August 31, 2020

Ms. Melissa Pearce
Interim Executive County Superintendent of Schools
Passaic County Office of Education
501 River Street
Paterson, NJ 07524

Dear Ms. Pearce,

Please accept this submission as a revised document from the Ringwood Public Schools’ School Transition and Reopening Team (STAaRT) District Plan for offering our students education for the 2020-2021 academic year. This documented is drafted as per the guidance from “The Road Back: Restart and Recovery Plan for Education” printed in June 2020 from the NJ Department of Education and revised using feedback from your office and Governor Murphy’s Executive Order 175, signed in August 2020.

This guidance identifies school closure as a potential strategy to limit transmission within a community. Ringwood’s plan would equip our K-8 schools to continue the educational process both with and without the use of our school buildings. In the case where the Ringwood Board of Education is given written directive by either the Governor, the New Jersey Department of Health, or the health officers of Passaic County or Ringwood, indicating that a public health-related closure is necessary, the board of education will toggle fully virtual home instruction to hybrid (and vice versa) to provide instructional services to our enrolled students. These are plans and are subject to change based on the prevailing conditions of the environment.

These provisions for home instruction services have been guided by N.J.A.C. 6A:16-10.1 and includes direct services, online instruction, and other means developed by the district to meet the needs of our students. With your approval, any day in which are required to close, we will provide home instruction services consistent with this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.

Please contact me with any questions you may have about Ringwood’s revised response/recovery plan.

Sincerely,

Nicholas Bernice, Ed.D.
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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey school districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the school district’s local needs. The NJDOE Guidance presents information for New Jersey public school districts related to four key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Board of Education Restart and Recovery Plan (Plan) has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the school district’s local needs in order to ensure school(s) in the district reopen safely and are prepared to accommodate students' unique needs during this unprecedented time.

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

The NJDOE Guidance also provides “considerations” that may help school officials in strategizing ways to adhere to the “anticipated minimum standards”, but do not represent necessary components of the Plan. These “considerations” are not listed in the school district Plan, but school officials have reviewed and incorporated the “considerations” included in the NJDOE Guidance when developing the Plan.

The NJDOE Guidance uses the term “should” throughout the document when referencing “anticipated minimum standards … that school districts should incorporate into their reopening plans as definitive components related to health, safety, and operations.” Therefore, those provisions in the NJDOE Guidance listed as “anticipated minimum standards” have been interpreted to be required components in the Plan.

The NJDOE Guidance uses the term “school districts” or “schools” or “districts” when referring to the completion of tasks. For example, “districts must develop a schedule for increased routine cleaning and disinfection.” This Plan assigns the responsibility for completing tasks to “school officials” which would be the Superintendent of Schools or a designee of the Superintendent of Schools.

The NJDOE Guidance requires a Board Policy to address several elements outlined in the NJDOE Guidance. The Board of Education has adopted Board Policy 1648 – Restart and Recovery Plan that includes the policies required in the NJDOE Guidance.

This Plan is aligned with the requirements outlined in the NJDOE Guidance. The Appendices section of this Plan include the school district’s unique and locally developed protocols to ensure school(s) in the district reopen safely and are prepared to accommodate staff and students' unique needs during this unprecedented time. Also included in the Appendices section is a chart that includes all websites and outside guidance information that are listed in the NJDOE Guidance.

The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.
A. RINGWOOD BOARD OF EDUCATION - RESTART AND RECOVERY PLAN

The Board of Education’s Restart and Recovery Plan addresses four key subject areas:

A. Conditions for Learning;
B. Leadership and Planning;
C. Policy and Funding; and
D. Continuity of Learning.

A. Conditions for Learning

Conditions for learning involve the social, emotional, and environmental factors that can impact educator capacity to teach and student capacity to learn, including standards for maintaining healthy and safe school conditions. As schools reopen, the impact of social isolation on both educators and students is a key area of concern.

Conditions for Learning include: Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

1. Health and Safety – Standards for Establishing Safe and Healthy Conditions for Learning; and Academic, Social, and Behavioral Supports

The Health and Safety Section of the Board’s Plan identifies Ten Critical Areas of Operation which the Board has addressed in the Plan: General Health and Safety Guidelines; Classrooms, Testing, and Therapy Rooms; Transportation; Student Flow, Entry, Exit, and Common Areas; Screening, PPE, and Response to Students and Staff Presenting Symptoms; Contact Tracing; Facilities Cleaning Practices; Meals; Recess/Physical Education; and Field Trips, Extra-Curricular Activities, and Use of Facilities Outside School Hours.

Throughout this Health and Safety Section, the provisions marked "anticipated minimum standards" as outlined in the NJDOE Guidance have been incorporated into the Board’s Plan and related protocols, as applicable.

The Health and Safety section of the NJDOE Guidance also provided "additional considerations" to assist school officials in considering ways to adhere to the anticipated minimum standards. These provisions are also consistent with the Board’s general obligation to ensure the health and safety of its students and staff pursuant to N.J.S.A. 18A:40-6 and N.J.A.C. 6A:16-2.1. District officials should abide by the advice of local health officials to determine the safest course of action based on local circumstances, which will change as the public health landscape evolves. The health and safety of students and staff is the number one priority and has guided all decisions of the Board’s Plan.
Ten Critical Areas of Operation

a. Critical Area of Operation #1 - General Health and Safety Guidelines – Anticipated Minimum Standards Incorporated into the Plan

(1) In all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention (CDC) recommends the following actions:

(a) School officials will establish and maintain communication with local and State authorities to determine current mitigation levels in the community.

(b) School officials will ensure staff and students who are at higher risk for severe illness are protected and supported, such as providing options for telework and virtual learning.

(c) The CDC's Guidance for Schools and Childcare Programs, if applicable, will be followed.

(d) The Board promotes behaviors that reduce the spread of COVID-19 such as encouraging staff and students to stay home when appropriate; encouraging the practice of hand hygiene and respiratory etiquette; requiring the use of face coverings; and signs and messages in and around school buildings.

(e) Reasonable accommodations will be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

(i) Chronic lung disease or asthma (moderate to severe);

(ii) Serious heart conditions;

(iii) Immunocompromised;

(v) Diabetes;

(vi) Chronic kidney disease undergoing dialysis;

(vii) Liver disease;

(viii) Medically fragile students with Individualized Education Programs (IEPs);

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(ix) Students with complex disabilities with IEPs; or

(x) Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

[See Appendix A – Critical Area of Operation #1 – General Health and Safety Guidelines]

b. Critical Area of Operation #2 – Classrooms, Testing, and Therapy Rooms – Anticipated Minimum Standards Incorporated into the Plan

(1) Schools in the district will allow for social distancing within the classroom to the maximum extent practicable. This will be achieved by ensuring students are seated at least six feet apart. If a school in the district is not able to maintain this physical distance, additional modifications should be considered including using physical barriers between desks, turning desks to face the same direction (rather than facing each other), and/or having students sit on only one side of the table, spaced apart.

(2) Face coverings will be required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health.

   (a) Enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(3) In a classroom setting face coverings should be worn at all times when moving about the classroom and school.

(4) All instructional and non-instructional rooms in schools and district facilities must comply with social distancing standards to the maximum extent practicable.

(5) Use of shared objects should be limited when possible or cleaned between use.

(6) All indoor facilities will have adequate ventilation, including operational heating and ventilation systems where appropriate. Recirculated air must have a fresh air component, windows will be opened, if practical, if air conditioning is not provided, and filter(s) for A/C units must be maintained and changed according to manufacturer recommendations.

(7) School districts will prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol). Such stations should be:
(a) In each classroom (for staff and older children who can safely use hand sanitizer).

(b) At entrances and exits of buildings.

(c) Near lunchrooms and toilets.

(d) Children ages five and younger should be supervised when using hand sanitizer.

(e) For classrooms that have existing handwashing stations, stations should be prepared with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).

(8) School officials should develop a school-wide plan where students are required to wash hands for at least twenty seconds at regular intervals during the school day and always before eating, after using the bathroom, and after blowing their nose, coughing, and/or sneezing.

(a) If washing with soap and water is not possible, washing with an alcohol-based hand sanitizer (at least 60% alcohol) should be used.

[See Appendix B – Critical Area of Operation #2 – Classroom, Test, and Therapy Rooms]

c. Critical Area of Operation #3 – Transportation – Anticipated Minimum Standards Incorporated into the Plan

(1) If the school district is providing transportation services on a school bus and is unable to maintain social distancing, a face covering must be worn by all students who are able to do so upon entering the bus.

(2) Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.

(3) Every school bus, either district-owned or contracted, should be cleaned and disinfected before and after each bus route.

[See Appendix C – Critical Area of Operation #3 – Transportation]

d. Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan should establish the process and location for student and staff health screenings.
(2) If physical distancing (six feet apart) cannot be maintained for individuals in line waiting to enter or exit a building, face coverings shall be worn while in the line.

(3) Each school in the district will provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least six feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

[See Appendix D – Critical Area of Operation #4 – Student Flow, Entry, Exit, and Common Areas]

e. Critical Area of Operation #5 – Screening, Personal Protection Equipment (PPE), and Response to Students and Staff Presenting Symptoms – Anticipated Minimum Standards Incorporated into the Plan

(1) The school district will adopt Board Policy 1648 regarding the screening procedures for students and employees upon arrival at school or work location for symptoms and history of exposure. These screening procedures must include the following:

(a) Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.

(b) Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

(c) Results must be documented when signs/symptoms of COVID-19 are observed.

(d) Any screening policy/protocol must take into account students with disabilities and accommodations that may be needed in the screening process for those students.

(2) The Board must adopt procedures for symptomatic staff and students, which shall include the following:

(a) Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. School officials will follow current Communicable Disease Service guidance for illness reporting.

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

(c) The procedures the district will use when someone tests positive for COVID-19 will include written procedures detailing the district's COVID-19 related response for symptomatic students and staff. The procedures must be consistent with the district's contact tracing procedures (see "Critical Area of Operation #6 – Contact Tracing") to the maximum extent practicable. The procedure includes:

(i) Establishment of a separation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully separated from others. Students should remain separated with continued supervision and care until picked up by an authorized adult.

(ii) Following current Communicable Disease Service guidance for illness reporting.

(iii) An adequate amount of PPE shall be available, accessible, and provided for use.

(iv) Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.

(v) Continuous monitoring of symptoms.

(vi) Re-admittance policies 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.

(vii) Written protocols to address a positive case.

(3) School officials will encourage parents to be on alert for signs of the illness in their children and to keep their child home when they are sick.

(4) 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.
(5) Students are required to wear face coverings, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

(a) Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.

(6) Exceptions to requirements for face coverings shall be as follows:

(a) Doing so would inhibit the individual's health.
(b) The individual is in extreme heat outdoors.
(c) The individual is in water.
(d) A student's documented medical condition, or disability as reflected in an IEP, precludes the use of face covering.
(e) The student is under the age of two and could risk suffocation.
(f) The student is eating or drinking and has faculty/staff permission to remove their mask.

(7) If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, the visitor’s entry to the school/district facility may be denied.

[See Appendix E – Critical Area of Operation #5 – Screening, PPE, and Response to Students and Staff Presenting Symptoms]

f. Critical Area of Operation #6 – Contact Tracing

(1) The NJDOE Guidance does not include any “anticipated minimum standards” for contact tracing. However, all school and district administrators, school safety specialists, counselors, and any other staff deemed appropriate by the Superintendent or designee should be provided information regarding the role of contact tracing conducted by State, county, and local officials.

(2) School officials will engage the expertise of their school nurses on the importance of contact tracing.
(3) The NJDOE will credit certified School Safety Specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

[See Appendix F – Critical Area of Operation #6 – Contact Tracing]

g. Critical Area of Operation #7 – Facilities Cleaning Practices – Anticipated Minimum Standards Incorporated into the Plan

(1) School officials 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.

(2) The Board’s Plan and Policy will establish cleaning/disinfecting schedules, targeted areas to be cleaned, and methods and materials to be used including:

(a) A schedule for increased routine cleaning and disinfection.

(b) Routinely cleaning and disinfecting surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g. doorknobs, light switches, classroom sink handles, countertops).

(c) Use of all cleaning products according to the directions on the label. For disinfection, most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website.

(d) Follow the manufacturer's instructions for all cleaning and disinfection products (e.g. concentration, application method, and contact time, etc.). Examples of frequently touched areas in schools are:

(i) Classroom desks and chairs;
(ii) Lunchroom tables and chairs;
(iii) Door handles and push plates;
(iv) Handrails;
(v) Kitchens and bathrooms;
(vi) Light switches;
(vii) Handles on equipment (e.g. athletic equipment);
(viii) Buttons on vending machines and elevators;
(ix) Shared telephones;
(x) Shared desktops;
(xi) Shared computer keyboards and mice;
(xii) Drinking fountains; and
(xiii) School bus seats and windows.

(e) Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

[See Appendix G – Critical Area of Operation #7 – Facilities Cleaning Practices]

h. Critical Area of Operation #8 – Meals – Anticipated Minimum Standards Incorporated into the Plan

(1) If cafeterias or group dining areas are used in the school district, the school district will incorporate the following into the Board’s Plan, if applicable:

(a) Stagger times to allow for social distancing and clean and disinfect between groups.

(b) Discontinue family style, self-service, and buffet.

(c) Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the EPA.

(d) Space students at least six feet apart.

(e) Require individuals must wash their hands after removing their gloves or after directly handling used food service items.

[See Appendix H – Critical Area of Operation #8 – Meals]

i. Critical Area of Operation #9 – Recess/Physical Education – Anticipated Minimum Standards Incorporated into the Plan

(1) The Board’s Plan regarding recess and physical education should include protocols to address the following:

(a) Stagger recess, if necessary.
(b) If two or more groups are participating in recess at the same time, there will be at least six feet of open space between the two groups.

(c) The use of cones, flags, tape, or other signs to create boundaries between groups.

(d) A requirement that all individuals always wash hands immediately after outdoor playtime.

(e) Stagger the use of playground equipment and establish a frequent disinfecting protocol for all playground equipment used by students.

(f) Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet apart for social distancing).

