Restart and Recovery Plan to Reopen Schools

Moonachie School District

Board of Education

Fall 2020

RESTART & RECOVERY PLAN

TABLE OF CONTENTS

RESTART & RECOVERY PLAN

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

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.

RESTART & RECOVERY PLAN

THE BOARD OF EDUCATION'S 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;

(iv)   Severe obesity (body mass index, or BMI, of 40 or higher);

(v)   Diabetes;

(vi)   Chronic kidney disease undergoing dialysis;

(vii)   Liver disease;

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

(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)   When social distancing is difficult or impossible, 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 where social distancing can take place (e.g., desks are 6 feet apart) or physical barriers are in place, face coverings can be removed while students are seated at desks, but should be worn when moving about the classroom.

(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 an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation 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 strongly encouraged to wear face coverings and are required to do so when social distancing cannot be maintained, 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.

(7)   If a visitor refuses to a 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 should 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 may 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

(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

_X__ Currently Being Utilized

_____

_____

_____

b.   Multi-Tiered Systems of Support (MTSS)

MTSS is a systematic approach to prevention, intervention, and enrichment in grades Pre-K through twelve 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.

X_ Not Being Utilized

___ 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 a Restart Committee

a.   A Restart Committee should be established as collaboration is critical to the development of the Board's Plan.

b.   The Restart Committee 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. The Restart Committee should work closely with the School Pandemic Response Teams, Local Health Department, and others in municipal and county government as necessary to develop the district Plan. Restart Committees and Pandemic Response Teams should help address policies and procedures for the Board's Plan.

d. The Restart Committee 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. The Restart Committee 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 – Restart Committee]

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 and school;

(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.

RESTART & RECOVERY PLAN

[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.

   (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. The school district will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans.

   (2) For medically fragile staff, 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.

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.

[See Appendix N – Scheduling of Students]

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.

(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.

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.

(10)   Communicate expectations for delivering high-quality instruction, assessing, and monitoring student progress in the virtual environment, in accordance with NJDOE's Professional Standards for Teachers and NJ Professional Standards for Leaders (N.J.A.C. 6A:9).

(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]

7. Athletics

Under Executive Order 149, high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020.

[See Appendix P – Athletics]

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 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.

RESTART & RECOVERY PLAN

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 stake holders, 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, nontenured educators, and those on Corrective Action Plans.

5. Career and Technical Education (CTE)

    a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

    b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

    c. Guiding Principles

        (1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

        (2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

    d. Quality CTE Programs

        (1) When planning for in-person instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

        (2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

    e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

    f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

g.   CTE Recruitment and Retention

CTE teachers require support in transforming their curricula and shifting their instructional practices to meet the needs of the changing classroom environments in a time of social distancing.

h.   Funding to Support CTE Programs

The school district has the ability to utilize the CARES Act – Elementary and Secondary School Emergency Relief Fund (ESSER) grants, local district funding, Perkins funding (if eligible), discretionary grant funding (if participating), and other Federal entitlement funds.

Appendices

Restart and Recovery Plan
to Reopen Schools

Moonachie School District
Board of Education

Moonachie School District

Restart and Recovery Plan
2020-2021

NOTE: The district Reopening Plan is an ongoing process and subject to change as directed by the New Jersey Department of Education or as dictated by changing circumstances of the COVID-19 pandemic.

Pending NJDOE Approval - Born On & Submitted July 30, 2020, Updated & Resubmitted - August 25, 2020

Pending Moonachie Board of Education Approval - August 25, 2020

Leadership Team Members:

Mr. James Knipper, Acting Superintendent/Principal
Director of Curriculum & Instruction

Ms. Silvia Raguseo, Director of Special Services

Ms. Laurel Spadavecchia, Business Administrator

Ms. Donna Gallo, NJ Certified School Nurse

Mr. Jason Diaz, District Technology Coordinator

Mr. Phil Facendola, Director of 21st Century Afterschool Programming

Table of Contents

<u>Mission</u>

To create a restart plan that promotes the health and safety of our students/staff when reopening the school, while maintaining the most equitable & high-quality continuity of instruction & learning possible, that exceeds the guidelines set forth by the "The Road Back: Restart and Recovery for Education" guidelines.

<u>District Schools</u>

Robert L. Craig School, 20 West Park St, Moonachie NJ 07074

<u>Reopening Model for September 2020</u>

The Robert L. Craig School, within the Moonachie School District (MSD), is fortunate to have small class sizes and large classrooms. The leadership team has measured usable space in each room and cross-referenced with projected enrollments. We have determined that we have the capability to provide in-person (live) instruction, practicing social distancing (6-feet apart) for each student, 5-days a week. As a result, the Moonachie School District is planning for a full in-person instructional model (one-session days for the first marking period), with a full-Remote Learning option for families to choose.

<u>Projected Enrollment for 2020-2021</u>

PREK -3:   15
PREK - 4:   30
Kindergarten 32
1st Grade: 40
2nd Grade: 31
3rd Grade: 39
4th Grade: 35
5th Grade: 28
6th Grade: 31
7th Grade: 31
8th Grade: 38
Total: 350

District Demographics

Total Special Education: 41
Total English Language Learners (ELLs): 11
Total Homeless: 0
Total Economically Disadvantaged: 179
Total Eligible for Free Meals: 145
Total Eligible for Reduced Meals: 34

Additional District Programming

21st Century After School Program

Employees & Contracted Service Providers
Total Number of Individuals Engaged in The District on a Daily Basis

Administration: 4
Teachers: 35
Nurse: 1
Custodial: 3
Secretarial: 5
Support Staff: 18
Related Services: 6
CST Members: 3

The Moonachie School District has put forth this response and restart plan, based on the Critical Areas of Operation presented in the "The Road Back: Restart and Recovery Plan for Education" document. Some components overlap and will be referenced throughout this document if the recommendation is already addressed.

