com/research-insights/employee-communication-coronavirus
- County Offices of Education

Parent Resources:

- Nemours KidsHealth - the Web's most visited site about children's health
- NJ 2-1-1
- COVID-19 Vaccination Resources

Holiday Travel

MAHWAH BOARD OF EDUCATION
60 Ridge Road, Mahwah, NJ 07430

Leonard Fitts, Ed.D.
Interim Superintendent of Schools

Dennis M. Fare
Assistant Superintendent

Michael DeTuro, Ed.D.
Director of Curriculum and Instruction

Kyle J. Bleeker
Business Administrator/Board Secretary

Lisa Rizzo
Director of Special Services

November 16, 2020

Good afternoon, Mahwah Families:

Fatigue has set in for all of us in a variety of ways. Maybe you let your guard down and did not wear your mask when you should have. Maybe you said yes to a face-to-face play date instead of insisting on a virtual get-together. Or maybe you have planned a gathering for the holidays that expands your circle.

The United States is experiencing a rapid spread of the virus with increased hospitalizations. New Jersey is at a crucial crossroad that can result in a significant spread or we can continue to do our part to keep the positivity rates low by returning to our own self-induced lockdown before we are mandated to do so.

In our schools, we are proud of the fact that our COVID positive cases are isolated and have yet to cause additional cases or an outbreak. However, our data is also showing us that more staff and students are having contact **outside of school** and are being required to quarantine for being labeled a close contact. The number of those requiring a test or being asked to quarantine is rising. Currently, in every school, we have staff and students who are in a mandated quarantine and this was NOT our reality two weeks ago.

On Monday, November 16, 2020, Governor Murphy reduced the capacity of indoor gatherings to 10 people, down from 25, and the outdoor capacity will be lowered to 150 from 500. This change will impact spectators at school-sponsored sporting events and we wait to hear if it will impact attendance at Board of Education meetings.

The district administration will continue to review our local data, along with township, county, and state data, as we continue to collaborate with our medical experts to determine our course of actions.

Please do your part and commit to:

- Completing your daily attestation forms.
- Keeping your child home when he/she is unwell.
- Contacting your school nurse when you or your child is required to quarantine.
- When traveling, follow quarantine guidance.
- Washing your hands.
- Maintaining social distance.
- Wearing a mask.

Sincerely,

Mahwah Administrative Team

Attending a Gathering

Make your celebration safer. In addition to following the steps that everyone can take to make Thanksgiving safer, take these additional steps while attending a Thanksgiving gathering.

- Bring your own food, drinks, plates, cups, and utensils.
- Wear a mask, and safely store your mask while eating and drinking.
- Avoid going in and out of the areas where food is being prepared or handled, such as in the kitchen.
- Use single-use options, like salad dressing and condiment packets, and disposable items like food containers, plates, and utensils.



Hosting a Thanksgiving Gathering



If having guests to your home, be sure that people follow the steps that everyone can take to make Thanksgiving safer. Other steps you can take include:

- Have a small outdoor meal with family and friends who live in your community.
- Limit the number of guests.
- Have conversations with guests ahead of time to set expectations for celebrating together.
- Clean and disinfect frequently touched surfaces and items between use.
- If celebrating indoors, make sure to open windows.
- Limit the number of people in food preparation areas.
- Have guests bring their own food and drink.
- If sharing food, have one person serve food and use single-use options, like plastic utensils.

Thanksgiving Travel

Travel increases your chance of getting and spreading COVID-19. Staying home is the best way to protect yourself and others.

If you do travel

- Check travel restrictions before you go.
- Get your flu shot before you travel.
- Always wear a mask in public settings and on public transportation.
- Stay at least 6 feet apart from anyone who is not in your household.
- Wash your hands often or use hand sanitizer.
- Avoid touching your mask, eyes, nose, and mouth.
- Bring extra supplies, such as masks and hand sanitizer.



cdc.gov/coronavirus

- Travel Advisory

Mental Health Resource List

Crisis	Accepting Referrals/Operating?	Contact
Psychiatric Emergency Screening Program (PESP)/ 201-262-HELP Care Plus	· Fully operational · Conducting assessments in persona and via telehealth, when possible	201-262-4357
Wellness and Support Center/ Early Intervention Support Services (EISS) Comprehensive Behavioral Healthcare	· Accepting new referrals, call first · Providing telehealth services, when possible	201-957-1800
Crossroads to Wellness/ Intensive Outpatient Treatment and Support Services (IOTSS) Care Plus	· Accepting new referrals, call first · Providing telehealth services, when possible · F2F in the community for essential services only	201-986-5037
Adult Partial Hospitalization (APH)/Partial Care	**Accepting Referrals/Operating?**	**Contact**
Bergen New Bridge Medical Center APH/MICA (mental illness chemical addiction)	· Accepting new referrals · Fully operational at this time	201-967-4000
Comprehensive Behavioral Healthcare Partial Care	· Providing services via telehealth	201-646-0195
Care Plus Partial Care	· Not accepting new referrals · Services temporarily suspended	201-265-8200