(g) Locker rooms will be closed to mitigate risk and prohibit students and staff from confined spaces with limited ventilation and/or areas with large amounts of high contact surfaces.

   (i) If it is not feasible to close locker rooms the district will stagger the use and clean and disinfect between use.

   (ii) Students may be encouraged to wear comfortable clothing and safe footwear to school that allows for safe movement and is appropriate for the weather in order to participate in physical education without the use of a locker room.

(2) The school district will mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment), and will not allow sharing of equipment. If equipment must be shared, the equipment will be cleaned and disinfected between each use.

(3) The school district will designate specific areas for each class during recess to avoid cohorts mixing.

[See Appendix I – Critical Area of Operation #9 – Recess/Physical Education]

j. Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours – Anticipated Minimum Standards Incorporated into the Plan

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(1) The Board’s Plan should adhere to all applicable social distancing requirements and hygiene protocols during any extra-curricular activities.

(2) The Board of Education requires any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

[See Appendix J – Critical Area of Operation #10 – Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours]

2. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students’ and educators’ physical health, leaders must also consider the impact of social isolation on both educators and students. School officials are not mandated to develop protocols for these elements as these elements are not “anticipated minimum standards” in the NJDOE Guidance. However, the NJDOE recommends school officials consider the following elements while developing the Board’s Plan.

While only a small introduction to these elements is included in this Plan, a more detailed explanation and further considerations in the NJDOE Guidance are under the Academic, Social, and Behavioral Supports section to reference as the Plan is being developed. School officials may use the supports listed in the NJDOE Guidance.

The elements listed below in A.2.a. through A.2.e. provide an explanation for school officials to indicate if the strategy is:

- Not being utilizing
- Being developed by school officials
- Currently being utilizing

There is space provided below in A.2.a. through A.2.e. for a brief explanation of the school district’s status for each element.

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

a. Social Emotional Learning (SEL) and School Culture and Climate

SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning.

___ Not Being Utilized
___ Being Developed by School Officials

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b. Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through eight for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support.

___ Not Being Utilized

___ Being Developed by School Officials

__X_ Currently Being Utilized


c. Wraparound Supports

Wraparound services differ from traditional school-based services in their comprehensive approach to addressing the academic, behavioral, and social-emotional needs of students with interventions both inside and outside of the school environment.

___ Not Being Utilized

___ Being Developed by School Officials

__X_ Currently Being Utilized

d. Food Service and Distribution

School meals are critical to student health and well-being, especially for low-income students. The NJDOE considers it a moral imperative to ensure the seamless and continuous feeding of students during all phases of school reopening.

___ Not Being Utilized

___ Being Developed by School Officials

__X__ Currently Being Utilized

e. Quality Child Care
Child care will be needed as schools reopen, particularly in instances where modified school schedules may increase the likelihood that families who otherwise would not utilize child care will now require it.

___ Not Being Utilized

_X_ Being Developed by School Officials

___ Currently Being Utilized

[See Appendix K – Supplemental Materials and Explanations for Academic, Social, and Behavioral Supports]

B. Leadership and Planning

The Leadership and Planning Section of the Board’s Plan references guidance, requirements, and considerations for the school district regarding district and school-wide logistical and operational issues with which administrators will contend in planning to reopen schools.

The provisions marked "anticipated minimum standards" as outlined in the Guidance have been incorporated into the Board’s Plan and corresponding protocols, as applicable.

The Leadership and Planning section of the Guidance also provided "additional considerations" that assisted school officials in considering ways to adhere to the “anticipated minimum standards”.

1. Establishing Ringwood’s School Transition and Reopening Team - STaRT

   a. STaRT has been established as collaboration is critical to the development of the Board’s Plan.

   b. STaRT should include school district and school-level administrators, members of the local Board of Education or Charter School Board of Trustees, the Presidents of the local education associations or their designees of the local education associations, and a diverse set of content experts, educators, parents, and students.

   c. STaRT should work closely with the Local Health Department, and others in municipal and county government as necessary to develop the district Plan. STaRT should help address policies and procedures for the Board’s Plan.

   d. STaRT should reflect the diversity of the school community, including those representing students with disabilities, whose families speak languages other than English at home, and who reflect diverse racial, ethnic, and socioeconomic demographics.
e. STaRT may consider developing subcommittees to focus on age or grade-level specific needs, school specific needs, or to address issues of importance such as medically fragile students or staff.

[See Appendix L – STaRT]

2. Pandemic Response Teams

a. School-based Pandemic Response Teams should be established in each school in the district to centralize, expedite, and implement COVID-19 related decision-making.

b. Each school team will have a liaison that reports to district-level administrators to ensure coordinated actions across the district.

c. Members of the school teams should include a cross section of administrators, teachers, staff, and parents.

d. Pandemic Response Teams should represent a cross-section of the school and district, including its gender and racial diversity, as decision-making and communication will be more effective if decision-makers reflect the make-up of the community.

e. If a school has an existing Crisis Response Team, that Team may serve as the Pandemic Response Team.

f. Pandemic Response Team should be comprised of, at a minimum, the following members, if applicable:

(1) School Principal or Lead Person;

(2) Teachers;

(3) Child Study Team member;

(4) School Counselor or mental health expert;

(5) Subject Area Chairperson/Director;

(6) School Nurse;

(7) Teachers representing each grade band served by the school district;

(8) School safety personnel;

(9) Members of the School Safety Team;

(10) Custodian; and
(11) Parents.

g. The Pandemic Response Team is responsible for:

(1) Overseeing each school's implementation of the Plan, particularly health and safety measures, and providing safety and crisis leadership.

(2) Adjusting or amending school health and safety protocols as needed.

(3) Providing staff with needed support and training.

(4) Reviewing school level data regarding health and safety measures and the presence of COVID-19 and reporting that data to the district as required.

(5) Developing and implementing procedures to foster and maintain safe and supportive school climates as necessitated by the challenges posed by COVID-19.

(6) Providing necessary communications to the school community and to the school district.

(7) Creating pathways for community, family, and student voices to continuously inform the Team's decision-making.

h. The Pandemic Response Team should meet regularly and provide the community with timely updates and any changes to protocols.

[See Appendix M – Pandemic Response Team]

3. Scheduling

a. The Board’s Plan must account for resuming in-person instruction. Scheduling decisions should be informed by careful evaluation of the health and safety standards and the most up-to-date guidance from the New Jersey Department of Health (NJDOH), as well the input of stakeholders about the needs of all students and the realities unique to this district.

b. Virtual learning will continue to be guided by P.L. 2020, c.27 and the school district's updated Emergency Closure School Preparedness Plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or Statewide public health emergency or other emergent need for closure.

(1) In accordance with N.J.A.C. 6A:32-8.3, a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in Kindergarten.
(2) School district policies for attendance and instructional contact time will need to accommodate opportunities for both synchronous and asynchronous instruction, while ensuring the requirements for a 180-day school year are met.

c. The school district will meet the needs of their special populations in alignment with the New Jersey Specific Guidance for Schools and Districts regarding student accommodations.

(1) For special education and ELL students, the Board of Education will provide educators with professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats.

d. The school district should accommodate educators teaching in-person, hybrid, and virtual learning, in a way that allows all students to meet their required instructional hours for the day, which may include remote students completing independent work while students in classroom receive instruction. School officials may:

(1) Provide teachers common planning time.

(2) Ensure school district policies are reviewed and confirmed to support in-person and remote instruction.

(a) Virtual learning may create privacy challenges which school districts and schools have not yet faced.

(b) The NJDOE strongly recommends engaging communities to better understand the landscape of challenges and opportunities when crafting policies.

(3) Secure a steady supply of resources necessary to ensure the safety of students and staff.

(4) Develop protocols for social distancing on buses and ensure that students understand social distancing best practices while awaiting pickup at bus stops.

(5) Scheduling will support a combination of synchronous and asynchronous instruction which allows for contact time between educators and their students, as well as time for students to engage with their peers. The NJDOE encourages the school district to evaluate instructional activities based on what is developmentally appropriate for each grade band.

e. School officials will consider implementation strategies provided in the Scheduling Section of the NJDOE Guidance in developing the Board’s Plan.

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4. Staffing

a. The school district should consider access and equity for all staff to ensure continuity of student learning. The Board’s Plan and decision-making throughout the school year should consider unique needs of each staff member, such as access to technology, social and emotional health, and child care concerns.

b. When making staffing scheduling and assignments, the school district must comply with all applicable employment laws including, but not limited to, the American Disabilities Act (ADA) and Health Insurance Portability and Accountability Act (HIPAA), and all applicable State laws. Additionally, prior to finalizing any COVID-19 related changes for the 2020-2021 school year, school districts should also consult with the local bargaining units and legal counsel.

c. The Board’s Plan should identify roles and responsibilities of school administrators, teachers, instructional assistants, educational services professionals, and student teachers that will ensure continuity of learning and leverage existing resources and personnel to maximize student success.

d. As schedules are adjusted, educators must maintain quality instruction for students and abide by the minimum requirements set forth in NJDOE regulations.

e. In response to COVID-19, the NJDOE has provided flexibilities for implementation of certain regulatory requirements during the public health emergency. While the relevant Executive Orders are in effect, these flexibilities will apply:

(1) Mentoring Guidance – Outlines requirements and flexibilities for nontenured teachers with an induction to the teaching profession and to the school district community through differentiated supports based on the teachers’ individual needs.

(2) Educator Evaluation Guidance – Provides a description of flexibilities and requirements for educator evaluation necessitated by the state mandated school closures caused by COVID-19. This Guidance applies to all Teachers, Principals, Assistant Principals (APs), Vice Principals (VPs), and Other Certificated Staff for School Year (SY) 2019-2020, and is differentiated for educators with a provisional certification, in the process of earning tenure, and on a corrective action plan (CAP).

(3) Certification
(a) Performance Assessment (edTPA) guidance provides a description of the NJDOE's waiver of the teacher certification performance assessment (edTPA) requirement as necessitated by the COVID-19 state of emergency and related limitations.

(b) Additional COVID-19 Certification Guidance – Additional flexibilities are expected to be extended to candidates for certification in response to the logical constraints posed by the COVID-19 state of emergency and related limitations.

[See Appendix O – Staffing]

5. In-Person and Hybrid Learning Environments: Roles and Responsibilities

a. In a fully in-person or hybrid learning environment districts should leverage staff to monitor student movement, hallway traffic, and maintain safety according to guidelines. Instructional and non-instructional staff schedules can include designated time to support school building logistics required to maintain health and safety requirements.

b. Instructional staff should:

   (1) Reinforce social distancing protocol with students and co-teacher or support staff.

   (2) Limit group interactions to maintain safety.

   (3) Support school building safety logistics (entering, exiting, restrooms, etc.).

   (4) Become familiar with district online protocols and platforms.

   (5) Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.

   (6) Develop predictable routines and structures for students while maintaining student engagement through varied instructional strategies/modalities.

   (7) Provide regular feedback to students and families on expectations and progress.

   (8) Set clear expectations for remote and in-person students.

   (9) Assess student progress early and often and adjust instruction and/or methodology accordingly.

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(10) Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).

(11) Instruct and maintain good practice in digital citizenship for all students and staff.

(12) Instructional staff with additional capacity or limited time spent with students may assist with school building and safety logistics.

(13) Teacher leaders or instructional coaches should support teachers in making necessary curricular adjustments and continuously improving the quality of instruction in remote and hybrid environments.

(14) Providing materials, manipulatives, and items for at-home activities at no cost to families (particularly in pre-school).

(15) Limiting on-line activities for pre-school students.

c. Mentor teachers should:

(1) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(2) Identify the most immediate issues to address with the mentee considering technology needs and how to provide effective remote instruction.

(3) Establish observation protocols for remote environments that protect confidentiality, respect student privacy, and provide the mentee with relevant support.

(4) Integrate self-care, for mentor and mentee, into mentoring scheduling and practices.

(5) Continue to maintain logs of mentoring contact.

(6) Mentor teachers should consider all health and safety measures when doing in-person observations.

(7) Plan for "in-person" contact with the mentee using agreed upon communication methods and schedules that provide confidentiality and sufficient support.

(8) Consider alternative methods for classroom observations and avoiding in-person contact where possible.

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d. Administrators - In addition to administrators’ non-instructional responsibilities, to ensure quality of continued learning in-person or virtually, administrators should:

(1) Consider roles for staff with health concerns, leveraging them to enhance the virtual learning environment and inform in-person instruction.

(2) Provide time for staff collaboration and planning (See Scheduling section). Prioritize practical science and practical CTE areas for on-site opportunities.

(3) Prioritize vulnerable student groups for face-to-face instruction.

(4) Identify teachers and teacher leaders that may provide support to staff to continuously improve instruction in a virtual environment.

(5) Work with staff and faculty to ensure that teaching and learning, and all student services are effectively and efficiently developed, planned, and delivered.

(6) Hone collaboration, cooperation, and relationship building skills using alternative methods to remain connected to virtual instruction.

(7) Define and provide examples of high-quality instruction given context and resources available.

(8) Assess teacher, student, and parent needs regularly.

(9) Ensure students and parents receive necessary supports to ensure access to instruction.


(11) Plan a process to onboard students and reestablish the classroom environment through emphasizing relationships with students and parents and resetting routines.

(12) Collaborate on curriculum planning and assessing student academic and social emotional well-being when students return to school.

(13) Create feedback loops with parents and families about students' academic and social emotional health and well-being, through
use of remote learning conferences and/or surveys to parents about their child's experience and learning while out of school.

(14) Share a comprehensive account of academic interventions and social emotional and mental health support services available through the district.

(15) Create and communicate realistic student schedules to increase student engagement and accountability for both hybrid and remote learning models.

(16) Collaborate in determining expectations for differentiated instruction and rigor in hybrid and remote learning models.

(17) Support families in connecting with teachers and other services they need to be successful in navigating the virtual environment.

(18) Ensure the Pre-school Director/Contact Person is involved in the planning in order that development activities and supports are in place for Pre-school and supports transition to Kindergarten.

e. Educational services staff members should:

(1) Lead small group instruction in a virtual environment.