1. Health and Safety: Standards for Establishing Safe and Healthy Conditions for Learning

APPENDIX A

Critical Area of Operation #1 - General Health and Safety Guidelines:

DOE Minimum Standard:
- Establish and maintain communication with local and state authorities to determine current mitigation levels in community
- Protecting and Supporting Staff/Students who are at higher risk for severe illness
- Following CDC's Guidance for Schools and Childcare Programs
- Promoting behaviors that reduce spread (stay home when appropriate, hand hygiene and respiratory etiquette, face coverings, signs and messages)
- Reasonable accommodations should be provided for individuals that the CDC identifies as having a higher risk for severe illness from COVID-19

Additional Considerations:
- Districts must plan reopening in accordance with local conditions and resources
- Consider how other countries have handled school reopening

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	What if a student or staff member registers a fever?	A fever is determined by a measured temperature of 100.4 degrees Fahrenheit or greater. MSD will enforce that all students and staff stay home if they register a fever. If a student or a staff member become feverish during the course of the school day, they will be isolated in the established isolation room and arrangements for parent pick up will be made for immediate pick up. Staff will need to go home immediately.	Mr. Knipper Nurse Gallo
2	Protocol for Symptomatic Staff and Students	The MSD will enforce that all students and staff stay home if they: 1) They have tested positive for COVID-19 or are showing COVID	Mr. Knipper Nurse Gallo

		symptoms until they meet criteria for return 2) They have had close contact with a person with COVID-19 until they meet criteria for return 3) If a student or a staff member develops COVID-19 symptoms during the course of the school day, they will be isolated in the established isolation room and arrangements for immediate parent pick up will be made. Staff will need to go home immediately.	Ms. Spadavecchia
3	Handling Suspected, Presumptive, or Confirmed Cases of COVID-19	1) Immediately isolate symptomatic individuals to the designated isolation area at the school and send them home to isolate 2) Ensure the symptomatic student remains under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear a gown, gloves, N95 face covering or a surgical mask with a face shield. 3) Require any symptomatic person wear a cloth face covering or surgical mask while waiting to leave the facility 4) Upon leaving the facility, implement cleaning and disinfecting procedure following CDC guidelines using EPA approved disinfectants. If possible, room will remain vacant for 24 hours before cleaning.	Mr. Knipper Nurse Gallo

4	Protocol for Allowing a Student or Staff Member to Return To School	1) If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours
		2) If a person is diagnosed with COVID-19 by a medical professional, they should not be at school or should stay home until they can meet the following criteria:
		    A - At least 10 days since first symptoms AND
		    B - At least 24 hours since fever (without fever reducing
		       medicine) AND
		    C- Symptoms have improved including
		       cough and shortness of breath
			Mr. Knipper
			Nurse Gallo

5	What if a Student/Staff was in close contact with someone diagnosed with COVID-19?	If a person has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14-days since the last known contact. At which point the student would engage in the Remote Learning Plan shared within this document.	Mr. Knipper Nurse Gallo
6	Communication with Local and State Authorities to Determine Current Mitigation Levels	Immediate phone contact with Amy Monaco, Communicable Disease Program Lead, Bergen County Department of Health Services (201) 634-2600 to report a COVID-19 positive case of student, staff or family member.	Nurse Gallo
7	Protecting and Supporting Staff/Students who are at higher risk for severe illness	Identify staff (self-reporting) and students at higher risk Request medical management plan from PCP regarding needed accommodations Plan accommodations (IEP, 504, or IHP) for either virtual studies/teaching or plans to decrease exposure in the classroom setting.	Nurse Gallo
8	Following CDC Guidance for Schools	The MSD will adhere to all CDC guidelines for schools	Leadership Team
9	Promote Behaviors that Reduce Spread	The MSD will have many parent education and town hall informative meetings in August, with translation, to promote students staying home when sick, wearing face coverings, social distancing and hand hygiene practices. The MSD will also provide pamphlets, flyers, and instructional videos to help parents understand the requirements and teach their students before school begins. The MSD will post signs throughout the building that inform social distancing, hand washing instructions, and other behaviors that reduce the spread	Leadership Team

10	Providing Reasonable Accommodations High Risk Individuals	Based on the provided medical documentation by the family or staff member, appropriate accommodations will be decided upon on a case-by-case basis.	Mr. Knipper Nurse Gallo Ms. Spadavecchia
11	Plan Reopening in Accordance with Local Conditions	Nurse Gallo is in constant contact with the local health department, receiving updated guidelines, data, and best practices. We will continue to be active in obtaining the most up-to-date information available from both our Municipality and the Bergen County Health Department.	Nurse Gallo

APPENDIX B

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

DOE Minimum Standard:
- Schools must allow for social distancing within classrooms to the maximum extent practical
- Students must be seated at least 6-feet apart
- Face coverings are required for students & staff, at all times
- Face coverings are always required for visitors and staff, unless it will inhibit the individual's health
- All instructional and non-instructional rooms must comply with social distancing standards
- Use of shared objects should be limited when possible or cleaned between use
- Schools must ensure indoor facilities have adequate ventilation (recirculating air must have a fresh component, open windows if A/C is not provided, filter changes by manufacturer recommendations)
- Maintain hand sanitizing stations with alcohol-based hand sanitizers
    - In each room, at each entrance/exit, Near Lunchrooms and toilets
    - Supervise children under the age of 5 when using hand sanitizer
    - Classrooms with sinks - prepare stations with soap, water, and alcohol-based hand sanitizer
- Students should wash hands for at least 20-seconds at regular intervals, including before eating, after using the restroom, after outside play and after blowing nose/coughing/sneezing.
    - Use alcohol-based hand sanitizer if washing with soap and water is not possible

Additional Considerations:
- Net Square Footage (NSF) per occupant based on a six foot radius of space around occupants
- 6-feet apart during nap time
- Avoid close group learning, like reading circles
- Scheduled times for students to wash hands
- Providing Services to medically fragile students and and students with complex disabilities
    - Secure PPE prior to opening and maintain ongoing supplies
    - Consider need for additional cleaning staff
    - Consider need for heightened monitoring and frequent handwashing
- Limit use of Supplies and equipment to one group of children at at a time and disinfect between use
- Keep each child's belongings separated from others'
- Increase circulation of air
- Consider keeping classes together to include the same group of children each day

- Minimal mixing between groups
- Allow Outdoor classrooms where possible and seasonally appropriate
- Add time to lunch and recess to ensure time to appropriately hand wash

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Social Distancing In Classrooms, Common Areas, & Non-Instructional Rooms	Based on measuring usable classroom space and projected enrollments, our students will remain 6-feet apart at all times. Students and staff will all be required to wear a face covering at all times, unless prohibits someone's health. Students will remain in their classroom for all instructional classes, specialist classes. Students will remain with their same cohort of students at all times. Lockers will not be utilized. Removing furniture that promotes small group learning All desks will face the same direction and aligned in columns/rows, 6-feet apart from each other. Common Areas will be avoided. If impossible, social distancing will be required and marked off with floor markings. Non-instructional classrooms and related services will also practice social distancing at all times. We will utilize barriers for individuals/small groups receiving related services.	Leadership Team
2	When Social	When social distancing is not possible (during entrance, dismissal,	Leadership Team