High Focus Intensive Outpatient (IOP)/Partial Care	· Accepting new referrals · Operating on reduced schedule via telehealth platform	201-291-0055
Vantage Health System Partial Care	· Accepting new referrals case by case · Provide telehealth services · Working toward resuming groups using telehealth platform	201-567-0059
Ramapo Ridge Psychiatric Hospital APH	· Accepting new referrals · Providing telehealth services	201-848-5500
Partial Care	**Accepting Referrals/Operating?**	**Contact**
Assisted Outpatient Treatment Services (AOTS)/ Involuntary Outpatient Commitment (IOC) Care Plus	· Not accepting new referrals · Providing telehealth services, when possible · F2F in the community for essential services only · Transportation for clients to essential medical services/urgent matters	201-478-4183
Behavioral Health Home (BHH) Care Plus	· Accepting new referrals · Providing telehealth services	201-265-8200 Ext. 5443
Program of Assertive Community Treatment (PACT) Bridgeway Rehabilitation Services	· Accepting new referrals · Providing telehealth services, when possible	201-880-8321

Integrated Case Management Services (ICMS)/ Community Support Services (CSS) Care Plus	· Accepting new referrals · Providing telehealth services, when possible · F2F in the community for essential services only · Transportation for clients to essential medical services/urgent matters	201-478-4162
Projects for Assistance in Transition from Homelessness (PATH) Comprehensive Behavioral Healthcare	· Providing services via telephone	201-296-6008
Transition Services (Justice Involved Services/ Jail Diversion) Care Plus	· Accepting referrals · Providing telehealth services, when possible · F2F in the community for essential services only · Transportation for clients to essential medical services/urgent matters	201-478-4166
Housing	**Accepting Referrals/Operating?**	**Contact**
Advance Housing	· Accepting new referrals; postponing conducting intakes · Providing telehealth services, when possible · Transportation for clients to essential medical services/urgent matters	201-498-9140
Rapid Re-Housing for Families and Individuals (RRHFI) Care Plus	· Not accepting new referrals · Providing telehealth services, when possible · F2F in the community for essential services only. · Transportation for clients to essential medical services/urgent matters	201-336-3357

Bergen County Housing Health and Human Services Center (BCHHHSC) Shelter	· Not taking new guests · Focusing on current housing applications · Call 211 hotline for additional shelter/housing information	201-336-6480
Outpatient	**Accepting Referrals/Operating?**	**Contact**
Bergen New Bridge Medical Center/OPD	· Accepting new referrals · Fully operational at this time · Providing telehealth services, when possible	800-730-2762
Care Plus/OPD	· Accepting new referrals/call first · Providing telehealth services, when possible · F2F services provided for clients in crisis	201-986-5000
Coordinated Specialty Care (CSC) Care Plus	· Accepting new referrals · Providing telehealth services, when possible · F2F services provided for clients in crisis	201-986-5010
Korean American Outreach Program (KAOS) Care Plus	· Accepting new referrals · Providing telehealth services	201-265-8200 Ext. 5280
Comprehensive Behavioral Healthcare OPD	· Accepting new referrals via telehealth · Providing telehealth services	201-646-0333
Hackensack University Medical Center OPD	· Not accepting new referrals · Providing telehealth services	551-996-2000

National Alliance on Mental Illness (NAMI) Greater Bergen/ Intensive Family Support Services (IFSS)	· No workshops or educational programs · Support groups provided online · Providing services via telephone	201-935-6264 201-296-6011
Ramapo Ridge Psychiatric Hospital OPD	· Accepting new referrals · Providing telehealth services	201-848-5500
Vantage Health System OPD	· Accepting new referrals · Providing telehealth · F2F for essential services only	201-567-0059
West Bergen Mental Healthcare OPD	· Accepting new referrals · Providing telehealth services	201-688-7098 Ask for Esther or leave a voicemail
Inpatient Hospital	**Accepting Referrals/Operating?**	**Contact**
Bergen New Bridge Medical Center	· Accepting patients	800-730-2762
Englewood Hospital	· Not accepting new patients	201-894-3000
Ramapo Ridge Psychiatric Hospital - Inpatient	· Accepting new patients on a case by case basis	201-848-5500

Legal/Financial	Accepting Referrals/Operating?	Contact
Adult Protective Services (APS)	· Providing telephonic services · Suspended home visits · Coordinating with Law Enforcement to conduct well checks if unable to get in contact	201-368-4300
Bergen County Board of Social Services (BCBSS)	· Accepting Applications · No Face to Face services	201-368-4200
Mental Health Law Project (MHLP)	· Accepting referrals via telephone · Building/courts are closed to public, with exception of emergent actions · Postponing upcoming Social Security hearings · Will take information for other cases, but unlikely court dates will be in near future, unless emergent	201-634-2760
Social Security Administration (SSA)	· Accepting Applications · No Face-to-Face services	800-772-1213

Additional Resources - Department of Education

Frequently Asked Questions

CLEANING / FACILITIES

A. **Are we going to increase the number of our cleaning/disinfecting team since their job responsibility has increased?**

Yes. We will have, at a minimum, an additional custodian for each building while school is in session whose sole responsibility will be to perform the additional cleaning procedures outlined in our reopening plan.