(2) Facilitate the virtual component of synchronous online interactions.

(3) Manage online platform for small groups of in-person students while teacher is remote.

(4) Assist with the development and implementation of adjusted schedules.

(5) Plan for the completion of course requests and scheduling (secondary school).

(6) Assist teachers with providing updates to students and families.

(7) Support embedding of SEL into lessons.

(8) Lead small group instruction to ensure social distancing.

(9) Consider student grouping to maintain single classroom cohorts.

(10) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

f. Support staff/paraprofessionals may:
(1) Lead small group instruction to ensure social distancing.

(2) Consider student grouping to maintain single classroom cohorts.

(3) Consider alternative methods for one-on-one interactions avoiding in-person contact where possible.

(4) Pre-record read-alouds and videos around SEL activities and routines (Grades Pre-K through two). Caption pre-recorded instructional videos from general education teachers.

(5) Provide real-time support during virtual sessions.

(6) Research websites, videos, and links for accessible activities that teachers can incorporate into lessons.

(7) Support families and students in accessing and participating in remote learning. Paraprofessionals can be added to online classes as co-teacher.

(8) Lead small group instruction in a virtual environment.

(9) Facilitate the virtual component of synchronous online interactions.

(10) Family Workers will need to provide support to parents via virtual platforms (Pre-school).

g. Substitutes

(1) Develop contingency staffing plans in case of sudden long-term absences and/or vacancies.

(2) Develop roles and responsibilities for substitute teachers in both virtual and hybrid settings.

(3) Designate substitutes to a single school building or grade level to avoid too much movement between schools.

(4) Identify areas where additional staff may be necessary: school nurses, counselors, school psychologist.

[See Appendix O – Staffing]

6. Educator Roles Related to School Technology Needs

a. To ensure all staff supporting virtual learning are prepared to provide or support instruction on day one, the school officials should:

(1) Designate staff members to provide ongoing support with technology to students, teachers, and families. Consider developing
a schedule and assigning a technology point person to teachers by grade level or content area.

(2) Survey teachers and families to determine technology needs/access (consider those that have access, but may be sharing personal devices with others).

(3) To the extent possible, provide district one-to-one instructional devices and connectivity.

(4) Prior to the start of the school year, provide district email addresses and access to online platforms (usernames/passwords/organizational credentials).

b. To ensure student teachers are prepared to start supporting instruction on day one, districts should:

(1) Train student teachers to use technology platforms.

(2) Communicate district expectations/guidelines regarding professional online etiquette/interactions with students.

(3) Survey assistant teachers to determine technology needs/access (Pre-school).

(4) Virtual instruction is ideal for staff who are at greater risk for the impacts of COVID-19. Accommodations may need to be made for staff with health issues which are exacerbated by viewing content on screens for an extended period.

c. Student teachers should:

(1) Obtain a substitute credential to gain the ability to support students without supervision as needed.

(2) Lead small group instruction (in-person to help with social distancing).

(3) Co-teach with cooperating teacher and maintain social distancing.

(4) Manage online classroom for asynchronous hybrid sessions while the cooperating teacher teaches in-person.

(5) Implement modifications or accommodations for students with special needs.
(6) Facilitate one-to-one student support.

(7) Lead small group instruction virtually while the classroom teacher teaches in-person.

(8) Provide technical assistance and guidance to students and parents.

(9) Develop online material or assignments.

(10) Pre-record direct-instruction videos.

(11) Facilitate student-centered group learning connecting remote and in-person students.

d. Additional Staff Concerns - Districts should also be prepared to navigate additional staffing concerns and topics and may also consider:

(1) Best practice and guidance from the American Academy of Pediatrics is to limit screen time for students in grades Pre-K through two. Developmentally appropriate practices show that young learners are most successful with hands-on learning, rather than worksheets or computer-based activities. In this grade band, interactive learning activities are the most effective.

(2) Develop and communicate a plan of accountability that identifies how teachers will monitor and assess student performance. This includes how they grade students (Grades Pre-K through twelve).

(3) Districts may also consider developing a plan to leverage community organizations, community partners, faith-based communities, or volunteers to support families outside of the school building. Utilizing community volunteer support that will interact directly with students may require criminal history background checks.

(4) Roles and responsibilities of teacher leaders or instructional coaches in supporting teachers in making necessary curricular adjustments and continuously improving quality of instruction through remote and hybrid structures.

(5) Increase need for all staff to address student trauma, social emotional learning, and digital citizenship.

[See Appendix O – Staffing]

C. Policy and Funding

The impact of the COVID-19 pandemic presents many fiscal challenges to the school district for delivery of instruction and related services to students in addition to other basic operational needs. Readying facilities, purchasing supplies, transporting, and feeding

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students may look drastically different in the 2020-2021 school year. The Policy and Funding section of the Board’s Plan focuses on existing and pending Federal and State legislation, regulations, and guidance.

1. School Funding

a. The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures and for fiscal planning in the face of considerable uncertainty. The options the Board shall explore include, but are not limited to, the following:

   (1) Elementary and Secondary School Emergency Relief Fund;

   (2) Federal Emergency Management Agency – Public Assistance; and

   (3) State School Aid.

b. School District Budgets

   Districts have finalized their FY20 budget year and have already finalized their FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year.

c. School Funding

   School officials will review the Policy and Funding section of the NJDOE Guidance that includes information on Federal and State funding sources; purchasing practices; use of reserve accounts, transfers, and cash flow; and costs and contracting, including E-Rate funding and cooperative purchasing contracting.

   (1) Purchasing

       The school district may likely need to purchase items not needed in the past and may experience increased demand for previously purchased goods and services to implement the Plan. The school district shall continue to comply with the provisions of the “Public School Contracts Law”, N.J.S.A. 18A:18A-1 et seq.

   (2) Use of Reserve Accounts, Transfers, and Cashflow

       The school district shall apply for the approval from the Commissioner of Education prior to performing certain budget actions, such as withdrawing from the emergency reserve or making transfers that cumulatively exceed ten percent of the amount originally budgeted.
(3) Costs and Contracting

The school district shall follow all New Jersey State laws and regulations applicable to local school districts for purchasing when procuring devices and connectivity or any technology related item.

D. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

Except where otherwise indicated, the provisions and elements of this section are “additional considerations” that may help districts in considering ways to adhere to the “anticipated minimum standards”.

While only a small introduction to these elements is included in this Plan, school officials can find a more detailed explanation and considerations in the NJDOE Guidance under the Continuity of Learning section to reference while developing their Plan for the reopening of schools.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

   c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2020-2021 school year:
(1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

a. School districts should strive to ensure that every student has access to a device and internet connectivity. School districts should prioritize the provisions of technology, or alternatively, in-person instruction, to students that are otherwise without access. Additionally, these school districts should include in their reopening plan the steps taken to address the technology deficit and how it will be resolved as soon as possible.

b. Districts should:

(1) Conduct a needs assessment.

(2) Consider the attendant needs associated with deployment of needed technology, including student and parent trainings and acceptable use policy implementation.
(3) Prioritize the purchase and roll-out of devices and/or connectivity that may involve learning based on the results of the needs assessment.

(4) For students with special needs, accommodations according to their instructional program must be addressed as appropriate for each student.

   (a) If there is a device or connectivity shortage, the school district should address technology challenges in their Plan. This should include the steps the district has already taken to address the technology divide and how the school district plans to provide devices and/or connectivity to students that need them.

3. Curriculum, Instruction, and Assessment

   a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on 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 Student Learning Standards (NJSLS).

   b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students’ family members and caregivers.

   c. Virtual and Hybrid Learning Environment

      (1) Curriculum

         (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures.

         (b) To accelerate students’ progress during the upcoming school year, administrators and educators will be tasked with identifying what unfinished learning needs to be addressed.

         (c) Accelerated learning focuses on providing students with grade-level materials, tasks, and assignments along with the appropriate supports necessary to fill the most critical gaps in learning. Accelerated learning seeks to help educators utilize classroom time as efficiently as possible.

      (2) Instruction

         (a) As school districts prepare for the upcoming school year, instructional plans that are flexible, promote innovation, and take
advantage of the strengths of school leaders, teachers, students, and family and community members will be best suited to adapt to changing learning environments as may be necessary.

(b) In crafting an instructional plan, the school district should consider the following:

(i) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (hybrid approaches to instruction, virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

(ii) Design for student engagement and foster student ownership of learning.

(iii) Develop students’ meta-cognition.

(iv) Collaborate with school leaders and educators to determine what types of supports are needed for effective pedagogical approaches during remote or hybrid instruction.

(v) Assess the district’s data on how ELLs experienced instruction during remote or hybrid learning; particularly for newcomer students and students with lower English language proficiency levels.

(vi) Assess ELLs’ levels of engagement and access in an in-person, virtual, or hybrid learning environment.

(3) Assessment

(a) For the purposed of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2020 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a fully virtual or hybrid learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining
whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

(i) Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen.

4. Professional Learning

a. It is imperative the school district provides professional learning that will better equip leaders, staff, substitutes, students, and parents to adapt to altered educational environments and experiences.

b. The school district must focus on professional development to address the learning loss for the most vulnerable populations and preparing and supporting educators in meeting the social, emotional, health, and academic needs of all students.

c. Professional learning opportunities should be:

(1) Presented prior to the beginning of the year;

(2) Presented throughout the school year;

(3) Presented in order to grow each educator’s professional capacity to deliver developmentally appropriate, standards-based instruction remotely;

(4) Presented to include the input and collaboration of stakeholders, including all staff, parents, and community members; and

(5) Professional development plans (PDPs) for teaching staff and administrators, as always, should remain flexible and adaptable to the changing needs of the district, school, and individual educator.

d. Mentoring and Induction

(1) Induction must be provided for all novice provisional teachers and teachers new to the district.

(2) One-to-one mentoring must be provided by qualified mentors to novice provisional teachers.

(3) Ensure that mentors can provide sufficient support and guidance to novice provisional teachers working in a remote environment.
(4) Mentoring must be provided in both a hybrid and fully remote learning environment.

(5) Use online collaborative tools to remain connected to other mentors, new teachers, and administrators to maintain a sense of communal support.

e. Evaluation

(1) School districts should modify annual evaluation training to highlight procedures and processes which would be impacted due to potential hybrid scheduling.

(2) School districts should develop observation schedules with a hybrid model in mind.

(3) School districts should consider convening a District Evaluation Advisory Committee (DEAC) meeting to review evaluation policies and procedures.

(4) School districts should consider the School Improvement Panel’s (ScIP) role in informing professional learning, mentoring, and other evaluation-related activities.

(5) School districts must consider the requirements and best practices involved with provisional status teachers, non-tenured educators, and those on Corrective Action Plans.
Appendix A
Critical Area of Operation #1 – General Health and Safety Guidelines

To be considered exposed to COVID-19, you need to have prolonged close contact with a person who has the virus. Close contact includes living in the same household, caring for a sick person with the virus, being within 6 feet of a sick person with the virus for at least 10 continuous minutes without the use of a face covering, or being in direct contact with secretions from the sick person.

Employee/Workplace Process Map for COVID-19

Employee has symptoms and tests positive OR suspected to have COVID-19.

Employee reports while at school/work.

Employee reports while at home.

Employee reports to supervisor and leaves to get medical care or call 9-1-1 if life threatening symptoms. Isolate if unable to immediately leave building.

Employee’s direct supervisor contacts their immediate supervisor and the school nurse.

Employee tests positive but has no symptoms.

Supervisor will provide guidance of when the employee can return to work.

Employee’s direct supervisor contacts their immediate supervisor and the school nurse.

Employee reports someone at home has symptoms OR someone at home has tested positive.

Supervisor will provide guidance of when the employee can return to work.

Employee’s direct supervisor contacts their immediate supervisor and the school nurse.

Employee has prolonged exposure to someone who has tested positive OR has symptoms.

Supervisor will provide guidance of when the employee can return to work.

Employee’s direct supervisor contacts their immediate supervisor and the school nurse.

Employee reports someone in their home OR workplace was exposed to someone who tested positive or has symptoms.

Supervisor will provide guidance of when the employee can return to work.

Employee should contact their primary care physician. Self-isolate and avoid public spaces for 10 days since testing positive. Employee can return to work after 10 day of self-isolation as long as no symptoms develop.

Employee should contact their primary care physician. Self-isolate at home for 10 days from symptom onset and experience at least 24 hours of no fever without fever-reducing medication.

Employee should contact their primary care physician, self-isolate, and avoid public spaces for 14 days. Employee should monitor for symptoms and contact primary care physician if they develop. (May return sooner with negative test result and written medical clearance.)

Employee should contact their primary care physician, self-isolate, and avoid public spaces for 14 days. Employee should monitor for symptoms and contact primary care physician if they develop.

If someone at home or workplace is not symptomatic but just ‘exposed,’ continue working (no need to self-isolate).
Student Process Map for COVID-19

Student reports they are positive for COVID-19 OR reports they have symptoms of COVID-19.

Student notifies their teacher and remains home for 10 days from positive test result.

The student may return to campus after 10 days have passed from positive test result and/or 10 days have passed from symptom onset and at least 24 hours have passed with no fever, without the use of fever-reducing medication.

Teacher identifies any other student or staff who were present in the same class/group on the last day the student who tested positive was present. Teacher will report those persons to the campus principal.

Teacher collects completed screening tool and advises student they may not enter the building. Student should contact their primary care physician for guidance.

If student was on campus in the last 48 hours…

Campus principal will work with ASCD to send written notification of possible exposure to all staff and parent/guardian of students who were exposed.

Follow Isolation Plan found on the Student Guidance for summer 2020 document and…

This would be considered prolonged exposure to someone with COVID-19 or symptoms of COVID-19. Student cannot enter the building. There is no need to notify staff or students regarding this scenario. Student should contact their primary care physician. Student should contact their primary care physician for guidance and remain home to self-isolate and avoid public spaces for 14 days.

If someone at home is not symptomatic but just ‘exposed,’ student may come to school and participate in summer activities (no need to self-isolate or notify any staff or students).