	Distancing is Not Possible	using the restroom, or moving throughout the classroom) students will be required to wear a face-covering. The MSD may not be able to guarantee that physical distancing can be met in all school settings throughout the entire school day, during school activities, or with transportation. If it is determined that physical distancing cannot be assured, the students will need to wear face coverings.	
3	Who Provides the Face Covering	MSD is purchasing cloth-based washable face coverings, with the MSD logo, for each student and family. Families can choose to send their child to school in any face-covering they choose. Face coverings MUST all under appropriateness for school (no profanity, political messaging, or anything inappropriate will be allowed). Additionally, the MSD will have ample disposable face-coverings available on a case-by-case basis.	Leadership Team
4	Use of Shared Items	When in class, items will not be shared. Students will provide their own crayons, utensils, etc… When it is unavoidable, staff will have alcohol-based sanitation wipes to sanitize any shared item between uses. Students will keep all belongings and items within their own personal space at all times. Teachers will be encouraged to utilize separate student boxes, zip-lock bags, pencil cases, etc.. to ensure separation and not sharing of items.	Leadership Team Teachers
5	Adequate Ventilation and Air Flow	We have in writing from the Health Department that the '**Open Window Policy**' is an appropriate policy that meets the guidelines. This policy enters fresh air, continuously, into the circuit, thus breaking the 'closed' system. Therefore, every window in the building will be open from the hours of 8am-3pm. This allows us to continue to safely reopen within the guidelines.	Mr. Knipper Nurse Gallo

| | | To Exceed the Guidelines, here is what we have planned.

Rooms That Do NOT Have HVAC Central Air: The 'Univents' in the back of the room will remain on. They have new MERVE 8 filters. These vents HAVE a fresh air component. We are on the backorder for MERVE 13 (4-5 week backorder). In addition, we are coating the coils of these systems with EVAPFRESH, which is proven to disinfect against **Human Coronavirus, SARS associated Coronavirus,** and **Avian Influenza A strains H3N2** and **H9N2.** This is recommended by our HVAC professional. It provides an additional layer of protection while we wait on the MERVE 13. But Remember, windows will be open at all times so it is not a 'closed system'.

Rooms that DO have HVAC Central Air: The HVAC system has new MERV 8 filters. We are on the backorder for MERVE 13 (4-5 weeks). The HVAC system will be switched to 'fan mode' (not cooling).   In addition, we are coating the coils of these systems with EVAPFRESH, which is proven to disinfect against **Human Coronavirus, SARS associated Coronavirus,** and **Avian Influenza A strains H3N2** and **H9N2.** This is recommended by our HVAC professional. It provides an additional layer of protection while we wait on the MERVE 13. But Remember, windows will be open at all times so it is not a 'closed system'.

MERVE 8 filters are changed regularly, and as recent as July. We are on back order for the MERVE 13 | |
| 6 | Maintain Hand Sanitation Stations | Each classroom will have hand sanitizer (70% alcohol based) available at all times. Custodial staff will ensure dispensers are sanitized and filled each evening. | Ms. Spadavecchia
Mr. Knipper
Nurse Gallo |

		Classrooms with sink stations will be fully stocked with water, soap, and disposal towels. Time will be intentionally built into the school day for students and staff to engage in frequent hand washing/sanitizing activities. There will be hand sanitation stations at each entry and exit point. We will have informative signage at each location to ensure usage upon entering and exiting the building. Students will use hand-sanitizer following sneezing, coughing, or blowing their nose. Classes will have scheduled times at the restroom, strictly for hand-washing. This will also be before eating. Instruction in proper hand washing practices will be intentionally planned and delivered to all students, on an age appropriate level, throughout the school year in the health education class, as well as during August instructional videos sent to families.	
7	Secure PPE	The MSD has entered a partnership with the South Bergen Jointure Commission for the ordering of PPE, both for opening and for re-stocking throughout the year	Ms. Spadavecchia
8	Therapy Programming	All contracted therapists will adhere to all guidelines set forth by their hiring agent and guidance, as it relates to social distancing, pull-out sessions, and/or Physical Therapy scenarios. Barriers may be used to separate small groups or individuals receiving related services.	Ms. Raguseo

APPENDIX C

Critical Area of Operation #3 - Transportation

DOE Minimum Standard:
- Maintain social distancing on buses (at least 6-feet apart between riders) to the maximum extent practical
    - Districts may consider one student per row
    - Seating members of the same family together
- Face Coverings must be worn by all students, at all times, when entering and riding the bus
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles

Additional Considerations:
- Fill back rows first and work up to avoid increased physical interactions
- Stagger transportation times
- Open Windows
- Clean and disinfect buses daily, preferably between routes
- Stagger Arrival and drop-off times
- Signage to reinforce social distancing
- When possible, a staff person should accompany the driver
- Consider courtesy busing

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Maintain Social Distancing on Bus	The Business Administrator has reviewed procedures adopted by contracted bus companies to ensure they are following guidelines promulgated by CDC, state and local health officials in regards to social distancing as follows: When applicable, students will maintain social distancing, a face covering must be worn upon entering the school bus by all students who are able to do so. If social distancing is not	Ms. Spadavecchia

		possible, face coverings must be worn at all times. Included in all bid specifications are the requirements to safely transport students. Exceptions will be considered if wearing face coverings will inhibit the individual's health or if the student's documented medical condition or disability as reflected in an Individual Education Program (IEP) precludes the use of a face covering. South Bergen Jointure Commission bus companies are required to adhere to the student loads as advised below: ● 1 Student per row, alternating left and right arrows ● 11 students on a 54 passenger vehicle ● 6 students on a 29 passenger vehicle ● 5 students on a 24 passenger vehicle ● 4 students on a 16 passenger vehicle ● Bus aide will not be counted in the total number of passengers ● Signs recommending social distancing of 6 feet must be posted in all vehicles ● The bus company is required to have signage or decals indicating if seats are unusable	
2	Face Coverings must be worn by all students on the bus	The Business Administrator has reviewed procedures adopted by contracted bus companies to ensure they are following guidelines promulgated by CDC, state and local health officials in regards to face coverings as follows: Included in all bid specifications are the requirements to safely transport students. Bus companies are required to adhere to the face coverings as advised below: ● A face covering must be worn upon entering the school bus by all students who are able to do so. Face coverings must be worn at all times. Exceptions will be considered if wearing face coverings will inhibit the	Ms. Spadavecchia