B. **How frequently will classrooms be cleaned? Will the school shut down for a day of thorough cleaning?**

Schools will be in session every weekday. Classrooms will be cleaned and sanitized daily at the end of the school day by our custodial staff. At the elementary schools, buildings will also be cleaned during the transition periods between the "am" and "pm" groups. Cleaning of high touch areas will be on a regular and frequent basis, according to state health and safety guidelines. While enhanced cleaning will take place daily by our custodians, while students are learning virtually every other Wednesday, full-day cleaning will take place in all of our school buildings. Disinfecting wipes and hand sanitizers also will be available in classrooms.

C. **What other areas will be cleaned during the day?**

Frequently touched areas such as door handles, push plates, hand railings, water-filling stations, and bathrooms will be cleaned throughout the day. When lunch is eventually reinstated, cafeteria tables and chairs will be cleaned and disinfected between each lunch period. Water fountains will be closed, but hands-free water bottle fillers are available throughout the buildings. Students are encouraged to bring a filled reusable water bottle to school that is clearly marked with their name.

D. **Please explain how the new cleaning procedures differ from the old procedures.**

Our cleaning and disinfecting procedures of high touch areas identified above will be conducted several times throughout the day versus only once a day. Full-day mid-week cleaning will take place on every other Wednesday.

E. **How is air circulated in each of our buildings?**

All classrooms in all schools have fresh air circulation, and dampers will remain open for fresh air circulation in all classrooms. As per NJ QSAC, we meet all state-mandated requirements for fresh air supply. Filters have been and will continue to be changed frequently.

F. **Will any classes be held outside?**

Outdoor learning spaces will be utilized when possible and when appropriate for the learning environment.

FACE COVERINGS

A. **Will students and staff members have to wear face coverings while in the classroom?**

Yes. As per guidance from Governor Murphy, students, school staff, and anyone entering our buildings will be required to wear face coverings.

There will be breaks instituted where students will be able to remove their face coverings. Examples: proper social distancing in the classroom, outdoor breaks, and indoor facemask breaks.

While it is encouraged that students and employees bring their own favorite (and most comfortable) face covering, each school will have an extra supply to replace lost or damaged masks. Accommodations will be made for students with special needs via face shields and training, along with incremental exposure.

We strongly encourage parents to begin practicing having our younger students wear masks. In addition, we ask parents to explain the importance of wearing a mask to protect others.

Please view this link: Behind the Mask

B. **Will teachers be provided with face shields? Will masks that show teacher or student mouths be provided?**

Yes, each school will have face shields for adults, and for PreK-5 buildings, face shields will be available for students.

HAND WASHING/SANITIZING

A. **How will hand washing/sanitizing take place in the schools?**

Many elementary classrooms are equipped with sinks for handwashing. Additionally, hand sanitizer is available throughout each building and classroom. Hand sanitizing dispensers will be installed at a range of locations. In addition, every classroom will be provided with an adequate supply of hand sanitizer. Proper handwashing with soap and water will be encouraged and taught.

HEALTH (Screening, PPE, Presentation of Symptoms)

A. **How will you protect all students, including those with and without medical issues?**

According to the CDC, currently, the most effective way to reduce the spread of SARS-CoV-2, the virus that causes COVID-19, is using multiple mitigation strategies in combination. This will include students, teachers, and staff staying home when sick, appropriately covering coughs and sneezes, wearing face coverings, social distancing, supported with signage; cleaning and disinfecting frequently-touched surfaces; and washing hands often with soap and water or using an alcohol-based hand sanitizer, and maintaining small class sizes when possible.

Each school is also offering a full virtual learning option for not only students at increased risk that limit their risk of exposure to COVID-19, but for any student whose family chooses this option.

B. **Is there a plan for rapid testing within the school for teachers and students?**

Currently, no. Should it be mandated by the New Jersey Department of Health or the New Jersey Department of Education, we will be revisiting this accordingly.

C. **What happens when a student or staff member is sent home with symptoms? How will sick students be discharged from the building?**

According to the NJDOE's Road Back, students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others.