Student reports one or more symptoms BEFORE entry to building using screening tool.

Student reports experiencing one or more symptoms of COVID-19 during the school day.

Student reports someone at home has symptoms OR someone at home has tested positive.

Student reports someone in their home was exposed to someone who tested positive or has symptoms.

All student and staff who were exposed will be excluded from campus summer activities for 14 days from date of last exposure. Those persons will need to monitor their symptoms at home and contact their primary care provider if they develop.
Appendix B

Critical Area of Operation #2 - Classrooms, Testing, and Therapy Rooms

Social Distancing in Instructional and Non-Instructional Rooms
A Physical distance from one another, student or employee, of six feet or greater shall be maintained during any Red or Yellow phase of this plan. The use of masks when within six feet of another person is a requirement of anyone in any school environment during the pandemic response. Signage will be posted to remind about social distancing. Recess and/or breaks will be socially distanced using signs, classroom desks, marker dots, and/or taped areas.

Procedures for Hand Sanitizing/Washing
Proper handwashing procedures will be emphasized and signage will be posted over sinks. Each student and employee should wash hands whenever reasonable, including when leaving a classroom or workspace, when arriving or leaving the schools, and always before and after eating, drinking, using a bathroom, or after outdoor activities. If hand washing is not possible in a sink, then the available hand sanitizer is highly encouraged. Hand sanitizer will be provided by the district and will meet or exceed recommendations for disinfecting content. They will be placed in classrooms and high-traffic common areas. Students will be encouraged and reminded about distancing, masking, and hand washing/sanitizing. Discipline will be used as a last resort, discussion and counseling will be emphasized. Being placed in a virtual cohort remains a clear and safe course of action for continued and repeated non-compliance.

Ventilation
The Director of Buildings and Grounds will make sure that all indoor facilities have adequate ventilation, including by:
- Maintaining operational heating and ventilation systems as recommended by both the manufacturer and the NJ Department of Health,
- Ensuring that recirculated air has a fresh air component of 15% or greater,
- HVAC systems will be inspected before the start of school and in two week intervals, these inspections will be documented,
- Opening windows if A/C is not provided,
- Maintaining filters for uninvet systems and A/C units according to manufacturer recommendations – special uninvet filters are being explored for use,
- If there is an exposure, intake dampers will be opened to maximum for four hours after the exposure area is identified,
- Alerting the Superintendent if there is an HVAC system failure – that school will go to a red phase of instruction until system operation is restored.

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Appendix C

Critical Area of Operation #3 – Transportation

During any Red or Yellow phase of this plan, social distancing practices must be maintained on school buses the maximum extent possible. Students, bus drivers, and any other staff member must wear a face covering upon entering the school bus, unless a student is unable to wear a face mask or doing so would inhibit the individual’s health. Accommodations for students who are unable to wear a face covering should be addressed according to that student’s particular need and in accordance with all applicable laws and regulations.

There shall be one student seated per row. Students in the same household may be seated in the same row.

Students shall not sit within six feet of the bus driver. School buses shall have visual cues, e.g., floor decals, colored tape, or signs, to indicate where students should not sit near the bus driver.

After PM runs, there will be a two-step process for cleaning and disinfecting school buses. School buses will first be cleaned with soap and water or an all-purpose cleaner to remove dirt and germs from surfaces. School buses will then be disinfected to kill the remaining germs using EPA-approved sanitizing agents. The sanitizing agents used are limited to the following:

- Enviro Solutions – General Purpose Neutral Disinfectant Concentrate - ES64C
- Enviro Solutions – Heavy Duty Degreaser/Cleaner Concentrate – ES75C
- Enviro Solutions – Neutral Floor Cleaner Concentrate - ES84C

The manufacturer’s instructions for all cleaning and disinfection products, e.g., concentration, application method, and contact time, etc., shall be used. Each bus driver and/or person responsible for cleaning and disinfecting the bus must be trained and demonstrate an understanding of the established protocols that must be taken to properly clean and sanitize the bus. Topics of training may include proper use of cleaning and disinfecting agents, the cleaning schedule for various surfaces, and safety precautions that need to be taken, e.g., ensuring adequate ventilation while cleaning and sanitizing. Each bus driver and/or person responsible for cleaning and sanitizing the bus shall complete and sign the attached Cleaning and Disinfecting School Bus Checklist each day certifying that the required process was completed after each route.

- Hand sanitizer will be made available at the school bus entrance for use when boarding.
- To limit possible physical interaction among students, students will board the school bus by filling the back rows first, and then progressing forward. When leaving the bus, students should exit in the opposite order.
- Students will have assigned seating on the bus.
- Windows will be opened, whenever possible.
- Signs will be displayed in the bus to reinforce social distancing and hygiene rules, such as, staying home when sick, covering coughs and sneezes, washing hands often, and avoid touching eyes, nose, and mouth.
- A staff member will accompany the bus driver on all transportation routes to ensure safety and social distancing, when possible. Bus assistants will also be responsible for taking student temperatures prior to boarding the bus.
- Both students and bus drivers shall practice all safety actions and protocols, e.g., hand hygiene and face coverings.

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• Bus drivers and assistants will be screened before their shift begins pursuant to the District’s policy for health screening employees.
• Bus drivers will be reminded to implement certain personal hygiene actions, e.g. frequent hand washing, and hand sanitizer.

A bus driver and/or staff member shall immediately notify the principal and the school nurse when he/she observes a student on the bus with symptoms consistent with COVID-19. The student shall respectfully be kept away and isolated from well students with continued supervision. If it occurs on the way to school, the school nurse will examine the student before the student enters the school building, notify the parents, and may refer him/her for testing and treatment. If it occurs on the way home from school, the bus driver and/or staff member shall deliver the student to his/her parent or to an authorized adult at the student’s home or if no one is home the student will be transported back to the school district until a parent or an authorized adult can pick up the student. A student exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test. The school nurse shall require the certification of a physician that the student is contagion free before readmitting a student to school. The school nurse shall report all students testing positive for COVID-19 to the local health department. The local health department shall conduct the contact tracing.

Symptoms of COVID-19 include:
• A fever of 100° F or greater;
• Cough;
• Shortness of breath or difficulty breathing;
• Chills;
• Repeated shaking with chills;
• Muscle pain;
• Headache;
• Sore throat;
• New loss of taste or smell;
• Fatigue;
• Congestion or runny nose;
• Nausea or vomiting;
• Diarrhea
CLEANING AND DISENFECTING SCHOOL BUS CHECKLIST

Please check off when completed and sign. Call your supervisor before moving vehicle if students are not following rules or issues arise.

Driver: ___________________________________
Bus No.: __________________________________
Date: _____________________________________

AFTER EACH ROUTE CLEAN AND DISINFECT THE FOLLOWING PURSUANT TO SCHOOL BUS PROTOCOLS DURING COVID-19:

AFTER THE LAST AM/PM ROUTE:

Wash, then sanitize:

____ Inside and Outside of Door (students touching points)
____ Door Hardware including the Driver’s Door Opening Panel
____ All Seats Front and Back
____ All Seat Belts & Buckle Guards
____ Side Walls of Bus at Each Seat
____ Wheelchair Lift Frame and Contact Points of Seat Belt
____ Tie Downs for Wheelchair
____ Car Seats or Booster Seats
____ Harness Contact Points
____ Steering Wheel and All Drivers Touch Points
____ Clean and Sweep Inside of Bus

During Operation Monitor Students:

____ Social Distance pursuant to the District’s School Bus Protocols During COVID-19
____ Wearing Mask
____ Physical Illness Signs

DRIVER’S SIGNATURE: ________________________________
Appendix D

Critical Area of Operation #4 - Student Flow, Entry, Exit, and Common Areas

Location of Student and Staff Screening

Each school will have student and staff screening locations. The following designated entrances will be used to admit students; staff shall report to the screening locations after entering the building:

1. Ryerson – Main and Side Entrances
2. Hewitt – West Door
3. Cooper – South Door for buses and North Door for drop-offs
4. Erskine – Entrance near Cafeteria and East entrance during the day.

Social Distancing in Entrances, Exits, and Common Areas

A physical distance from one another, student or employee of six feet or greater should be maintained. The widespread use of masks whenever possible but especially when within six feet of another person will prevent the possibility of exposure.

When moving about the building, hallways, stairwells, and passing areas will be marked to indicate a preferred direction of travel.

Appendix E

Critical Area of Operation #5 - Screening, PPE, and Response to Students and Staff Presenting Symptoms

I. Screening Procedures for Students and Staff
   a. Staff, students, and visitors shall be screened for entry into the school building.
   b. The school entry plan is as follows:
      i. Designated staff (Attendance Paraprofessionals) will complete screening training and are assigned to do the screening and shall be known as screeners.
      ii. The following designated entrances will be used to admit students:
         1. Ryerson – Main Entrance
2. Hewitt – West Door
3. Cooper – South Door for buses and North Door for drop-offs
4. Erskine – Entrance near Cafeteria

c. At the designated entrances, the screeners must screen students and staff for fever or signs of COVID-19 illness prior to being permitted to enter the school.

i. The following are the current symptoms of COVID-19, based on CDC guidance:
   1. A fever of 100.3°F or greater
   2. Cough
   3. Shortness of breath or difficulty breathing
   4. Chills
   5. Repeated shaking with chills
   6. Muscle pain
   7. Headache
   8. Sore throat
   9. New loss of taste or smell
   10. Fatigue
   11. Congestion or runny nose
   12. Nausea or vomiting
   13. Diarrhea

d. Daily health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

e. Results must be documented when signs/symptoms of COVID-19 are observed. These results are considered medical records and must be kept confidential according to the applicable laws.

f. Move any students, staff, or individuals if symptoms are related to COVID-19 to the individual “cool down area.”

g. Screening procedures shall take into account students and staff with disabilities and accommodations that may be needed in the screening process for those students and staff.

h. Parents/guardians and staff shall complete a daily questionnaire prior to arriving at the school building to confirm students and staff are free of COVID-19 symptoms. This daily questionnaire will also be used by the District to screen for a history of exposure to COVID-19.

i. Parents/guardians are encouraged to be on alert for signs of illness in their children and to keep them home when they are sick.

j. Staff are encouraged to self-screen prior to coming to work and not to attempt to enter the school building/District facility if they have any COVID-19 symptoms.

II. Screening Method for Students and Staff

a. Upon arrival, the screener must wash his/her hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown will be worn if extensive contact with an individual is anticipated.

b. The screener shall make a visual inspection of the staff/student for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness (in the case of students).

c. The screener shall take the staff/student’s temperature.
d. If a disposable or non-contact thermometer is used, then the gloves do not have to be changed before the next check if there was no physical contact.

e. If a non-contact thermometer is used, then it must be cleaned with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each individual. The same wipe can be reused as long as it remains wet.

f. After each screening session, the screener shall remove and discard PPE, and wash hands.
   a. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hand with soap and water for at least 20 seconds.
   b. If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.

g. The screener shall be trained on how to don and doff PPE.

III. Protocols for Symptomatic Students and Staff

a. There shall be personal protective equipment (PPE) available, accessible, and provided for use for those who need it on a day-by-day basis. This includes all employees and, students if they forget their mask or needs replacement during the day.

b. The school principal or his or her designee shall establish an isolation “Cool Down” space. There will be more than one area used for this to provide sanitization.

c. Individuals exhibiting symptoms related to COVID-19 shall be immediately, safely, and respectfully taken to the designated “Cool Down” space by the school nurse and isolated from others by distance or partitioning.

d. The school nurse will examine the individual and may refer them for testing and treatment.

e. Symptomatic staff and other individuals will be sent home and advised to follow, What to Do if You are Sick at https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html

f. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.

g. Individuals in isolation will have their symptoms continuously monitored by the school nurse.

h. A student of staff member exhibiting symptoms of COVID-19 may be required to submit to a COVID-19 test.

i. The school nurse shall require the certification of a physician that the student or staff member is contagion free before readmitting a student to school.

j. The school nurse attending the ill individual must wear a face covering and try to maintain social distancing within the care area.

k. The current Communicable Disease Service guidance at https://www.nj.gov/health/cd/ for illness reporting will be followed.

m. Students and staff may be asked to leave or not come into school if they test positive for COVID-19 or exhibit one or more of the symptoms of COVID-19 set forth above, or as may be amended by the CDC, that is not otherwise explained.

n. If a staff member becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, the staff member shall notify the building principal and the school nurse.

o. The school nurse shall immediately notify the local health official, building principal, and the Superintendent of Schools of a confirmed case when a COVID-19 test is positive. The local health department shall conduct contact tracing. The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the board’s contact tracing policy.

p. Contact tracing will be initiated including records of groups/cohorts, assigned staff, and daily attendance.

IV. Protocols for Face Coverings

a. School staff and visitors are required to wear face coverings unless doing so would:
   i. inhibit the individual’s health;
   ii. the individual is under the age of two;
   iii. the individual is in extreme heat outdoors; or
   iv. the individual is in water.

b. If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual at the point of entry, the visitor’s entry to the school/district facility may be denied.

c. Students must wear face coverings and are required to do so at all times from waiting for district transportation, on a district bus, and the entire time in school, unless doing so would:
   i. inhibit the student’s health;
   ii. the student is under the age of two;
   iii. the student is in extreme heat outdoors;
   iv. the student is in water; or
   v. the student’s documented medical condition, or disability as reflected in an Individualized education Program (IEP), precludes the use of a face covering.

d. Students will be reminded to wear face coverings, repeated reminders will be documented and habitual refusal to wear a face covering will be cause for removal to a virtual setting.

e. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

f. Accommodations for students who are unable to wear a face covering should be addressed according to that student’s need and in accordance with all applicable laws and regulations.

g. Teachers/staff may remove coverings when eating/drinking.

h. During Recess/Snack/Break times, students and staff may remove masks only when 6-foot distance is maintained AND instructed to do so by the supervising teacher/paraprofessional. Once this time is over, face coverings must be placed back on.

V. Staff training will be provided on SafeSchools

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Appendix F
Critical Area of Operation #6 - 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. It is a long-standing practice and is an integral function of local health departments to prevent the spread of infectious disease.