		individual's health or if the student's documented medical condition or disability as reflected in an Individual Education Program (IEP) precludes the use of a face covering. ● Bus Drivers and Aides are required to wear masks at all times while operating the bus. They may wear shields as additional protection. ● Bus company should have adequate supply of additional masks on vehicles available for staff and, if necessary, student use. ● Bus driver and aide are responsible to remind students to continue to wear their masks, unless an exception in writing is on file. ● Bus driver and aide must report non-compliance to the school staff and his/her dispatcher via conduct report.	
3	Cleaning and Disinfecting school bus	The Business Administrator has reviewed procedures adopted by contracted bus companies to ensure they are following guidelines promulgated by CDC, state and local health officials in regards to cleaning and disinfecting buses. Included in all bid specifications are the requirements to safely transport students. Bus companies are required to adhere to the cleaning and disinfecting as advised below: ● Bus driver and aide are required to have hand sanitizer on vehicles at all times. ● Bus aides need to use hand sanitizer after assisting each child onto and off the bus, and after helping them into their seat. ● Bus driver shall use hand sanitizer if he/she assists the aide or student onto the vehicle ● Bus drivers and aides are responsible to properly disinfect all surfaces in the bus after each load/route of students. This includes seats, harnesses, car seats,	Ms. Spadavecchia

		booster seats, seatbelts, windowsills, arm rests, windows, as well as any other equipment that is utilized or touched. Disposable covers can be used on car seats.	
4	Other practices to reduce the spread of COVID-19 on the bus	The Business Administrator has reviewed procedures adopted by contracted bus companies to ensure they are following guidelines promulgated by CDC, state and local health officials in regards to other practices in place to reduce the spread of COVID-19 on the bus as follows: Included in all bid specifications are the requirements to safely transport students. Bus companies are required to adhere to the following: ● On a daily basis, bus driver or aide are required to secure from the parents a completed questionnaire that the districts will be required to distribute to school staff and parents. ● Without a completed questionnaire, the student will not be permitted on the bus, no exceptions. ● The bus drivers are responsible to have extra questionnaire forms should an issue arise in which a parent has used all their copies and has not received more from the school. These forms will be distributed to the bus companies prior to the start of school. ● Bus company is responsible to verify and log that all bus drivers and aides are healthy and take temperatures prior to the start of the shifts. ● Logs must be made available upon request. ● Windows on vehicles are required to be open at all times unless inclement weather warrants otherwise. ● When authorized, air conditioning can be used, but it must be set to utilize fresh air, not recycled air. ● Bus company must immediately notify the	Ms. Spadavecchia

		Transportation Department if there are any reported confirmed cases of COVID-19 among staff. ● Any bus company that is found to be non-compliant will be penalized as per the bid specifications and may have its contract terminated.	
5	Seating	The Business Administrator has reviewed procedures adopted by contracted bus companies to ensure they are following guidelines promulgated by CDC, state and local health officials in regards to seating on the bus as follows: Included in all bid specifications are the requirements to safely transport students. Bus companies are required to adhere to the seating requirements as advised below: ● Students shall be loaded and enter to the back of the bus to utilize the rear seats of the bus first. The bus company is to ensure that students alternate right to left, until a seating chart is in place. ● Bus driver and aide are to ensure students sit in their assigned seats. ● Students shall be assigned seats for both morning and afternoon runs. ● Students are not to be moved from route to route without prior authorization. ● Routes that are going to split or be combined must be approved 48 hours prior. ● Bus staff shall not be permitted to exit vehicles and congregate with other drivers or school staff at any time. Whenever possible they should remain on the vehicle. Staff will not be permitted in any school building to use facilities. ● Should behavioral issues occur on a vehicle, the Bus Driver and Aide are to report the issue to the school staff and/or dispatcher.	Ms. Spadavecchia

| 6 | Surveying Families | A survey will be utilized in August for Bus Families to determine service capacity needs. | Ms. Spadavecchia |

APPENDIX D

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

DOE Minimum Standard:
- Establish the process and location for students and staff health screenings
- Provide physical guides when individuals are waiting in line (tape on floor and signage to ensure 6-feet of separation)

Additional Considerations:
- Minimize interaction of students between drop-off and entrance to school facilities
- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents
- Establish separate entrances and exits to the school facility when possible
- Require visitors to use their own pen
- One-way routes in hallways
- Maintain social distancing in hallways and common areas
- Minimize the number of non-essential interactions
- Create student cohorts as an effective strategy to limit exposure
- Minimize large gatherings
- Create a system that allows for physical distancing
- Provide hand sanitizer at school entrances
- Put signage around school building to provide hygiene advice and reminders
- Increase frequency of cleaning all surfaces
- Limit the number of students in the hallway at the same time
- Limit locker usage
- Limit entry/exit points for security purposes, but additional entry/exit points may need to be established to ensure a balance of social distancing and security protocols

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Establish the process and	All staff and parents will utilize a health/symptom	Nurse Gallo

	location for health screenings of staff and students.	tracker questionnaire/survey to check their child into school each morning. The application requires the submission in assessing their recent health history and current condition. Additionally, they must check off that they do not currently exhibit each of the symptoms related to COVID-19. All Staff and students will also receive a contactless temperature screen to be admitted to the building. Both the Symptom Assessment and Temperature Screen are required to gain admittance into school	Mr. Knipper
2	Staff Member Entrance & Screening	Staff member screening will be conducted at the Main Entrance of the school building between 7:30am-8:10am.	Nurse Gallo Mr. Knipper Screening Team
3	Bus Student Entrance & Screening	Bus students will enter through the gymnasium and sit at pre-marked areas 6-feet apart. Each class will receive their temperature screen and confirm completion of the symptom questionnaire and proceed to their assigned classroom. This will occur between 8:10-8:30am Students will remain with their face coverings on.	Nurse Gallo Mr. Knipper Screening Team
4	Car and Walker Student Entrance & Screening	Car Drop-Off and Walker entrance will occur at the main office. One vehicle will drop off at a time. Each student will receive their temperature screen and confirm completion of the symptom questionnaire before proceeding to their assigned classroom. This will occur between 8:35-9:00am Students must remain with their face coverings on.	Nurse Gallo Mr. Knipper Screening Team