Students who are showing signs of illness upon screening will be sent to the designated isolation area. Parents/ Guardians/ Emergency contacts of these students will be notified to retrieve the student immediately at the door closest to each nurse's office or the designated quarantine area. The school nurse or designee will escort students to the door to meet their parent/guardian/emergency contact. The parent/guardian will be required to sign the student out, as per the school's sign out protocol.

For a student who is showing signs of illness in the classroom, the teacher will communicate verbally that a student is being sent down to the nurse's office. The school nurse will evaluate the student. Students that are found to be ill by our nursing staff will be sent home. Parents/Guardian/Emergency contacts of these students will be notified to pick their child immediately at the door closest to each nurse's office or the designated quarantine area. The school nurse or designee will escort students to the door to meet their parent/guardian/emergency contact. The parent/guardian will be required to sign the student out, as per the school's sign out protocol.

D. **What happens when a student or staff member tests positive for COVID-19?**

If a school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.

Based on current information provided by the Bergen County Department of Health, if a student or teacher tests positive for COVID-19, the specific class and the teacher (first degree of contact), and any other contact will self-quarantine for two weeks. Contact tracing and notification will be aligned with guidance from Center for Disease Control and our local health department. Our local health department will take the lead on information-sharing.

To prevent the spread of the virus, all areas used by the infected person will be immediately closed down for at least 24 hours before cleaning, as per CDC guidelines. After 24 hours, windows will be opened to increase air circulation and all areas will be thoroughly cleaned and disinfected.

E. **Will there be daily health screenings for all students, teachers and staff? And for substitute teachers?**

As per the *NJ Road Back* guidelines, all students and staff (inclusive of substitute teachers) will self-report using a digital attestation form. In addition, temperature checks will take place for all staff members. Sample screening items from the CDC can be viewed here to give you an idea of the types of screening questions for families that will be included in our protocols:

https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/schools-childcare/Daily-Home-Screening-for-Students-Checklist-ACTIVE-rev1.pdf

F. **What if the Governor shuts down all schools again?**

The District will follow all updated directives from the Governor as well as the State and county departments of health and education, and will be prepared to shift to remote learning if such a mandate is issued or if health conditions warrant this shift.

G. **If, as a parent, I elect to send my child to school in September, can I later decide to switch to remote learning? And vice versa?**

Yes, parents may change their decision regarding remote or in-person instruction. The change from in-person to remote instruction can be made after consultation with a building administrator. The change from remote to in-person instruction, however, can only take place at the start of a trimester (at the elementary school level) or at the start of a marking period (at the secondary school level).

LUNCH

A. **How will lunch work? Where will middle school students go after grabbing lunch?**

At this time, lunch will not take place in the school setting. As we re-evaluate the plan, and lunch is reconsidered, further information will be shared with our school community.

REMOTE / VIRTUAL LEARNING

A. **Can you please explain remote instruction, and the curriculum being offered?**

Elementary

At the elementary level, grades K-5, all students will be designated to a fully-remote class, where their teacher would interface with them through virtual means, covering content in core areas of instruction. Furthermore, students will be given activities and assignments that will extend their learning. They will also have access to the remote Special Area classes that are being provided each day. There will also be time assigned throughout the week where they will be able to connect with a teacher to provide clarification on the content that is being covered in class.

Secondary

Remote learning will include synchronous and asynchronous learning. For synchronous learning components of lessons, students will be able to view and hear essential parts of the lesson from home live. For example, students will be able to see the classroom screen/whiteboard. In addition, students will be able to access essential posted class materials/notes/handouts. Live-stream or Zoom technology will be utilized.
Asynchronous learning components will include posted activities/assignments/projects, pre-recorded supplemental Zooms and Screencasts, etc.
Videos and materials will be posted for students who are absent or on school-approved Home Instruction.

B. **How will the schools cover the mandated curriculum? Will remote learning follow the same curriculum as the in-person instruction for Mahwah schools, as opposed to a generic grade-level curriculum for the state or nation?**

Our innovative staff and approach to curriculum and learning has positioned Mahwah School District to seamlessly transition to virtual learning. For the past several years, we have focused on professional development related to academic and social emotional learning, and technology. We continue to provide this professional support on an ongoing basis to equip our educators to meet the social, emotional, health, and academic needs of all students.

The curriculum will be the same for both virtual and in-person instruction. In planning curriculum and instruction, we are focused on continuing to build highly effective instruction in both virtual and in-person learning environments. Learning gaps will be assessed throughout each unit of instruction, as we continue to focus on meeting the major content outlined in the grade-level New Jersey Student Learning Standards (NJSLS).