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

The school nurse and the building principal are the designated staff liaisons responsible for providing notifications and carrying out other components of the Board’s contact tracing policy/protocols.

The District will collaborate with the local health department and engage our school nurses to educate the broader school community on the importance of contact tracing. All contact tracing will be conducted by the Ringwood Health Department in collaboration with our school nurse and district administration.

The District procedure for reporting a positive case of COVID-19 for anyone who has come in contact with or has themselves tested positive for COVID-19 will be as follows:

1. Contact the school nurse and/or principal to report the situation.
2. Make the Superintendent aware of the situation.
3. District Administration will contact the NJDOE County Office and the Ringwood Health Department and consult with them for the next steps to take about informing the school and community.
4. The school nurse and the school administrators will assist the Ringwood Health Department with their contact tracing procedures by providing any necessary information such as student/staff schedules, bus lists, seating charts, daily attendance, and other information as needed.
5. Alert the head custodian if there was exposure within the school building and enable the district emergency cleaning process to ensure proper and effective sanitization of the school facility. The extent of cleaning/sanitization will be determined on the severity of the exposure and may be isolated to only certain locations in the buildings based on the risk of exposure. Whenever possible the classroom and work areas where the student or staff member was located should be closed off for at least 24 hours (if possible) prior to being cleaned and disinfected. In some events the District may have to engage in an emergency school closure to properly and thoroughly sanitize the facility as determined by the school Superintendent in collaboration with the Ringwood Health Department.
6. If necessary, the school community will be alerted as determined appropriate by the Ringwood Health Department.

Adequate information and training will be provided to District staff as necessary to enable staff to carry out responsibilities assigned to them under the Board’s contract tracing policy/protocols.
Appendix G
Critical Area of Operation #7 - Facilities Cleaning Practices

Solvents/Solutions
The District uses three main cleaning solvents to clean buses and buildings appropriate with the manufactures recommendations and instructions.

- Enviro Solutions – General Purpose Neutral Disinfectant Concentrate - ES64C
- Enviro Solutions – Heavy Duty Degreaser/Cleaner Concentrate – ES75C
- Enviro Solutions – Neutral Floor Cleaner Concentrate - ES84C

Classrooms and Offices
High Touch surfaces shall be disinfected after each in-person school day. This includes:

- Desk & Table Tops/Surfaces
- Cabinets/Drawer Handles
- Doorknobs/Handles/Keypads
- Electronics
- Light Switches/Room Controls
- Paper Towel/Tissue Dispensers
- Sinks/Hardware
- Soap Dispensers
- Student & Staff Desks and Chairs
- Disinfecting wipes will be available for students to wipe down their own desks, computers, or manipulatives - before class, in the event that they are changing classrooms/desks throughout the school day. Use of manipulatives and lab materials will be used on a limited basis. These materials should not be shared without cleaning.
- In addition to the above, between cohorts of students on Virtual days and Weekends the following additional surfaces will be disinfected:
  - Floors
  - Glass/Windows
  - Vents
  - White/Chalk/Smart Boards
  - Walls (to touch height)

Common Areas/Entrances/Hallways/Cafeterias

- After each in-person school day, the following shall be cleaned and disinfected:
  - Armrests & Back of Chairs
  - Cabinet/Drawer Handles
  - Dispensers (Hand Santizer/Soap)
  - Doorknobs/Handles/Keypads
  - Light Switches/Room Controls
  - Paper Towel/Napkin Dispensers
  - Serving Lines
  - Sinks/Hardware
  - Soap Dispensers
  - Table Countertops & Surfaces
  - Utensil Dispensers
  - Cafeterias Surfaces Disinfected
  - Glass/Windows
  - Floors & Walls (to touch height)
  - Vents
Appendix H
Critical Area of Operation #8 – Meals

Red Phase Meals
- 8.1% of the student body receive free or reduced lunch, during any red phase, these are the only lunches that will be supplied by Pomptonian.
- Accessing one of the district’s kitchens, Pomptonian will prepare meals for free and reduced lunch students. Menus will be modified to “Grab-and-Go” style meals.
  - This may also be done by providing EBT cards to families in lieu of prepping meals on campus.
- Once prepared, a Ringwood school bus will deliver meals to the students’ bus stops on an announced schedule. Students will be provided this schedule and will only need to come to their regular bus stop to retrieve their meals. This may include purchasing of pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freeing. These meals also do not require temperature control during delivery.

Yellow Phase Meals
- Any student entitled to a lunch will receive these lunches on a schedule provided to the students. These lunches will not be eaten in-school, unless supervised in the contracted after school program.
- Any family who chooses to opt-into the lunch program will be provided Grab-and-Go lunches on a schedule provided to the students. This will be paid for by the auto pay service.
- These meals will be prepped by qualified food handling personnel and only in designated areas. These employees will be equipped with appropriate PPE, and have any and all required Right-to-Know or other food handling training.

Green Phase Meals
- Traditional lunch services resume in each school during scheduled student lunches on the full days of school.

Appendix I
Critical Area of Operation #9 – Recess/Physical Education

- Physical Education will be scheduled in-person or virtually. Assignments from the physical education teachers will be counted towards the 150-minute requirement.
- Recess time will include breaks both at-home and in-school.

Appendix J

Critical Area of Operation #10 - Field Trips, Extra-Curricular Activities, Athletics, and Use of Facilities Outside of School Hours

- There will be no scheduled field trips in AY2020-2021. There may be exceptions for trips within Ringwood.
- Extra-Curricular Activities will be limited to those that can be held online in virtual settings. There will be no late buses from the Middle School.
- Ringwood has no programs for after-school sports.
- The use of the facility by outside organizations will be prohibited during any red, or yellow phase of school. Once a green phase is announced, organizations can submit requests for the use of facilities using the regular request procedure.

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Appendix K
Academic, Social, and Behavioral Supports

Academic Supports

The Ringwood Public Schools utilizes multi-tiered systems of support (MTSS) to address the needs of all learners. Below are the procedures to ensure a coordinated system for planning, delivering, measurement, and modification of intervention and referral services. There is a continuum of supports and interventions available at each school beginning the spring prior to students’ start of kindergarten.

- As part of the kindergarten screening process, enrolled students complete the Brigance Screens III Kindergarten assessment with a kindergarten teacher. The students’ who score in the bottom 20% of the Ringwood schools kindergarten cohort are identified as requiring extra support come September. These students are supported by a basic skills instructor pushing into the general education classroom.
- During the first testing window (September/October), all students complete Brigance Screens III (Kindergarten only), STAR Reading (Grades 2 - 8) or STAR Early Literacy (Grades K – 1), and STAR Math (Grades 1 – 8). Students in grades 1 – 8 also complete a running record with their reading teacher to determine an instructional text reading level. Grades 1 – 5 utilize Fountas and Pinell Benchmark Assessment System. Grades 6 – 8 utilize Teachers College running records.
- In order to comply with law P.L.2013, c.210 to screen children for dyslexia, we identify first grade students who score in the bottom 20% of the Ringwood schools cohort on the STAR Early Literacy assessment. They meet with a reading specialist and complete the Dyslexia Screening Test – Junior (DST-J) or the Dyslexia Early Screening Test – Second Edition (DEST-2) depending on the age of the child. If a child’s performance places him/her At Risk for indicators of dyslexia, he/she would complete the Woodcock Reading Mastery Test as the comprehensive assessment as per C.18A:40-5.4. If a child’s performance places him/her Strongly At Risk for indicators of dyslexia, he/she would be referred to the Child Study Team in order to obtain a multi-disciplinary comprehensive assessment. Depending on the results of the dyslexia screening and comprehensive assessment, students are provided with services (basic skills, reading specialist, in-class support, out-of-class resource) to meet their specific needs.
- After the universal screener and the running records are completed in the fall, a multidisciplinary MTSS team of administration, basic skills instructors, reading specialists, school counselors, and the enrichment coordinator meet to review students’ scores. The MTSS team reviews the performance of every student in the Ringwood Public Schools on a variety of instruments which may include: report cards grades, kindergarten screeners, running records, universal screeners, CogATs, and PARCC. Various data points are weighted and used to calculate a comprehensive composite score. Each grade level cohort is then sorted to identify students in need of additional support and students who are exceeding standards and may require additional enrichment opportunities. Students who are currently receiving support may also be identified as being eligible to graduate from additional support. Letters are sent home notifying parents that their child will receive support services with the option to complete a form to remove their child from such services.
This process repeats again whereby all students are assessed with the universal screener (STAR or Brigance Screens III) and running records again in winter and spring. The repetition of these assessments allows for progress monitoring throughout the year to help determine new students who may require support or students who may be ready to graduate from services. Special education teachers grades preschool to fifth grade and general education teachers kindergarten to second grade have received comprehensive thirty hour training in Orton Gillingham. Additionally, required teachers complete mandatory dyslexia training annually.

As part of an ongoing balanced literacy initiative, teachers across the district are trained by professional development organizations. District reading specialists and basic skills instructors provide professional development to classroom teachers in the administration and interpretation of running records. The MTSS team receives ongoing professional development regarding the variety of instruments, tools, and interpretation skills utilized to track student progress.

Social and Behavioral Supports

The District shall help support the mental health of the students. While COVID-19 has impacted the mental wellness of our children in ways that may not be seen for years, action that we take today can help mitigate those negative effects. Counselors and CST members will remain available both in-person (Yellow/Green Phases) and online (Red Phase) to students in need of counseling services.

The Ringwood Public Schools, is ahead of the curve having already implemented universal screening for depression at Ryerson Middle School last year. This experience has paved the way for our Special Services staff to react quickly and put together a social-emotional re-entry plan for our entire student body following months of quarantine and social isolation.

Building upon the recommendation from the American Academy of Pediatrics that called for annual screening for depression in students 11 and older, we will expand our screening for depression to include fourth and fifth grade students at Hewitt School. The research is clear that the number one cause for suicide is untreated depression, and the CDC reports a significant increase in the quadrupled suicide rate for girls aged 10-14 over the past 10 years. These expanded measures will help with identifying symptoms of depression and providing school-based mental health support to students in need, while encouraging parents to seek appropriate medical care outside of school.

Students will be universally screened Hewitt and Ryerson students (grades 4 - 8) for symptoms of anxiety. Predictability and flexibility are key in moving forward to combat anxiety in a time where so much is unknown and changing daily.

K-3 parents to complete a questionnaire identifying how many adverse childhood experiences their child has endured. The research is overwhelmingly clear that the greater the number of adverse childhood experiences, the greater likelihood of negative health and well-being outcomes ranging from mental health, drug use, behavioral problems, and graduation rates. We can help combat the intertwined social and biological mechanisms that contribute to this outcome by developing trauma informed schools and making sure that through social connectedness each child has a trusted adult in which to confide. Parents will be asked to identify the number of ACEs their child has experience without divulging specific experiences. This comprehensive approach will maximize our ability to proactively identify and support students struggling with mental health.
Appendix L
Restart Committee

The “Restart Committee” is named the Ringwood School Transition and Reopening Team or STaRT. Members of STaRT are on the Acknowledgement page of this document.

Appendix M
Pandemic Response Team

Ringwood’s School Transition and Reopening Team will become the Ringwood Pandemic Response team after September 2020. The STaRT will stand as the district’s required Pandemic Response Team and be responsible for creating and evaluating Ringwood’s return to school plan. STaRT will gather data using surveys of families and school employees in July. The results of these surveys will be used to inform any plan. The STaRT will expand and/or reduce its membership as necessary.
### Appendix N

Scheduling of Students – School Day and Educational Program

#### Elementary and Intermediate, K-5

<table>
<thead>
<tr>
<th>Red Phase - High Risk</th>
<th>Yellow Phase - Moderate Risk</th>
<th>Green Phase - Low Risk</th>
</tr>
</thead>
<tbody>
<tr>
<td>No In-Person Instruction</td>
<td>Hybrid – AAvBB + C</td>
<td>Regular School Day</td>
</tr>
</tbody>
</table>

Remote Model – C schedules for all:
- Schools are closed
- Students receive instruction remotely through a combination of synchronous and asynchronous lessons and activities
- Assessment
  - Assessments will be utilized to determine content and learning gaps
  - Benchmark assessments will be revised
  - Ongoing formative assessments will be used to determine student progress throughout remote instruction
  - Teachers will consider using alternative methods of assessment
  - Schoology will be used administer both formative and summative assessments
  - Supplemental learning platforms will be used to collect formative assessment data
  - Rubrics and running records will be adapted for virtual use
- Required Professional Development
  - Google Classrooms
  - Video Conferencing
  - Content Specific Resources
- Social Emotional Learning
  - Google form for counselors
  - Icebreaker activities
  - Promote positive classroom culture ([classroom environment](#))
  - “New normal”
  - Establishing new routines
  - Addressing COVID 19 and the impact it has had
  - FAQ sheet

AAvBB + C - Hybrid Model:
- Schools are open with a reduced number of students in the buildings
- Social Distance and proper hygiene protocols are in place to prevent spread and mitigate risk
- Students who receive a minimum of 4 hours of instruction through a hybrid model that combines in-person and online synchronous and asynchronous lessons and activities
- No lunch period
- In-person instruction
  - Traditional classroom learning
- Virtual instruction
  - K-5 Specials (Spanish, Enrichment, Art, Music)
  - Math ideas: IXL, Investigations, Enrichment or Reteaching Activities
- Assessment
  - Assessments will be utilized to determine content and learning gaps
  - Benchmark assessments will be revised
  - Ongoing, quick formative assessments will be used to determine student progress both virtually and in-person
  - Teachers will consider using alternative methods of assessment
  - Schoology will be used administer both formative and summative assessments
  - Summative assessments will be delivered virtually
  - Supplemental learning platforms will be used to collect formative assessment data during virtual instruction
  - Rubrics and running records will be adapted for virtual use
- Required Professional Development
  - Google Classrooms
  - Video Conferencing
  - Blended Learning
- Social Emotional Learning
  - Google form for counselors
  - Icebreaker activities
  - Promote positive classroom culture ([classroom environment](#))
  - “New normal”
  - Addressing COVID 19 and the impact it has had
  - Readjusting students to the school setting and assuring them it is safe
  - FAQ sheet