5	What happens when the student arrives in class.	When the student arrives in class, between 8:10-8:50, they will sanitize their hands, place their belongings on the back of the chair. If they order breakfast, they will receive their breakfast and consume it at their desk. Upon completion of breakfast, they will sanitize their hands and their desk. Students will then complete missing work, finish their homework, receive individualized practice worksheets, or read silently.	Teachers Ms. Maurin
6	Physical Guides	Physical guides, such as tape, will be used on floors and sidewalks and signs on walls to help ensure students remain at least 6-feet apart in lines and at other times.	Nurse Gallo Mr. Knipper Ms. Spadavecchia
7	Establish visitor norms and procedures	Visitors will be discouraged. All visitors must wear masks and use hand sanitizer (70% alcohol based) prior to entering school.	Mr. Knipper Nurse Gallo
8	Signage for increased hygiene practices	CDC Signage will be printed, laminated and posted at entry/exit points, bathrooms, classrooms, main lobby, receptionist desk, nurse's office, cafeteria, gym, hallways, water fountains, sinks and office space encouraging best hygiene practices to reduce the spread of COVID-19.	Ms. Spadavecchia Nurse Gallo Mr. Knipper
9	Increase frequency of cleaning all surfaces	Custodial Staff, Teachers and Aides will participate in raining on properly cleaning and disinfecting the school based on guidelines provided by the CDC, Healthy Schools Campaign, American Federation of Teachers, and the Environmental Protection Agency guidelines as well as new resources as they become available. Supplies will be purchased to support healthy hygiene behavior such as hand sanitizer, soap, paper towels, tissues, disinfectant wipes, no-touch/foot pedal trash	Ms. Spadavecchia

		cans, no-touch thermoscans for all staff and student body's daily temperature screenings and face masks for anyone in need.	
10	Limit number of students in the hallway at any one time (scheduling)	Students will only leave their classrooms when going outside for instruction or recess. Face coverings will be worn. Students using the restrooms must wear face coverings. One student at a time, with a maximum of 3 students in a bathroom at a time.	Mr. Knipper
11	Dismissal	The MSD will implement a staggered dismissal process, assigning different grade levels different times and exit locations. Signage and markers will be placed on the floor and concrete to ensure 6-feet apart. The local police department will support traffic flow. Bus students will report to the gymnasium, to their assigned pre-marked location. They will wear their face covering before loading to their assigned seats.	Leadership Team
12	Analyze Entry/Exit points for security protocols	The MSD will continue to be extremely vigilant as it relates to School Security. We will continue to practice 1-door policy from the hours of 9am-2:30pm. Additionally entry and dismissal points will be carefully selected. The MSD will work with our local law enforcement and School Resource Officer to agree upon dismissal locations.	Leadership Team

APPENDIX E

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

DOE Minimum Standard:
- Policy for screening students and employees upon arrival for symptoms and history of exposure
    - 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
    - Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws
    - Results must be documented when signs/symptoms of COVID-19 are observed
    - Screen policy must take into account students with disabilities and accommodations that may be needed
- Procedures for symptomatic Staff and Students
    - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others
    - If someone who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of confirmed case while maintaining confidentiality
    - Policy to prepare for when someone tests positive for COVID-19
        - Establishment of an isolation space
        - Follow Current CDC guidance for illness reporting
        - Adequate amount of PPE available and accessible
        - Methods to assist in contact tracing
        - Continuous monitoring of symptoms
        - Readmittance policies
        - Written protocols to address a positive case
- Encourage parents to be on the alert signs of illness in their children and to keep them home when they are sick
- School staff and visitors are required to wear face coverings unless doing so would inhibit the individual's health
- Students are to wear face covering at all times, unless doing so would inhibit the student's health
- If a visitor refuses to wear face covering for non-medical reasons, entry may be denied

Additional Considerations:
- Teach and reinforce use of face coverings among all staff (excluding health exceptions)
- Students and employees may be asked to leave or not come into school if they test positive for COVID-19 or exhibit symptoms of COVID-19, based on the CDC guidance.
- Attempt to have the same adult drop off and pick up students
- Consider using a professional development day for staff to practice screening protocols with each other before applying to

students			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	What if a student or staff member registers a fever?	A fever is determined by a measured temperature of 100.4 degrees Fahrenheit or greater. MSD will enforce that all students and staff stay home if they register a fever.	Mr. Knipper Nurse Gallo
2	Protocol for Symptomatic Staff and Students	The MSD will enforce that all students and staff stay home if they: 1) They have tested positive for COVID-19 or are showing symptoms until they meet criteria for return 2) They have had close contact with a person with COVID-19 until they meet criteria for return	Mr. Knipper Nurse Gallo Ms. Spadavecchia
3	Handling Suspected, Presumptive, or Confirmed Cases of COVID-19	1) Immediately isolate symptomatic individuals to the designated isolation area at the school, notify parents and send them home to isolate 2) Ensure the symptomatic student remains under visual supervision of a staff member who is at least 6 feet away. The supervising adult should wear gown, gloves, N95 face covering or a surgical mask and face shield 3) Require symptomatic person to wear a cloth face covering or surgical mask while waiting to leave the facility 4) Upon leaving the facility, implement the cleaning and disinfecting procedure following CDC guidelines using EPA approved disinfectants, when possible wait 24 hours before cleaning the room.	Mr. Knipper Nurse Gallo
4	Protocol for Allowing a Student or Staff Member to Return To School	1) If a person has had a negative COVID-19 test, they can return to school once there is no fever for 24 hours without the use of fever-reducing medicines and they have felt well for 24 hours	Mr. Knipper Nurse Gallo

		2) If a person is diagnosed with COVID-19 by a medical professional, they should not be at school and should stay home until they can meet the following criteria: 　　A - At least 10 days since first symptoms AND 　　B - At least 24 hours since fever (without fever reducing 　　　　medicine) AND 　　C- Symptoms have improved including 　　　　cough and shortness of breath	
5	What if a Student/Staff was in close contact with someone diagnosed with COVID-19?	If a person has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14-days since the last known contact and monitor their health/symptoms. They should contact their PCP. If they develop symptoms, they should contact the School Nurse. While in home quarantine, the student would engage in the Remote Learning Plan shared within this document.	Mr. Knipper Nurse Gallo
6	Establish the process and location for health screenings of staff and students.	All staff and parents will utilize a health/symptom tracker questionnaire/survey to check their child into school each morning. The application requires the submission in assessing their recent health history, current condition and any out of state travel. Additionally, they must check off that they do not currently exhibit each of the symptoms related to COVID-19 nor have they been in contact with a COVID-19 positive person. All Staff and students will also receive a contactless temperature screen to be admitted to the building. Both the Symptom Assessment and Temperature Screen are required to gain admittance into school	Nurse Gallo Mr. Knipper
7	Staff Member Entrance & Screening	Staff member screening will be conducted at the Main Entrance of the school building between 7:30am-8:10am.	Nurse Gallo Mr. Knipper Screening Team