C. **Can you elaborate on the format for virtual learning? Will it be live instruction? When students are learning online, how will you ensure the proper quality of education for all of the students?**

This virtual learning experience will contain a combination of live/synchronous learning and asynchronous learning opportunities. All students will have the opportunity to interact with a staff member to provide explanation and extension related to the learning experiences from the school year. All students will participate in daily learning. All elementary remote students will be taught by a certified Mahwah School District teacher and grouped by grade level. All middle school virtual students will be attending each class live, virtually through Google Meet, according to their daily schedule. All students are expected to attend their classes and work through the curriculum regardless of their location. All students who are attending class from home are expected to engage with their classroom teacher as determined by the teacher, using video conferencing tools (e.g., Zoom, Google Meet) and any other digital platforms/tools provided by the district. Students will be expected to complete and submit assignments, and will be assessed both formatively and summatively by the teacher.

D. **Will all students be given technology devices (laptops)?**

All students in grades 6-8 will be able to use the district issued HP Probook. The 9-12 will continue to receive the HP Elite book for both in-person and remote learning. Students in grades PreK-5 will be given the option to request a district-issued device if needed for remote learning. The technology department will be available, as they were during the remote learning in the Spring. The use of the support request email address (mahwahtech@mahwah.k12.nj.us) will be used to deploy this support.

A community survey will also be sent out, requesting information related to our families' access to technology. Based on families' potential needs for access, our school district will assist in providing technology access accordingly.

E. **Technology/Repair/Troubleshooting**

If you are having any technical difficulties or if you are experiencing difficulties with your device please first contact Mahwah Technology Department via email at mahwahtech@mahwah.k12.nj.us before you attempt to come to the T3 building.

If the technician requires you to drop off y our school issued device do the following:

- Print and complete the attached required computer repair form.
- Go directly to the STEAM building, (T3), Door 1 between 11:00 a.m. – 1.00 p.m. (not the main building) and drop off your computer and form in the bin located in the vestibule.
- We ask that you wait in your vehicle until a technician assesses the issue and contacts you via your cell phone. If your laptop can not be repaired on-site, you will be assigned a loaner laptop, and your computer will be sent out for repair. As soon as your computer is returned from service, we will contact you and schedule a time for its pickup.

F. **How are students going to attend class virtually? What are the expectations for checking in on middle school students who are at home for their two consecutive days?**

Students who are attending class from home are expected to engage with their classroom teacher and fellow classmates, as determined by the teacher, using video conferencing tools (e.g., Zoom, Google Meet) and any other digital platforms/tools provided by the District.
The schedules will be synchronous, with students virtually participating in all assigned classes, following the in-school bell schedules. Attendance will be taken digitally.

G. **Would students be able to participate/ask questions when they are present virtually or is it just an observation of the class instruction?**

The students who are participating in the virtual learning experience will not be able to communicate with the teacher during the lesson. They can email or ask questions during the virtual office hour times at the secondary level, and at the elementary school level, the student can meet individually with their teacher at some point during the week.

H. **Will the elementary instruction involve turning in assignments and having their work graded by the teacher?**

Students will be expected to turn in assignments and work will be assessed both formatively and summatively by the teacher.

SCHEDULE

A. **How will the elementary classrooms be set up?**

Although room set up is still being finalized at the elementary level, plans are in place for students to be seated following the recommendations provided by the CDC specific to distancing. Extra furniture will likely need to be removed to maximize space in the classroom and to promote social distancing. As previously shared, both staff and students will be required to wear face coverings.

Schools will space seating/desks and will turn desks to face in the same direction (rather than facing each other). Desks will be spaced with students generally sitting 4 to 6 feet apart. Schools will use signage, such as one-way routes in hallways, and signs on walls to promote social distancing.

B. **What will alternating Wednesdays look like?**

Alternating Wednesdays begin on September 16, to be used for synchronous/live and asynchronous instruction. There will be limited opportunity to make up work for students. This will also serve as an opportunity for enhanced cleaning protocols during this time.

C. **Is there a way to request a preference for "am" or "pm" session?**

Placement, specific to "am" and "pm" session, is contingent on transportation. Please engage with your specific building administration.

D. **Will high school still be a block schedule?**

Yes. We will still rotate and drop periods, as in the traditional school day.

E. **Will students have snack time?**

No, in consideration of the shortened school day schedule. As the year continues, we will re-evaluation this decision. More information regarding this will follow.

F. **Will the students be going to the specials or remain in their classroom with specialists visiting?**

All efforts will be made to limit student movement to other classrooms within the school to minimize multiple cohorts of students using shared spaces within the school day. The elementary students will be taking part in Specials remotely. The secondary students will be taking part in encore offerings in the school teachers will make efforts to utilize outdoor spaces.

G. **Can you explain what the purpose is for secondary having an A/B schedule and the elementary schools having an AM/PM split schedule day?**

The decision to create the elementary and secondary schedules were based on multiple sources: CDC guidelines, suggestions from *The Road Back* guidance provided by the NJDOE, work with surrounding districts, survey results from our community, Task Force (teachers, parents, local health officials, building administration) recommendations, transportation models, and feedback from the building administration.