Traditional Model and Schedule:
- Schools are open and all students are in the buildings
- Staff and students will continue to focus on best practices to reduce spread
- Assessment
  - Assessments will be utilized to determine content and learning gaps from remote and hybrid models
  - Benchmark assessments will be revised based on formative assessment data
  - Ongoing, in-class formative assessments will be used to determine student progress
  - Teachers will consider using alternative methods of assessment
  - Teachers will use assessment best practices
- Social Emotional Learning
  - Google form for counselors
  - Icebreaker activities
  - Promote positive classroom culture ([classroom environment](#))
  - Getting back to what was normal
  - Establishing new routines
  - Addressing COVID 19 and the impact it has had
  - Readjusting students to the school setting and assuring them it is safe
  - FAQ sheet

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## Middle School, 6-8

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<td>- Schools are open and all students are in the buildings</td>
</tr>
<tr>
<td>- Students receive instruction remotely through a combination of synchronous and asynchronous lessons and activities</td>
<td>- Social Distancing and proper hygiene protocols are in place to prevent the spread and mitigate risk</td>
<td>- Staff and students will continue to focus on best practices to reduce spread</td>
</tr>
<tr>
<td>- Assessment</td>
<td>- Students will alternate between a full day in school and a virtual day</td>
<td>- Assessment</td>
</tr>
<tr>
<td>- Assessments will be utilized to determine content and learning gaps</td>
<td>- In-person instruction</td>
<td>- Assessments will be utilized to determine content and learning gaps from remote and hybrid models</td>
</tr>
<tr>
<td>- Benchmark assessments will be revised</td>
<td>- Problem-Solve, perform experiments, practice and review content</td>
<td>- Benchmark assessments will be revised based on formative assessment data</td>
</tr>
<tr>
<td>- Ongoing formative assessments will be used to determine student progress throughout remote instruction</td>
<td>- Check on student well being/Build relationships</td>
<td>- Ongoing, in class formative assessments will be used to determine student progress</td>
</tr>
<tr>
<td>- Teachers will consider using alternative methods of assessment</td>
<td>- Check-ins with Guidance counselors</td>
<td>- Teachers will consider using alternative methods of assessment</td>
</tr>
<tr>
<td>- Supplemental learning platforms will be used to collect formative assessment data</td>
<td>- Project based assessments / activities</td>
<td>- Teachers will use assessment best practices</td>
</tr>
<tr>
<td><strong>Required Professional Development</strong></td>
<td><strong>Assessment</strong></td>
<td><strong>Social Emotional Learning</strong></td>
</tr>
<tr>
<td>- Google Classrooms</td>
<td>- Assessments will be utilized to determine content and learning gaps</td>
<td>- Google form for counselors</td>
</tr>
<tr>
<td>- Video Conferencing</td>
<td>- Benchmark assessments</td>
<td>- Icebreaker activities</td>
</tr>
<tr>
<td>- Social Emotional Learning</td>
<td>- Ongoing, quick formative assessments will be used to determine student progress both virtually and in-person</td>
<td>- Promote positive classroom culture (classroom environment)</td>
</tr>
<tr>
<td>- Google form for counselors</td>
<td>- Teachers will consider using alternative methods of assessment</td>
<td>- Getting back to “new normal”</td>
</tr>
<tr>
<td>- Icebreaker activities</td>
<td>- Supplemental learning platforms will be used to collect formative assessment data during virtual instruction</td>
<td>- Establishing new routines</td>
</tr>
<tr>
<td>- Promote positive classroom culture (classroom environment)</td>
<td>- Virtual instruction</td>
<td>- Addressing COVID 19 and the impact it has had</td>
</tr>
<tr>
<td>- “New normal”</td>
<td>- Small group afternoon “office hours” check-ins with teacher</td>
<td>- Readjusting students to the school setting and assuring them it is safe</td>
</tr>
<tr>
<td>- Establishing new routines</td>
<td>- Viewing recorded lectures/flipped classroom</td>
<td><strong>FAQ sheet</strong></td>
</tr>
<tr>
<td>- Addressing COVID 19 and the impact it has had</td>
<td>- Participating in class through Google Classroom</td>
<td><strong>FAQ sheet</strong></td>
</tr>
<tr>
<td><strong>FAQ sheet</strong></td>
<td>- Project-based learning options</td>
<td><strong>FAQ sheet</strong></td>
</tr>
<tr>
<td></td>
<td>- Extension activities of content taught in-person</td>
<td></td>
</tr>
</tbody>
</table>
Red and Yellow Phase Guidelines

These phases will be fluid and will shift as the environment demands. If there are specific exposures and certain contract tracing efforts suggest a Red schedule for one or more schools and not others, then that will be announced. There won’t be much notice if this occurs, so being familiar with the many different schedules will be helpful as we transition among the Phases.

Administrators
- Support teachers’ instructional needs.
- Organize and plan professional learning sessions for staff.
- Monitor progress of Hybrid and Remote Learning models and make necessary adjustments.

Teachers
- Use Google Classroom to share learning, activities, and assignments, collect and assess appropriate assignments (documentation of learning), and provide timely feedback to students.
- Post assignments in a daily update template.
- Teachers should follow up by contacting principals and guidance counselors and/or contacting parents for students who are not participating in virtual instruction/assignments.
- Use Google Classroom (Meets/Hangouts) for live instruction, small group, office hours, and 1:1 meetings.
- Provide a weekly preview of what’s to be expected.
- Use Google Classroom, Realtime, and/or email to communicate with students/families about learning.
- Use district curricula and resources (i.e. Atlas, Classroom, IXL, Investigations resources, Readorium) to design and deliver instruction to students.
- Collaborate with colleagues to share ideas, reflect on practices, and actively support others.
- Collaborate with Child Study Team members, School Counselors and Special Education Department to meet the needs of students with IEPs and 504s.
- When in school, ensure that students maintain social distancing and wear masks.
- Use cleaning procedures on shared materials and establish procedures to limit cross contamination.

Counselors
- Be online and available to students and families during the school day, in addition to checking email and phone messages.
- Use Google Classroom to record and provide guidance lessons, as appropriate.
- Collaborate with teachers, Child Study Team members, and administrators.
- Schedule proactive “mental health” checks with identified high-need/at-risk students (call home/Zoom meeting) to determine a baseline for services and provide “family” check-ins with families in need.
- Assist with attendance concerns.
- Serve as a resource for families and liaison to support students/families in crisis.

Child Study Team Members
- Be online and available to students and families during school hours, with the ability to flex time as needed, in addition to checking email regularly.
- Coordinate with teachers, scheduling proactive “mental health” checks with identified high-need students (call home and frequently check on these students).
- Serve as a resource for families and liaison to support students/families in crisis.
- Assist with attendance and participation concerns.
- Provide resources related to, but not limited to: mental health, social/emotional wellness, study skills, executive functioning, etc.
- Follow up with students and families in out-of-district placements to ensure continuity of services; ongoing contact with out of district placements.

**Paraprofessionals**

- Communicate with teachers and principals about greatest needs for support.
- Support teacher planning and/or instructional needs, as coordinated by principals or supervisors.
- Provide differentiation assistance to teachers, collaborating online.
- Assist staff and faculty in preparing and disinfecting rooms and common spaces.

**Students**

- Follow appropriate online “netiquette” expectations and be a good digital and global citizen.
- Stay informed by checking your Google Classroom(s) daily.
- Establish your learning routine and prepare a space where you can work effectively and successfully. This should include having a quiet space in your home where you can participate in video conversations with others, for live lessons or two-way communication with teachers.
- Prepare a daily schedule; plan your learning schedule to include roughly the hours you would normally be in school and/or doing homework.
- Be an active learner, proactively communicating with teachers if you need additional support or may not be able to meet assigned deadlines.
- Whenever possible, create balance in your day so that you’re not sitting and/or online for hours at a time.
- Students will actively participate in a Meet or Hangout video session, camera on, dressed appropriately for school, in an appropriate setting. Make sure there is nothing behind you that you don’t want others to see.
- Engage in all learning with academic honesty and integrity.
- Ask questions, be persistent, and work to solve problems that may occur. Nothing about this experience is what we are used to, so we must be patient and accept there will be challenges and missteps along the way. Be kind to your teachers and your family members. Don’t be afraid to tell others when you’re frustrated or upset, but know that you can’t simply give up, either. We will be better when we support each other.
- When experiencing a technical problem, immediately email teachers to inform them of the issue.
- Stay informed by checking your Google Classroom(s) and district email daily, as appropriate.
- Establish your learning routine and prepare a space where you can work effectively and successfully. This should include having a quiet space in your home where you can participate in video conversations with others, for live lessons or two-way communication with teachers.
- While in the building, abide by all social distancing and safety guidelines.

**Parents/Families**

- Help your child prepare an appropriate space for effective learning. The student’s learning environment should be distanced from a television or other distractions, and sets the expectation and tone that the space is for work and not play. In addition, learning in shared areas allows parents/guardians to readily support students, as needed, while also monitoring online activity. This may not always be possible, but it’s worth considering.
- Establish routines and expectations for at-home learning, then do your best to hold all family members accountable for meeting these. You may consider beginning and ending your day with a check-in.
Assist your child in creating a daily schedule. Your student’s learning schedule should include roughly the hours normally committed to school and/or doing homework.

- Establish active time for movement/physical exercise and quiet time for reflection, away from technology.
- Review appropriate online “netiquette” expectations with your student.
- Ensure that your child has necessary learning materials and tools, recognizing that not all tasks/assignments will be completed online.
- Stay actively informed and engaged by regularly checking your email and Schoology account, the latter of which will give you access to assignments, student work, and communication/feedback from teachers.
- Proactively communicate with school staff if there are academic or technology concerns/needs.
- Communicate questions and concerns through email to teachers during school hours and allow reasonable time frames to receive a reply.
- Remain mindful of your child’s stress and/or social-emotional wellness, recognizing that varied levels of worry/anxiety are likely in this unprecedented time.

**School Schedules**

- Each school, when on an in-person schedule, will follow the traditional “early-dismissal” schedule which will now the **Yellow Phase Start-times**. Some adjustments may need to be made to these start times once busing is established for the district.
- REALM and PATH Programs will attend in-person on BOTH AA and BB days and will maintain virtual instruction on any day deemed a virtual-only day.

**PIE**

- On AA days, the morning preschool section will attend Peter Cooper Elementary School in person following the early dismissal schedule outlined below on this page.
- On BB days, the afternoon preschool section will attend the Peter Cooper Elementary School following the early dismissal schedule outlined below on this page.
- On Wednesdays and the days students are not on site, students will be attending preschool virtually.

**R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS**

**Ringwood Public Schools**

**Teacher Schedule (2020-2021) – AA/BB Schedule (KINDERGARTEN)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:20-8:45</td>
<td>Homeroom/Arrival</td>
</tr>
<tr>
<td>8:45-9:30</td>
<td>ELA</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>ELA</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>Snack/ Break for Kindergarten Teachers</td>
</tr>
<tr>
<td>10:15-11:15</td>
<td>Math</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>Math</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>Homeroom 12:45-12:50</td>
<td>Homeroom/Pack-Up/Prepare for Dismissal</td>
</tr>
</tbody>
</table>

*Lunch (1:15-2:00), Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*
### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

#### Ringwood Public Schools

When on an at home day in the AA/BB Schedule (Kindergarten & 1st Grade)

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:30</td>
<td>ELA</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>Special #1 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Math</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Break</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Special #2 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Special #3 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>“Check In” with homeroom teacher to discuss and review work from the morning (live via Google Meet)</td>
</tr>
</tbody>
</table>

### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

#### Teacher Schedule (2020-2021) – AA/BB Schedule (1st Grade)

<table>
<thead>
<tr>
<th>Homeroom 8:20-8:45</th>
<th>Homeroom/Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st 8:45-9:30</td>
<td>ELA</td>
</tr>
<tr>
<td>2nd 9:30-10:15</td>
<td>ELA</td>
</tr>
<tr>
<td>10:15-10:30</td>
<td>Snack/Bathroom Break for 1st Grade Teachers</td>
</tr>
<tr>
<td>3rd 10:30-11:15</td>
<td>Math</td>
</tr>
<tr>
<td>4th 11:15-12:00</td>
<td>Math</td>
</tr>
<tr>
<td>5th 12:00-12:45</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>Pack-Up Dismissal</td>
<td>Homeroom/Pack-Up/Prepare for Dismissal</td>
</tr>
<tr>
<td>12:45-12:50</td>
<td></td>
</tr>
</tbody>
</table>

*Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*
### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

**Teacher Schedule (2020-2021) – AA/BB Schedule (2nd Grade)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Homeroom/Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom 8:20-8:45</td>
<td>Homeroom/Arrival</td>
</tr>
<tr>
<td>1st 8:45-9:30</td>
<td>ELA</td>
</tr>
<tr>
<td>2nd 9:30-10:30</td>
<td>ELA (begin Math at 10:15 AM)</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Snack/Bathroom Break for 2nd Grade Teachers</td>
</tr>
<tr>
<td>3rd 10:45-11:15</td>
<td>Math</td>
</tr>
<tr>
<td>4th 11:15-12:00</td>
<td>Math</td>
</tr>
<tr>
<td>5th 12:00-12:45</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>Homeroom Dismissal 12:45-12:50</td>
<td>Homeroom/Pack-Up/Prepare for Dismissal</td>
</tr>
</tbody>
</table>

*Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*

### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

**Ringwood Public Schools**

**Teacher Schedule (2020-2021) – AA/BB Schedule (3rd Grade)**

<table>
<thead>
<tr>
<th>Period</th>
<th>Homeroom/Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom 8:20-8:45</td>
<td>Homeroom/Arrival</td>
</tr>
<tr>
<td>8:45-9:30</td>
<td>ELA</td>
</tr>
<tr>
<td>9:30-10:45</td>
<td>ELA (begin Math at 10:15 AM)</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Snack/Bathroom Break for 3rd Grade Teachers</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Math</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Math</td>
</tr>
<tr>
<td>12:00-12:45</td>
<td>Science/Social Studies</td>
</tr>
<tr>
<td>12:45-12:50</td>
<td>Homeroom/Pack-Up/Prepare for Dismissal</td>
</tr>
</tbody>
</table>

*Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*
### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

**When on an at home day in the AA/BB Schedule (2nd & 3rd Grade)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:30</td>
<td>Special #1 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>9:30-10:15</td>
<td>ELA</td>
</tr>
<tr>
<td>10:15-11:00</td>
<td>Special #2 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Special #3 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Break</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Math</td>
</tr>
<tr>
<td>2:45-3:15</td>
<td>“Check In” with homeroom teacher to discuss and review work from the morning (live via Google Meet)</td>
</tr>
</tbody>
</table>

### Wednesday Schedule (K-3), A and B Cohorts Join Together

This schedule is used on Wednesdays of any yellow phase of opening and will be used if there is a full school closure.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:30</td>
<td>ELA (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>9:30-10:45</td>
<td>ELA (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Break</td>
</tr>
<tr>
<td>11:00-11:45</td>
<td>Math (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Math (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Science/Social Studies (live with teacher via Google Meet)</td>
</tr>
</tbody>
</table>

### R. ERSKINE & P. COOPER ELEMENTARY SCHOOLS

**Ringwood Public Schools**

**Red Phase -When Not Present in School, Schedule (K-3)**

This schedule will be used for any full-time virtual cohort C classes in any red or yellow phase of opening.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-10:00</td>
<td>ELA (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>10:00-11:15</td>
<td>Math (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>11:15-11:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:45-12:00</td>
<td>Physical Activities/Recess</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Science/Soc. Studies (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>12:30-1:20</td>
<td>Specials Cycle #1 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td></td>
<td>*Kindergarten only has one special class per day</td>
</tr>
<tr>
<td>1:25-2:15</td>
<td>Specials Cycle #2 (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>2:20-3:10</td>
<td>Specials Cycle #3 (live with teacher via Google Meet)</td>
</tr>
</tbody>
</table>
SELF-CONTAINED CLASSROOMS

REALM - PATH

**A and B Cohorts:** All students assigned to self-contained classes may attend school 4 days a week using a Monday, Tuesday, Thursday, Friday schedule. Wednesday will be a virtual learning. Students attending 4 days a week will still need to be assigned a cohort for virtual mainstream opportunities. Students will receive both in-person and virtual related services. ABA therapists will continue to provide support both in-person and virtually under the supervision of certificated staff members.

**C Cohort:** For families that elect to have their child attend school using a virtual only platform, students will be assigned a teacher and schedule which will be fully accessible online. All related services will be provided virtually. ABA therapists will continue to provide support virtually under the supervision of certificated staff members.

<table>
<thead>
<tr>
<th>In-Person Schedule: Monday, Tuesday, Thursday, and Friday</th>
<th>4th – 5th Self-Contained</th>
<th>6th-8th Self-Contained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K ABA, K -3 Self-Contained</td>
<td>8:55-9:15: Homeroom/Arrival</td>
<td>7:50-8:00: Homeroom/Arrival</td>
</tr>
<tr>
<td>Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP; Closing Meeting Specials: Virtual specials with grade</td>
<td>9:15-1:15: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP; Closing Meeting Specials: Virtual with grade levels</td>
<td>8:02-12:10: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; break; related services; attending mainstream opportunities based on IEP; Closing Activity Cycles: Virtually with grade levels</td>
</tr>
<tr>
<td>Pre-K ABA, K -3 Self-Contained</td>
<td>9:15-10:45: Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP</td>
<td>10:41-11:01: Break</td>
</tr>
<tr>
<td>Prep: 2:30 – 3:15</td>
<td>Prep: 2:20-2:45</td>
<td>Prep: 7:45-8:10; (4) 20 min PM periods</td>
</tr>
</tbody>
</table>

**Virtual Schedule: Wednesday**

<table>
<thead>
<tr>
<th>Pre-K ABA, K -3 Self-Contained</th>
<th>8:55-9:15: Homeroom/Arrival</th>
<th>7:50-8:00: Homeroom/Arrival</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-9:15: Morning Meeting</td>
<td>9:15-10:41: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP</td>
<td>8:02-12:10: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; break; related services; attending mainstream opportunities based on IEP; Closing Activity Cycles: Virtually with grade levels</td>
</tr>
<tr>
<td>9:15-10:45: Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP</td>
<td>10:41-11:01: Break</td>
<td>11:01-1:10: Individualized and Small-Group Instruction, Closing Activity</td>
</tr>
<tr>
<td>Prep: 2:30 – 3:15</td>
<td>Prep: 2:20-2:45</td>
<td>Prep: 7:45-8:10; (4) 20 min PM periods</td>
</tr>
</tbody>
</table>

**Full Virtual Schedule**

<table>
<thead>
<tr>
<th>Pre-K ABA, K -3 Self-Contained</th>
<th>9:00-11:42: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP</th>
<th>7:50-8:00: Homeroom/ Morning Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:45-11:45: Morning Meeting, Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP</td>
<td>11:42-12:25 Lunch 12:25-1:08 Individualized and Small Group Instruction, Closing Activities, OR attending mainstream opportunities based on IEP 1:08 – 2:24: Specials</td>
<td>8:30-12:00: Individualized and Small-Group Instruction: core academics; social, emotional, behavioral programming; life skills and hygiene; snack; related services; attending mainstream opportunities based on IEP 12:00-12:45: Lunch 12:45-2:31: Individualized and Small Group Instruction, Closing Activities, OR attending mainstream opportunities based on IEP</td>
</tr>
<tr>
<td>11:45-12:30 Lunch</td>
<td>12:30-1:15 Individualized and Small Group Instruction, Closing Activities, OR attending mainstream opportunities based on IEP 1:15-2:45: Specials</td>
<td>12:00-12:45: Lunch 12:45-2:31: Individualized and Small Group Instruction, Closing Activities, OR attending mainstream opportunities based on IEP</td>
</tr>
<tr>
<td>Teacher Prep during Special Areas or Scheduled Breaks</td>
<td>Teacher Prep during Special Areas or Scheduled Breaks</td>
<td>Teacher Prep during Cycles or Scheduled Breaks</td>
</tr>
</tbody>
</table>

www.njrps.org
Eleanor G. Hewitt School

AA/BB DAY SCHEDULE
When Present in School

<table>
<thead>
<tr>
<th>Grade 4/5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team</td>
</tr>
<tr>
<td>Homeroom</td>
</tr>
<tr>
<td>8:55 - 9:15</td>
</tr>
<tr>
<td>Period 1</td>
</tr>
<tr>
<td>9:15 - 9:55</td>
</tr>
<tr>
<td>Period 2</td>
</tr>
<tr>
<td>9:55 - 10:35</td>
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<tr>
<td>10:35 - 10:55</td>
</tr>
<tr>
<td>Period 3</td>
</tr>
<tr>
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<tr>
<td>Period 4</td>
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</tr>
<tr>
<td>Dismissal</td>
</tr>
<tr>
<td>12:55 - 1:15</td>
</tr>
</tbody>
</table>

*Lunch (1:15-2:00), Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*
# AA/BB DAY SCHEDULE
For Cohort A/B When Not Present in School

<table>
<thead>
<tr>
<th>Period 1</th>
<th>9:15 - 9:55</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 2</td>
<td>9:55 - 10:35</td>
<td>SPECIAL (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>10:35 - 10:55</td>
<td>BREAK</td>
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</tr>
<tr>
<td>Period 3</td>
<td>10:55 - 11:35</td>
<td>ELA</td>
</tr>
<tr>
<td>Period 4</td>
<td>11:35 - 12:05</td>
<td>SPECIAL (live with teacher via Google Meet)</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:05 - 12:45</td>
<td>SS/SCI</td>
</tr>
<tr>
<td>2:45 - 3:15</td>
<td>CHECK-IN W/ TEACHERS</td>
<td></td>
</tr>
</tbody>
</table>

*Lunch (1:15-2:00), Prep (2:00-2:45) and Check-in (2:45-3:15) with “at home” students who were home during the morning session*
Hewitt Intermediate School
FULLY VIRTUAL SCHEDULE “C” Cohorts,
Yellow- Wednesday schedule for A/B students,
All Cohorts Red Phase

Eleanor G. Hewitt School

<table>
<thead>
<tr>
<th></th>
<th>Grade 4/Grade 5</th>
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<tbody>
<tr>
<td>Homeroom</td>
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<tr>
<td>Break</td>
<td>Break</td>
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<td>10:10 - 10:25</td>
<td></td>
</tr>
<tr>
<td>Period 2</td>
<td>MATH</td>
</tr>
<tr>
<td>10:25 - 11:35</td>
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</tr>
<tr>
<td>Period 3</td>
<td>SS/SCI</td>
</tr>
<tr>
<td>11:40 - 12:20</td>
<td></td>
</tr>
<tr>
<td>Period 4</td>
<td>LUNCH</td>
</tr>
<tr>
<td>12:20 - 1:00</td>
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</tr>
<tr>
<td>Period 5</td>
<td>SPECIAL</td>
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<td>1:00 - 1:40</td>
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<td>Period 7</td>
<td>SPECIAL</td>
</tr>
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<td>2:10 - 2:50</td>
<td></td>
</tr>
<tr>
<td>Homeroom</td>
<td>CHECK OUT</td>
</tr>
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</tr>
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</table>
Martin J. Ryerson Schedule Basics

- In-Person (AA/BB) Period Length: 32 minutes
- Virtual Office Hours Length: 20 minutes
- Teacher Lunch: 40+ minutes
  PhysEd, Health, & Cycle Teachers take lunch period 7 and bus dismissal
  - Core Teachers take lunch during two afternoon periods of their choice when they are not scheduled for office hours

Teacher Schedules Include:

- **Core Teachers:**
  - 3 hours & 32 minutes of student contact time
  - (6) 32 minute instructional periods
  - 20 minute virtual office hours period
  - 42 or 43 minute lunch period (depending on if they choose to take lunch with a 2 or 3 minute "switching time"
  - 1 hour & 59 minutes of prep time
    - 32 minute morning prep/break
    - (4) 20 minute afternoon prep periods + "switching time"
  - 10 minute afternoon dismissal duty

- **PhysEd, Health, & Cycle Teachers:**
  - 3 hours & 40 minutes of student contact time
  - (3) 32 minute instructional periods
  - (3) 20 minute virtual office hours period (up to 2) 32 minute classroom coverage periods
  - 44 minute lunch period
  - 1 hour & 59 minutes of prep time
  - 32 minute morning prep/break
  - (4) 20 minute afternoon prep periods + "switching time"
  - Morning duty
  - Physical Education teachers must assign an addition 86 minutes worth of assignments/activities to be completed at home to meet the 150 minute requirement

Please refer to the "Virtual Wednesdays and Fully Virtual" schedule below for detailed time tables.
<table>
<thead>
<tr>
<th>Period</th>
<th>Period Start</th>
<th>Period End</th>
<th>6th Grade- AA/BB Schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>7:50AM</td>
<td>8:00AM</td>
<td>Homeroom</td>
</tr>
<tr>
<td>1</td>
<td>8:02AM</td>
<td>8:34AM</td>
<td>Academic</td>
</tr>
<tr>
<td>2</td>
<td>8:36AM</td>
<td>9:08AM</td>
<td>Academic</td>
</tr>
<tr>
<td>3</td>
<td>9:11AM</td>
<td>9:43AM</td>
<td>PhysEd/Cycle 6th Grade Prep</td>
</tr>
<tr>
<td>4</td>
<td>9:45AM</td>
<td>10:17AM</td>
<td>Academic</td>
</tr>
<tr>
<td>5</td>
<td>10:20AM</td>
<td>10:52AM</td>
<td>Academic</td>
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<tr>
<td>6</td>
<td>10:54AM</td>
<td>11:26AM</td>
<td>Academic</td>
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<tr>
<td>7</td>
<td>11:28AM</td>
<td>12:00PM</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>12:00PM</td>
<td>12:10PM</td>
<td>Bus Dismissal</td>
</tr>
<tr>
<td>Students on a &quot;at home&quot; day will check in with their teachers during these times</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:10PM</td>
<td>12:30PM</td>
<td>PhysEd/Health Virtual Office Hours</td>
</tr>
<tr>
<td></td>
<td>12:33PM</td>
<td>12:53PM</td>
<td>Cycle Virtual Office Hours</td>
</tr>
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<td>12:55PM</td>
<td>1:15PM</td>
<td>ELA Virtual Office Hours</td>
</tr>
<tr>
<td></td>
<td>1:18PM</td>
<td>1:38PM</td>
<td>Social Studies Virtual Office Hours</td>
</tr>
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<td>1:40PM</td>
<td>2:00PM</td>
<td>Spanish/CPS Virtual Office Hours</td>
</tr>
<tr>
<td></td>
<td>2:03PM</td>
<td>2:23PM</td>
<td>Math Virtual Office Hours</td>
</tr>
<tr>
<td></td>
<td>2:25PM</td>
<td>2:45PM</td>
<td>Science Virtual Office Hours</td>
</tr>
<tr>
<td>Period</td>
<td>Period Start</td>
<td>Period End</td>
<td>7th</td>
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<tr>
<td>Homeroom</td>
<td>7:50AM</td>
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<td>Homeroom</td>
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<td>1</td>
<td>8:02AM</td>
<td>8:34AM</td>
<td>Academic</td>
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<tr>
<td>2</td>
<td>8:36AM</td>
<td>9:08AM</td>
<td>Academic</td>
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<tr>
<td>3</td>
<td>9:11AM</td>
<td>9:43AM</td>
<td>Academic</td>
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<tr>
<td>4</td>
<td>9:45AM</td>
<td>10:17AM</td>
<td>PhysEd/Cycle 7th Grade Prep</td>
</tr>
<tr>
<td>5</td>
<td>10:20AM</td>
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<td>Academic</td>
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<tr>
<td>6</td>
<td>10:54AM</td>
<td>11:26AM</td>
<td>Academic</td>
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<tr>
<td>7</td>
<td>11:28AM</td>
<td>12:00PM</td>
<td>Academic</td>
</tr>
<tr>
<td>12:00PM</td>
<td>12:10PM</td>
<td>Bus Dismissal</td>
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</tr>
</tbody>
</table>