8	Bus Student Entrance & Screening	Bus students will enter through the gymnasium and sit at pre-marked areas 6-feet apart. Each class will receive their temperature screen and confirm completion of the symptom questionnaire and proceed to their assigned classroom. This will occur between 8:10-8:30am Students will remain with their face coverings on.	Nurse Gallo Mr. Knipper Screening Team
9	Car and Walker Student Entrance & Screening	Car Drop-Off and Walker entrance will occur at the main office. One vehicle will drop off at a time. Each student will receive their temperature screen and confirm completion of the symptom questionnaire before proceeding to their assigned classroom. This will occur between 8:35-9:00am Students must remain with their face coverings on.	Nurse Gallo Mr. Knipper Screening Team
10	Face Coverings	Staff and visitors will be required to wear face coverings, at all times, unless doing so will inhibit the individuals health. Students will be required to wear face coverings when on a bus, during entrance, dismissal, in the hallway, using the restroom, and when in their classroom. MSD is purchasing cloth-based washable masks, with the MSD logo, for each student and family. Families can choose to send their child to school in any face-covering they choose. Additionally, the MSD will have ample disposable face-coverings available on a case-by-case basis. The MSD will provide instructional videos on how to securely put on and wear your face covering. The MSD will encourage families to practice with students prior to school re-opening. The MSD will protect the confidentiality of students,families, and	Leadership Team

		staff who may or may not wear a face covering, due to health concerns.	
11	Establish visitor norms and procedures	Visitors will be discouraged and must have an appointment. All visitors must wear masks and use hand sanitizer (70% alcohol based) prior to entering school.	Mr. Knipper Nurse Gallo
12	Screening Professional Development	All staff members assigned to the screen teams will be trained by Nurse Gallo.	Nurse Gallo Mr. Knipper

APPENDIX F

Critical Area of Operation #6 - Contact Tracing

DOE Minimum Standard:
- Contact Tracing Policies should include:
    - Consultation with the board's health department and school nurse
    - Identify the criteria an individual must meet in order to activate the board's contact tracing policy
    - Clearly describe the district's responsibilities regarding notification of local health department & staff/families/public
    - Identify the district's role in assisting its local health department conduct contact tracing activities
    - Ensure adequate information and training is provided to district staff as necessary
    - Adhere to all applicable federal and state requirements regarding privacy and educational records
    - Designation of a staff liaison responsible for providing notifications and carrying out other components of the board's contact tracing policy
    - Open communication systems that allow staff, students, and families to self-report symptoms and/or suspected exposure

Additional Considerations:
- N/A

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Contact Tracing Policy	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. The MSD contact tracer will be Nurse Donna Gallo and she will take the John Hopkins Contact Tracer course. Additionally, Nurse Gallo will cross-train an additional representative of the staff to serve as a contact tracer.	Nurse Gallo

		Each student and staff member will be accounted for daily by school room use record keeping, records of transitions throughout the building, daily attendance, and strict use of classroom and bus seating charts.	
2	Notification of Health Department, Families, Public	Upon a positive test or presumed exposure of COVID-19, Nurse Gallo will contact the local health department, as described in Appendix A. All guidance will be followed. The MSD will not violate any student/staff protected information.	Nurse Gallo
3	Identify the district's role in assisting the local health department conduct contact tracing activities	The MSD will support all activities as requested by the local health department, so long as it does not violate student/staff protected information.	Nurse Gallo Mr. Knipper
4	Designation of Staff Liaison responsible for providing notifications and other components of the policy	Nurse Gallo will be the main point of contact with the local health department.

Ms. Sue Lacey will be the district liaison for other notifications required. | Nurse Gallo Mr. Knipper |
| 5 | Self-Reporting of Symptoms and/or suspected exposure | The MSD will utilize the symptom questionnaire to ensure open communication of symptoms or suspected exposure.

The MSD will educate the community and staff on self-reporting procedures, how to identify symptoms, and what to look out for. | Mr. Knipper Nurse Gallo |

APPENDIX G

Critical Area of Operation #7 - Facilities Cleaning Practices

DOE Minimum Standard:
- Develop a schedule for increased, routine cleaning and disinfection included in the district's policy
- Routinely clean and disinfect surfaces and objects that are frequently touched (doorknobs, light switches, classroom sink handles, countertops, classroom desks & chairs, lunchroom tables & chairs, handrails, kitchens & bathrooms, telephones, desktops, computer keyboards & mice, drinking fountains, school bus seats & windows)
- Sanitize bathrooms daily, or between use as much as possible

Additional Considerations:
- Regarding Bathrooms - Avoid crowds in bathrooms, designate staff to enforce limited capacity, consider no-touch trash cans, prop open doors
- Drinking fountains should be cleaned and sanitized but encourage staff and students to bring their own water to minimize use and touching
- Hand sanitizer should be available when boarding the school bus
- School bus cleaning and sanitizing procedures
- Provide EPA-registered disposable wipes to teachers and staff so that commonly used surfaces can be wiped down before use
- Ensure adequate supplies
- Ensure safe and correct use and storage of cleaning and disinfection supplies
- Add physical barriers, such as plastic flexible screens, between bathroom sinks if not 6-feet apart
- Cleaning and disinfecting a school building after a person has been identified as COVID-19 positive
    - Short-term closure procedures
        - Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect.
        - Open outside doors and windows
        - Cleaning staff should clean and disinfect all areas used by the ill person
- Provide additional training to the personnel responsible for cleaning and disinfecting school buildings.

Moonachie School District Response Plan			
Focus	**Issue**	**Solution**	**Person**

Area			Responsible
1	Create a procedure for increased routine cleaning	Daily and weekly procedures will be recorded in a written procedure with a checklist and Business Administrator sign off to ensure all surface areas and high-touch areas are properly cleaned and disinfected daily using school-approved cleaning and disinfectant products. Cleaning staff will wear masks and gloves and will follow directions on product labels. Rooms will be vacuumed, when needed, at night when no other people are present. Outdoor areas and playgrounds (if used) will be cleaned regularly and high-touch surfaces made of plastic or metal will be cleaned after each use. A written procedure will also be in place for the proper disinfection of an area with a reported case of COVID-19 to allow for a full 24 hours of room closure before cleaning, and 24 hours of room closure before staff and students are allowed back in the area. Windows will remain open in rooms during the cleaning and disinfecting procedures.	Ms. Spadavecchia
2	Create routine for cleaning and sanitizing of high-contact items	In addition to increased routine cleaning, staff will be directed to increase the level of cleaning in high-contact areas such as tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, sinks, tablets, touch screens, keyboards, and remote controls to ensure these areas are properly cleaned and disinfected daily.	Ms. Spadavecchia
3	Create routine for increased bathroom cleaning and sanitizing throughout the day	In addition to routine cleaning and increased daily cleaning and sanitizing of high-contact items, a cleaning schedule will be incorporated to ensure all bathrooms are cleaned in scheduled intervals throughout the day.	Ms. Spadavecchia
4	Schedule and procedure to limit bathroom usage and avoid overcrowding	Classrooms will be assigned scheduled bathroom times for a specific bathroom. Each teacher will be asked to monitor their students entering and exiting the bathroom to avoid overcrowding. Plexiglass partitions will be installed between the bathroom sinks.	Mr. Knipper Nurse Gallo
5	Water Fountains	The PTO has offered to purchase each child a water bottle, in our PBIS	Mr. Knipper