The elementary model is grounded in the best practice models suggesting that the population requires teacher and student in-person interaction. While also acknowledging the struggle to sustain extended online learning. This population can safely attend daily, supported adjusted classroom set-up(spacing), increased sanitizing protocols, and requirements of masks.

The secondary model was developed to ensure that the students would be able take part in in-person and remote learning on a consistent basis, while decreasing the number of students in the building at one time. We also acknowledge that the students are able to attend online learning independently for a longer period of time.

H. **Will siblings in the elementary program (K-5) and the secondary program (6-12) will be on the same schedule?**

Yes. Using our student information system, Realtime, we are working to coordinate elementary siblings (and those in the same household, even with different last names) on the same AM/PM schedule as well as secondary siblings on the same A/B day schedule.

I. **Will students move classes at the secondary level?**

Yes. With a reduced daily capacity, the requirement of masks, signage, and support of our staff to ensure that the students are not clustering, we feel that students can change classes while meeting the safety requirements outlined in the NJDOE's guidance. Additionally, we will not be assigning lockers to start the school year to reduce traffic flows in our hallways.

J. **Will RR and MHS run after school clubs?**

This has not yet been determined. If we determine that it is feasible and safe to run our club programs, we will certainly offer extracurricular activities for all students. We are still in the process of reviewing virtual extracurricular activities, to be accessed by both in-person and virtual students.

K. **Will orientation programs still be held prior to the school year beginning?**

Yes, a virtual orientation presentation/tour or in-person orientation presentation/tour will take place. Building principals will be in touch directly with specific communication.

SOCIAL DISTANCING

A. **How will teachers educate our elementary students on the importance of social distance in schools?**

The teachers and students will be engaging in all of the requirements of social distancing and proper hygiene. During the first couple of weeks, the teachers will be educating our students on the importance of social distancing and how that works in the school setting. We are asking our families to partner with us in educating our children about what proper social distancing, hygiene, use of facial covering, and the practice of safe interactions with friends.

SPECIAL EDUCATION

A. **How will IEPs be fully satisfied given the elementary school schedule is 1/2 day?**

Special education services, including replacement classes, in-class support, and related services will function as they would on a minimum day schedule. Related services can be provided virtually or in-person. Schedules will be developed after the first week of school.

B. **Will my child with an IEP still receive services if I choose the virtual option?**

Yes. Case managers and building principals will contact families who select the virtual option to communicate how IEP services will be delivered.

C. **What will IEP meetings or staffing look like?**

All meetings, during the foreseeable future, will continue to take place through Zoom videoconferencing.

D. **What will the accommodations be for special education students?**

All IEP and 504 mandated accommodations will remain intact for our students.

E. **What will the program look like for out-of-district students?**

Students in this program will participate in their programs, as described by each placement.

ATTENDANCE

A. **What are the new policies on excused absences allotted for students?**

The current attendance policy remains in place. We recognize that attendance, during this time, can be a very individual matter; therefore, case by case situations will be addressed through building administration. As needed, our I&RS will be engaged in this process. Individual cases will be reviewed and considered.

B. **Will I be able to drop my child off early or pick them up late?**

Parents are being asked to strictly adhere to designated arrival and dismissal times. We do not have the availability of staff or facility for safe supervision of students.

C. **If my child attends fully virtual instruction, is he or she held to the district's attendance policy?**

Yes. The current attendance policy remains in the place. Students are still responsible for logging on according to building protocol.

D. **Will the school still hire substitute teachers if a teacher is sick?**

Yes. Substitute teachers, as well as leave replacement teachers, will be hired to meet the staffing needs of the district. Our relationship with Insight Substitute Services has been maintained.

TRANSPORTATION

A. **What are the procedures and safety measures for the bus?**

With reduced population, requirements for face coverings, and cleaning protocols, safety measures will be enhanced. Contracted and in-house district bus drivers will be trained on cleaning protocols by district administration. Paraprofessionals will assist in supervising bus routes.

YMCA BEFORE/AFTERCARE

A. **How will before and aftercare work at the elementary schools? Will there be special procedures in place?**

The only students that will be allowed in the building before and after school are registered YMCA students. It is our plan to keep students for YMCA before and after care predominantly in the MPR and gym, as well as outdoors. The designated areas in each school for before/after care will be disinfected before and after use. Depending on YMCA enrollment, students may need to be co-mingled from the cohort groups they were in during the school day. All group and class rosters will be vigilantly maintained to track student contacts during school and YMCA care hours. The YMCA is governed by the health and safety guidelines for childcare providers, and will provide their protocols to parents in the coming days.