**Students on an "in-person" day**

<table>
<thead>
<tr>
<th>Period Start</th>
<th>Period End</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:10PM</td>
<td>12:30PM</td>
<td>Science Virtual Office Hours</td>
</tr>
<tr>
<td>12:33PM</td>
<td>12:53PM</td>
<td>PhysEd/Health Virtual Office Hours</td>
</tr>
<tr>
<td>12:55PM</td>
<td>1:15PM</td>
<td>Cycle Virtual Office Hours</td>
</tr>
<tr>
<td>1:18PM</td>
<td>1:38PM</td>
<td>ELA Virtual Office Hours</td>
</tr>
<tr>
<td>1:40PM</td>
<td>2:00PM</td>
<td>Social Studies Virtual Office Hours</td>
</tr>
<tr>
<td>2:03PM</td>
<td>2:23PM</td>
<td>Spanish/CPS Virtual Office Hours</td>
</tr>
<tr>
<td>2:25PM</td>
<td>2:45PM</td>
<td>Math Virtual Office Hours</td>
</tr>
</tbody>
</table>

**Students on a "at home" day** will check in with their teachers during these times.
<table>
<thead>
<tr>
<th>Period</th>
<th>Period Start</th>
<th>Period End</th>
<th>8th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>7:50AM</td>
<td>8:00AM</td>
<td>Homeroom</td>
</tr>
<tr>
<td>1</td>
<td>8:02AM</td>
<td>8:34AM</td>
<td>Academic</td>
</tr>
<tr>
<td>2</td>
<td>8:36AM</td>
<td>9:08AM</td>
<td>Academic</td>
</tr>
<tr>
<td>3</td>
<td>9:11AM</td>
<td>9:43AM</td>
<td>Academic</td>
</tr>
<tr>
<td>4</td>
<td>9:45AM</td>
<td>10:17AM</td>
<td>Academic</td>
</tr>
<tr>
<td>5</td>
<td>10:20AM</td>
<td>10:52AM</td>
<td>PhysEd/Cycle</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>8th Grade Prep</td>
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<td>12:00PM</td>
<td>Academic</td>
</tr>
<tr>
<td></td>
<td>12:00PM</td>
<td>12:10PM</td>
<td>Bus Dismissal</td>
</tr>
</tbody>
</table>

**Students on an "in-person" day**

**Students on a "at home" day will check in with their teachers during these times**

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
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<tbody>
<tr>
<td>12:10PM</td>
<td>Math Virtual Office Hours</td>
</tr>
<tr>
<td>12:33PM</td>
<td>Science Virtual Office Hours</td>
</tr>
<tr>
<td>12:55PM</td>
<td>PhysEd/Health Virtual Office Hours</td>
</tr>
<tr>
<td>1:18PM</td>
<td>Cycle Virtual Office Hours</td>
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<tr>
<td>1:40PM</td>
<td>ELA Virtual Office Hours</td>
</tr>
<tr>
<td>2:03PM</td>
<td>Social Studies Virtual Office Hours</td>
</tr>
<tr>
<td>2:25PM</td>
<td>Spanish/CPS Virtual Office Hours</td>
</tr>
</tbody>
</table>
Virtual Period Length: 32 minutes

Lunch: 60 minutes
  10 minute break between periods
  No passing time before and after lunch

Teacher Schedules Include:
  Core Teachers:
    3 hours & 43 minutes of student contact time
      (6) 33 minute instructional periods
      (1) 25 minute Flex Period
    60 minute lunch period
    85 minutes of prep time
      (1) 33 minute + 20 minutes from "passing" time prep during the school day
      (1) 32 minute end of day duty which may be used as a prep when not involved in a meeting or other responsibility
  PhysEd, Health, & Cycle Teachers:
    3 hours & 43 minutes of student contact time
      (3) 33 minute instructional periods
      (3) 33 minute coverage periods
      (1) 25 minute Flex Period
    60 minute lunch period
    85 minutes of prep time
      (1) 33 minute + 20 minutes from "passing" time prep during the school day
      (1) 32 minute end of day duty which may be used as a prep when not involved in a meeting or other responsibility

Physical Education teachers must assign an addition 86 minutes worth of assignments/activities to be completed at home to meet the 150 minute requirement
### Ryerson Virtual Day Schedule – Both Wednesdays and Fully Virtual (Red)

<table>
<thead>
<tr>
<th>Period</th>
<th>Period Start</th>
<th>Period End</th>
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<tbody>
<tr>
<td>Homeroom</td>
<td>7:50AM</td>
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<tr>
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<td>Flex Period</td>
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<td>10:36AM</td>
<td>PhysEd &amp; Cycles</td>
</tr>
<tr>
<td>4</td>
<td>10:46AM</td>
<td>11:19AM</td>
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<tr>
<td></td>
<td>2:18PM</td>
<td>2:50PM</td>
<td>Teacher Prep/Duty</td>
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<th>Period End</th>
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<tr>
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<td>10:46AM</td>
<td>11:19AM</td>
<td>PhysEd &amp; Cycles</td>
</tr>
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<td>Lunch</td>
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<tr>
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<td>academic</td>
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<td></td>
<td>2:18PM</td>
<td>2:50PM</td>
<td>Teacher Prep/Duty</td>
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</table>

<table>
<thead>
<tr>
<th>Period</th>
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<tbody>
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<tr>
<td>Lunch Break</td>
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<td>1:02PM</td>
<td>1:35PM</td>
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<tr>
<td>7</td>
<td>1:45PM</td>
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<td>academic</td>
</tr>
<tr>
<td></td>
<td>2:18PM</td>
<td>2:50PM</td>
<td>Teacher Prep/Duty</td>
</tr>
</tbody>
</table>
Appendix O
Staffing

- Demands of both the virtual only and hybrid school models may cause the reassignment of teachers to different schools, grade levels, and subject matter concentrations. No teacher will be asked to teach anything subject area for which they are not state certified.
- In the Yellow Phase, all paraprofessionals will work 4 hours in-person per day on A and B days.
- Attendance Monitors and Bus Assistants will be appointed as needed. Priority for these new positions will be given to paraprofessionals in school buildings.
- Please see the below flow chart to determine staffing COVID issues

![Flow Chart]

This flow chart does not govern or cover every possible situation. Each situation will be handled on a case by case basis.

1. Visit CDC Website for listing of high-risk groups.

2. ADA process is interactive. Provide employee with ADA forms, which include medical certification form and release of medical information.
3. **Expanded FMLA (EFMLA)** applies to all employers with less than 500 employees if employee has worked for employer for at least 30 days, where:
   a. Eligible employees who are unable to work (or telework) due to a need to care for their child when the school or place of care has been closed, or the regular childcare provider is unavailable due to a public health emergency with respect to COVID-19.
   b. Documentations required to take this leave is limited and leave may be intermittent.

4. **Emergency Paid Sick Leave (EPSL)** applies to all employers with less than 500 employees, no length of service required. Employee gets two weeks of paid leave under EPSL; not two weeks for each issue. Documentation required for this leave is very limited. Reasons for leave:
   a. The employee is subject to a federal, state or local quarantine or isolation order related to COVID–19.
   b. The employee has been advised by a health care provider to self-quarantine due to concerns related to COVID–19.
   c. The employee is experiencing symptoms of COVID–19 and seeking a medical diagnosis.
   d. The employee is caring for an individual who is subject to either number 1 or 2 above.
   e. The employee is caring for his or her child if the school or place of care of the child has been closed, or the childcare provider of such child is unavailable, due to COVID–19 precautions.
   f. The employee is experiencing any other substantially similar condition specified by the Secretary of health and human services in consultation with the Secretary of the treasury and the Secretary of labor.

5. **Family and Medical Leave Act (FMLA)** applies to employers with 50 or more employees who have worked at the school for 1250 hours within the previous twelve-month period. **Follow your FMLA process.** Remember, must go through FMLA process and use FMLA forms, keeping in mind that FMLA applies to:
   a. The birth of a child within the first twelve months of the birth
   b. The placement of a child for adoption or other legal placement within the first twelve months of the adoption or placement
   c. The employee’s own serious health condition, which means an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that prevents the employee from performing the functions of the employee’s job.
   d. The need to care for a spouse, parent, son or daughter (or individual to whom employee is otherwise in loco parentis) who has a serious health condition.
## USEFUL LINKS

### Conditions for Learning

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>When and How to Wash Your Hands</td>
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<td>Communicable Disease Service</td>
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**Section** | **Title** | **Link**
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<td>A Trauma-Informed Approach to Teaching Through Coronavirus</td>
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<td>New Jersey Specific Guidance for Schools and Districts</td>
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<td>Educator Preparation Programs and Certification</td>
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<td>Executive Order No. 149</td>
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<td>CARES Act Education Stabilization Fund</td>
<td><a href="https://www.nj.gov/education/covid19/boardops/caresact.shtml">https://www.nj.gov/education/covid19/boardops/caresact.shtml</a></td>
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<td>NJDOE EWEG</td>
<td><a href="https://njdoe.mtwgms.org/NJDOEGMSSWeb/logon.aspx">https://njdoe.mtwgms.org/NJDOEGMSSWeb/logon.aspx</a></td>
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<td><a href="https://njemgrants.org/site/rpasubmission.cfm">https://njemgrants.org/site/rpasubmission.cfm</a></td>
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<td>NJSTART</td>
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<td>Division of Local Government Services</td>
<td><a href="https://www.nj.gov/dca/divisions/dlgs/">https://www.nj.gov/dca/divisions/dlgs/</a></td>
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Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance  

Costs and Contracting  
E-rate  
https://www.usac.org/e-rate/

Technology for Education and Career (NJSBA TEC)  
https://www.njsba.org/services/school-technology/

<table>
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<th>Continuity of Learning</th>
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<td><strong>Section</strong></td>
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<tr>
<td>Ensuring the Delivery of Special Education and Related Services to Students with Disabilities</td>
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<tr>
<td>Mathematics: Focus by Grade Level</td>
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<td>Teacher Resources for Remote Instruction</td>
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<td>NJDOE Virtual Professional Learning</td>
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<td>Professional Learning</td>
<td>Distance Learning Resource Center</td>
<td><a href="https://education-reimagined.org/distance-learning-resource-center/">https://education-reimagined.org/distance-learning-resource-center/</a></td>
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Other Considerations

Equity

Accommodations for Students with Limited Access to Technology

- Students without computers or internet connections in their homes will be identified before school closing via Realtime survey.
- For identified students, the district will temporarily provide Chromebooks, one per household.

Employees

- All certificated faculty will be permitted to work from home on Virtual Days in Yellow Phase and will be expected to do so in the Red Phase in full support the remote learning initiative. This includes Google Hangout meetings with students, continuous monitoring of email and classwork on digital platforms, and telephone availability to respond to supervisors.
- Paraprofessionals will have hours adjusted in the Yellow Phase. Full hours will be restored once the Green Phase is declared. These employees will be paid their Yellow Phase Salaries in the Red Phase until further notice.

Stigma Related to COVID-19

- According to the CDC, “stigma and discrimination can occur when people associate an infectious disease, such as COVID-19, with a population or nationality, even though not everyone in that population or from that region is specially at risk for the disease.”
- The Ringwood School Community will remain mindful and commit to raising awareness of the deep educational and personal harm brought by stigma, bullying and harassment, and to factual public health information without fear or stigmatization.
- Ringwood is a Stigma-Free Community and we will hold true to those principles through-out this health crisis.

Emergency Drills

- Typical Emergency Drills – Both Fire and Security will continue to be conducted
- Fire drills will require distancing, but evacuation takes priority – Distancing can be considered once safely out of the potentially burning building.
- Table Top Security Drills will be used whenever possible.
- Drills where students will need to be closer than 6 feet (any form of lockdown) will be limited in time. Shelter-in-Place drills will be maximized to limit the impact of needing to close distancing within 6 feet.
COVID-19 Daily Screening for Students – Similar for Staff in Genesis Portal

Parents/Guardians: Please complete this short check each morning and report your child’s information per your school’s reporting instructions.

Section 1: Symptoms
Any of the symptoms below could indicate a COVID-19 infection in children and may put your child at risk for spreading illness to others. Please note that this list does not include all possible symptoms and children with COVID-19 may experience any, all, or none of these symptoms. Please check your child daily for these symptoms:

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
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<tbody>
<tr>
<td>☐ Fever (measured or subjective)</td>
<td>☐ Cough</td>
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<tr>
<td>☐ Chills</td>
<td>☐ Shortness of Breath</td>
</tr>
<tr>
<td>☐ Rigors (shivers)</td>
<td>☐ Difficulty Breathing</td>
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<tr>
<td>☐ Myalgia (muscle aches)</td>
<td>☐ New loss of smell</td>
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<tr>
<td>☐ Headache</td>
<td>☐ New loss of taste</td>
</tr>
<tr>
<td>☐ Sore Throat</td>
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<td>☐ Nausea or Vomiting</td>
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<td>☐ Diarrhea</td>
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<td>☐ Fatigue</td>
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<td>☐ Congestion or runny nose</td>
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If TWO OR MORE of the fields in Column A are checked off OR AT LEAST ONE field in column B is checked off, please keep your child home and notify the school for further instructions.

Section 2: Close Contact/Potential Exposure
Please verify if:

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<tr>
<td>Your child has had close contact (within 6 feet of an infected person for at least 10 minutes) with a person with confirmed COVID-19</td>
</tr>
<tr>
<td>Someone in your household is diagnosed with COVID-19</td>
</tr>
<tr>
<td>Your child has traveled to an area of high community transmission.</td>
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</table>

If ANY of the fields in Section 2 are checked off, your child should remain home for 14 days from the last date of exposure (if child is a close contact of a confirmed COVID-19 case) or date of return to New Jersey.

Contact your child’s provider or your local health department for further guidance.

#