		school culture 'houses'. The students will be encouraged to bring their water bottle school already filled. Students will be permitted to re-fill the bottles from our current fountains. No direct drinking from the fountains will be permitted Increased sanitation of the fountains touch spot throughout the day Create and post appropriate signage above each drinking fountain	
6	School bus cleaning and sanitation procedures	Transportation to and from the Robert L. Craig School is provided daily by First Student Transportation and also the South Bergen Jointure Commission through a bid process. The Business Administrator will oversee that all contracted bus companies will employ sanitation procedures that meet state and CDC guidelines as it relates to COVID-19 such as: ● Provide hand sanitizer when entering the bus ● Disinfect between routes ● Open windows for air circulation ● Social distancing enforcement both in line while waiting to board the bus as well as when onboard ● Masks must be worn by staff and students ● Students who are unable to wear a face covering will have accommodations met in accordance with the student's need and within all applicable laws and regulations	Ms. Spadavecchia
7	Hand Sanitizer before boarding a bus	As part of the sanitation process, students will be given hand sanitizer (70% alcohol based) by the bus company and must apply to their hands prior to boarding the bus.	Ms. Spadavecchia
8	Provide EPA-Registered	The MSD has purchased EPA-approved disposable wipes to supply to each classroom, each office, each entry point, and all common areas.	Ms. Spadavecchia

	Disposable wipes to each classroom and common area	This will be an on-going purchase as supplies are used and need to be reordered.	
9	Ensure adequate sanitation supplies. Ensure safe and correct usage and storage	MSD has joined a purchasing agreement with the South Bergen Jointure Commission for the purchase of hand sanitizers (70% Alcohol based), gowns, gloves, and masks. Supplies will be purchased to support healthy hygiene behavior such as hand sanitizer (70% Alcohol based), soap, paper towels, tissues, disinfectant wipes, no-touch/foot pedal trash cans, no-touch thermoscans for all staff and student body's daily temperature screenings and face masks for anyone in need. The Head Custodian will communicate with the Business Office regarding the reordering of school-approved sanitation supplies as needed, on an on-going basis. Sanitation supplies will be stored in the Custodian supply cabinets with keypad access. Custodians will read the labels of all cleaning supplies to ensure the correct usage.	Ms. Spadavecchia Mr. Knipper
10	Cleaning and disinfecting policy and procedure if a student or staff member test COVID-19 positive	The School Nurse will collaborate with the health, custodial and instructional staff to provide the PPE needs for students or staff testing who become ill during the school day such as face masks, shields, gloves, disposable gowns, and hand sanitizers (70% Alcohol based). Persons displaying COVID-19 related symptoms will be confined to an isolation room with the School Nurse while they await being taken home by a parent. The room in which that person was in will be closed off to all personnel and student body for 24 hours and the remaining people in that room will be relocated. Once the 24 hours has passed, one member of the custodial staff equipped with masks, gloves, gowns and cleaning and disinfecting supplies will be allowed to enter and clean and disinfect the room. Windows will be open and ceiling fans if applicable will be utilized to increase air circulation in the area. After thoroughly cleaning and disinfecting the room, the room will continue to be closed off for another 24 hours, after which time the room can be used again. The same procedure applies to the isolation room once the ill person has left.	Ms. Spadavecchia Nurse Gallo Mr. Knipper

| 11 | Training for staff responsible for cleaning and disinfecting the school building | The Business Administrator will schedule training sessions with the custodial staff and provide written materials from the CDC as well as any applicable training webinars or videos and written procedures specific to the MSD in the proper cleaning and disinfecting daily schedules and in the event of a COVID-19 related illness. | Ms. Spadavecchia |

APPENDIX H

Critical Area of Operation #8 - Meals

DOE Minimum Standard:
- If cafeteria area is used:
    - Stagger times to allow for social distancing and clean/disinfect between groups
    - Discontinue family style, self-service, and buffet
    - Clean and sanitize between each meal service
    - Space students 6-feet apart
    - Wash hands after removing gloves or after directly handling used food service items

Additional Considerations:
- Consult NJ Dept of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations
- Consider serving meals in classrooms or outside when possible
- Serve individually plated meals or meals in pre-packaged boxes or bags
- Ensure students are not sharing food
- Use disposable food service items
- Encourage proper hand washing before and after eating meals

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Lunch	Due to 1-session days for the 1st Marking Period, the MSD will not be serving lunch in school. Lunch will be Grab-and-go at dismissal.	Mr. Knipper Ms. Maurin Ms. Spadavecchia
2	Lunch Delivery	The MSD will cease lunch delivery of self-service. Meals will be pre-packaged in disposable containers and delivered directly to the classroom. Lunch Delivery Personnel will wash hands before delivery, wear masks,	Mr. Knipper Ms. Maurin Ms. Spadavecchia

		gloves, and wash their hands after delivery has concluded.	
3	Ordering of Meals	The MSD will institute an electronic ordering option for families to order lunch and upload payment directly from home. This will limit the need for paper transactions and paper menus to be delivered to the school, thus decreasing exposure. However, to ensure equity of access, paper ordering will still be available.	Mr. Knipper Ms. Maurin Ms. Spadavecchia
6	Remote Learners	As a Remote Learner, there will be a scheduled pick-up time for parent's to receive their child's lunch. This must be pre-ordered, just as if the student was in-person. The pick-up will be contactless. A schedule will be purposefully created.	Mr. Knipper Ms. Maurin Ms. Spadavecchia

APPENDIX I

Critical Area of Operation #9 - Recess/Physical Education

DOE Minimum Standard:
- Stagger Recess. If two or more groups are participating in recess at the same time, they should have 6-feet of open space between them
- Use cones, flags, tape, or other signs to create boundaries between groups
- Always wash hands immediately after outdoor playtime
- Stagger the use of playground equipment and establish frequent disinfecting protocols
- Closing of locker rooms
- Mitigate risk, limit and/or eliminate direct contact with equipment and do not allow sharing of equipment. If equipment is shared, clean and disinfect between each use
- Designate specific areas for each class during recess to avoid cohort mixing

Additional Considerations:
- N/A

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Recess	Recess will be conducted at home.	Leadership Team
2	Physical Education	Weather permitting, Physical Education class will be conducted outside. When weather does not allow for outdoor class, students will remain in their classroom, socially distant. We will implement teaching and learning based on recommendations from the Health/PE state guidelines. Cohorts will be escorted to the same assigned area of campus as their recess.	Mr. Knipper Nurse Gallo Coach Gingerelli