Phase II – Guidance

MAHWAH BOARD OF EDUCATION
60 Ridge Road, Mahwah, NJ 07430

Leonard Fitts, Ed.D.
Interim Superintendent of Schools

Dennis M. Fare
Assistant Superintendent

Michael DeTuro, Ed.D.
Director of Curriculum and Instruction

Kyle J. Bleeker
Business Administrator/Board Secretary

Lisa Rizzo
Director of Special Services

March 12, 2021

Dear Mahwah Community,

March 13, 2021 marks one year that we quietly packed up our classrooms in anticipation of two weeks in-home learning and we fully believed that, after the brief hiatus, we would return to school. The reality is that, within this past year, New Jersey has lost over 23,000 citizens to COVID-19. We have emerged from the other side of the past year more conscientious of the conditions of each person's personal life and the importance of community when facing difficult tasks. We are grateful to the parent support during in-home learning, throughout the past year, and in the course of our return planning.

Having begun the transition to the other side of life post-COVID, we presented to our community the Phase II return plan at the March 3 Board of Education meeting.

Sharing with you our progress in relation to our Phase II preparatory work, please review the following information:

- Elementary programs will begin the combined in-school program, including the return of fully-remote students, effective Monday, March 29, 2021.
    - The fully-remote students are invited to return to our in-person program on March 29.
- Secondary programs, grades 6-12, will return to all hybrid students attending a half-day program five days per week on Monday, March 15, 2021.
    - The fully-remote students are invited to return to our in-person program on April 12.

We are proud to share with you that the district's push for maintaining safe facilities and creating a healthy learning environment for our students led to our participation with Hackensack Meridian's "Keeping America Safe Assist Program," which allows our district leaders access to additional experts in facilities, operations, and medicine, including site visits for evaluation of our facilities and professional development. Representatives from Hackensack Meridian are in the process of reviewing our school district's program, COVID-related and health/wellness policies, and facility-specific protocol - all of which will lead to our opportunity to receive this organization's endorsement.

Building administrators are prepared to answer your questions related to Phase II. Additionally, the FAQ listing the most common questions received are here to offer you more information and answers. You can continue to submit your questions to MahwahReentry@mahwah.k12.nj.us or contact building leaders.

To further assist you and our children during this time, our principals will be hosting office hours/town hall meetings for the purpose of sharing information related to Phase II. This will be an opportunity for our parents to ask questions specific to your child's school building and instructional program. Please find those dates/times below.

Betsy Ross School	March 24 @ 9:00 a.m.
George Washington School	March 24 @ 9:00 a.m.
Lenape Meadows School	March 24 @ 10:00 a.m.
Joyce Kilmer School	March 24 @ 10:00 a.m.
Ramapo Ridge Middle School	March 30 @ 10:00 a.m.
Mahwah High School	March 30 @ 11:00 a.m.
Full-Remote Program	March 24 @ 10:00 a.m.

We remain excited for Phase II, and look forward to having our students back with us!

Sincerely,

The Mahwah Administrative Team

Phase II – Update (Presentation)

A Message from Our Principals!

Still Masked, Still Socially Distanced… but Still Together!



This Phase II plan has been prepared in accordance with the following guidance, in addition to guidance that served as the foundation of our Phase I plan, informed by federal and state government recommendations and mandates, and updates will be made, as needed:

- Federal Government - CDC Guidance (English) | (Spanish)
- Operational Strategy for K-12 Schools through Phased Prevention | CDC
- Governor Murphy - Executive Order 230

Athletics Protocol and Guidelines – NJSIAA

- Spring 2021 Protocols
- Spring 2021 Guidance
- Guidance for Sports Activities

Adjustment to Elementary Schedule:

Hybrid and Virtual Cohort Morning Session - 8:42 a.m. - 1:20 p.m.

- Morning Meeting
- Reading
- Writing
- Word Study
- Math
- Science
- Social Studies
- Specials/Spanish



At-home Afternoon Session - 2:20 p.m. - 3:10 p.m.

- Small Group (not daily for every student but scheduled by teacher)
- Asynchronous/Homework



*Times are approximate, based on your school's specific schedule aligned with transportation.

Phase II Elementary Reopening Guides:

- Betsy Ross School: Phase II Reopening Guide
- George Washington School: Phase II Reopening Guide
- Lenape Meadows School: Phase II Reopening Guide
- Joyce Kilmer School: Phase II Reopening Guide

Frequently Asked Questions – Phase II

What are the confirmed start dates for Phase II?

Secondary (Grades 6-12): Monday, March 15 (Ramapo Ridge Middle School, Mahwah High School)

- This start date will be where combined in-person cohorts attend together on each day that school is in session.
    - The hours for the in-person school day remain the same at each school.
- Phase II for full-remote students who elect to enter the in-person instructional program will remain scheduled for April 12.

Elementary (Grades K-5): Monday, March 29 (Betsy Ross, George Washington, Lenape Meadows, Joyce Kilmer)

- This start date will be for **both current hybrid students and full-remote students** who elect to return to on-site learning.
    - The start time for each in-person school experience will remain the same and we are finalizing the end time for each school day with transportation. You will be advised when the time is determined.

Will my child be able to have snack during Phase II? If so, where?

<u>Elementary</u>

At the elementary school level, there will be an opportunity for a snack break. We will be creative in using outdoor spaces, mask break areas and even hallways where students will have either mats or towels to sit on. When these spaces are not available, students will eat their snack behind a plexiglass desk shield in the classroom. Students can wear their face shields while they take their masks off during snack and some teachers will even alternate who is eating at one time such as the first row or one person at a table at a time.

Snacks will be available for elementary students at no cost to our families.

<u>Secondary</u>

The Phase II dismissal times for the middle and high school remain the same as they have been since September. There will not be an allocated time or space for snacking for secondary students.

Will lunch be served during in-person instruction during Phase II?

Lunch will not be served during Phase II, however, we will continue providing lunches for any family that would like this service. This is a free service to all students for the remainder of this school year and we are happy that we will be able to continue to provide this during Phase II.

For elementary students, snacks will be available for students at no cost to our families.

What subjects will be taught with the increased schedule at the elementary school?

At the elementary school level, our in-person instructional program has primarily focused on English language arts and mathematics. With the increase in on-site learning time, social studies and science classes will be taught in school as well as your child's special area classes. We are also committed to finding time to have students play, collaborate, and socialize with their peers throughout the day.

Secondary schedules will continue as they are, with further details shared by building administration.

Will all classrooms still be socially distanced at 6 feet?

In every instance possible, classroom seating will be distanced at six feet. When in-person learners increase, some classrooms may be distanced at less than 6 feet. Plexiglass will be used during instances in which spacing is reduced.

Have the quarantine periods changed?

Quarantine times for close contacts are not changing with the start of Phase II.

For those who have contracted COVID-19 previous and for those who are vaccinated, can the travel advisory quarantine guidance be adjusted?

Travel quarantine periods have changed and were communicated in a notice from the district on March 5, 2021.

The CDC and the Department of Health guidance remains that persons should quarantine after returning from travel, regardless of their vaccination status and/or those who tested positive for COVID-19 in the prior 90 days. This is to prevent travelers from spreading variant strains.

Will my child's bus route be different?

Phase II does require that we adjust transportation and our bus routes. In doing so, there will be bus routes that will require consolidation. Any change in your child's bus route will be communicated to you prior to the start of Phase II.

If I elect to come back from the fully remote environment into the hybrid environment, and do not feel comfortable, will I be able to go back?

Our building administrators, teachers, and support staff are prepared to assist any student with their comfort level at school. However, should the student's learning be negatively affected by attending in-person then we will follow the existing procedures to return the student to a fully remote program.

If I say that my child does not want to come back now and wants to come back in the middle of the fourth marking period, can I do so?

All virtual parents at the elementary level were asked to provide written confirmation to the district if their child was going to come back to hybrid learning by March 9. The school district has made in-classroom modifications that have been informed based on this information.

Return dates for later in the 4th marking period will be shared with our community after a successful return takes place this month.

Now that there are more students in the building, will this impact the contact tracing process?

Regardless of population size, the standard and procedure for contact tracing does not change.

Our contact tracing will continue to be thorough and we must understand that with more students in the building, even with masks being worn or the usage of plexiglass desk shields, there is the possibility that we will face the need to conduct tracing for positive cases.

Why can't the students go back all day every day?

Our ultimate goal is to have in-person learning all day every day, but we must ensure that the risks associated with high-capacity instances in the school day, such as the serving and eating of lunch, is mitigated through thoughtful measures.

Will the YMCA continue to offer their before- and after-school programs?

The YMCA will still offer before-care and after-care. Before those areas used by YMCA can be used by our in-house students during the school day, the facilities will be cleaned.

When are teachers out of the building? Can cleaning start earlier?

Teachers will follow their regular contractual times. We ask that all staff leave the building by 3:30 p.m. for secondary staff and by 4:30 p.m. for elementary staff to ensure that the cleaning crews have ample time to complete their thorough cleanings of each school.

Will some sort of Phase II orientation be available to parents and students?

Yes! Secondary principals will offer office hours for parents/guardians prior to the return of fully remote students. Both schools will offer office hours on Tuesday, March 30th: Ramapo Ridge Middle School at 10 AM and Mahwah High School at 11 AM. Details will be communicated by the building principals.

Yes! Elementary building principals will be offering office hours prior to the start of Phase II. This will allow for parents and students to receive information about what our in-person learning program will look like, and will address any programmatic and building-specific questions that parents and/or students may have.

How will the collection of technology be handled at the end of the year?

Building administrators will develop their plans for returning materials at the close of the year and advise students and families as we get closer to the end of the year.