		Students will remain socially distant and will not share equipment. Equipment will be properly sanitized between cohort usage. Required PE weekly minutes will be met via a combination of the following intentionally scheduled activities: 1) Direct instruction from a teacher of Physical Education 2) Health Education taught by a certified teacher of Health or Elementary Generalist 3) 'Classroom' Physical Education taught by the Elementary Generalist	

APPENDIX J

Critical Area of Operation #10 - Field Trips, Extra-curricular Activities, & Use of Facilities Outside of School Hours

DOE Minimum Standard: - Adhere to all applicable social distancing requirements and hygiene protocol during any extra-curricular activities - Require any external community organizations that use school facilities to follow district guidance on health and safety protocols **Additional Considerations:** - Maximize use of technology and online resources to continue extra-curricular activities without additional person-to-person contact - Restrict use of school facilities to district-sponsored extracurricular activities and groups - Limit public use of school facilities - Consider canceling field trips, assemblies, and other large gatherings - Cleaning/disinfecting schedule may not allow for in-person gatherings outside school hours.	

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Field Trips	All field trips will be cancelled. No field trips will be scheduled until further notice. This decision will be made with guidance from the local health department or by executive order from the Governor.	Mr. Knipper Ms. Spadavecchia
2	Extra-Curricular Activities	Our after school programming, 21st century, will operate from 1pm-4pm daily. The program director will support remote learning and provide opportunities for remote learning activities. Students who stay with the program will transition to a common location and	Mr. Knipper Ms. Spadavecchia Mr. Facendola

		an additional symptom and temperature screening will occur to ensure easier contract tracing. Students will remain outside, when weather permits. When indoors, they will remain with the same cohort of 10-students. The 21st century program will follow all procedures and guidelines as the district.	
3	Use of Facilities Outside of School Hours	No Use of Facilities requests will be granted.	Mr. Knipper Ms. Spadavecchia
4	Co-Curriculars	Co-Curricular activities will not take place during Phase 1	Leadership Team

APPENDIX K

Academic, Social, & Behavior Supports

Social Emotional Learning (SEL) & School Culture & Climate

Social Emotional Learning & School Culture and Climate
- Educator Well-Being Considerations
  - Provide time and space for individuals to process traumatic events, re-establish connections with each other, and receive support that promotes their healing
  - Prioritize educator self-care and wellness through the summer and at the start of the 20-21 school year
  - Support educators' access to mental and behavioral resources and encourage them to utilize these services
  - Create opportunities for staff to regularly practice and reflect on their social and emotional competencies

Moonachie School District Response Plan

Focus Area	Issue	Solution	Person Responsible
1	Educator Well-Being	Communicate administrators commitment to supporting staffs' social and emotional well being/open door policy to address concerns Biweekly staff meetings to address concerns Plan Wellness activities/time during teachers prep	Ms. Raguseo Mr. Knipper Nurse Gallo
2	Educators' access to mental and behavioral resources	Encourage staff to seek mental health services if necessary List of resources will be provided to all staff members & available on MSD website	Ms. Raguseo Mr. Knipper Nurse Gallo

3	Staff Self-Reporting of Symptoms and Possible Exposure	When a staff member reports possible COVID-19 exposure (within 6 feet for >10 minutes), they will be instructed to quarantine at home for 14 days. When a staff member reports symptoms they will be instructed to isolate at home and follow up with their PCP. In both instances, the staff member will be instructed to either stay home or go home immediately. Encourage staff to seek mental health services if necessary.	Nurse Gallo Mr. Knipper

Trauma-Informed Social and Emotional Learning

Trauma-Informed Social and Emotional Learning
- Actions to consider first
    - Make deliberate efforts to communicate the importance of SEL and how it relates to student success in your district
    - Consider staffing needs that would be most appropriate in addressing the trauma and social and emotional well-being of your students as they return to school.
    - Facilitate opportunities for connection and reflection among students, families, and staff. It is critical that districts make time for these conversations and ensure that students' voices are heard.
- Actions to consider prior to school opening
    - Provide professional development to support educators
        - Integrate SEL in their teaching
        - Understanding and utilization of trauma-informed practices
        - Protocol for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges
    - Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their family and is able to connect with for nay needed supports
    - Be proactive in preparing access to mental health and trauma supports for adults and students
- Actions to consider once the school year begins
    - Create opportunities for staff and students to regularly practice and reflect on their social and emotional competencies

- Have conversations with staff and students to discuss impacts of COVID-19
  - Safe space
  - Topics (bullying, grief, loss, trauma, mental health, bias, prejudice, stigma, preparedness, hope, resilience, fear, and anxiety)
- Staff should be trained as necessary
- Be prepared to support an influx of students who may need counseling support.

Moonachie School District Response Plan

Focus Area	Issue	Solution	Person Responsible
1	Professional Development	Professional development will be provided to support staff. The PD will help build relationships and integrate SEL into in-person and distance learning, create equitable learning environments, identify signs of trauma and mental health concerns, and support grieving students	Ms. Raguseo
2	Integrating SEL into curriculum	Teachers will establish sense of community (morning meeting/check in) Teachers will engage students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world.	Ms. Raguseo
3	Supporting students and staff in feeling sage, connected, and hopeful	Administration will allow space for connection, listening, and healing Child Study Team will ensure mental health and trauma supports District will promote supportive adult-student relationships	Ms. Raguseo

School Culture and Climate

School Culture and Climate
- Create positive school climate and culture to address issues raised by COVID-19 and improve the conditions for learning for all students - Prioritize health and emotional well-being - Asses the school climate to identify vulnerabilities - Plan to provide and sustain instruction on social norms, relationship building, and behavioral expectations.

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Positive school climate and culture	Establish sense of community Provide clear expectations, explanation of class structure Promote supportive adult-student relationships Discuss students' experiences Help students process current reality Collaborate with students to come up with creative ways to rethink celebrations and traditions and maintain connections with peers	Mr. Knipper Ms. Raguseo

Multi-Tiered Systems of Support

Multi-tiered System of Support
- RTI
- Universal Screening
- Collaborative Problem-Solving Teams
- Family engagement
- Data-Based Decision Making

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Academic RTI Model, PBIS, & I&RS	The MSD currently implements an RTI framework which includes screening, progress monitoring, and formative assessments. Our model focuses on academic strengths and weaknesses. Coupled with our RTI model is a School Wide three tiered Positive Behavior Intervention Support program. Together our current Academic RTI & SWPBIS programming provide students with tiered services, as it relates to academics and behavioral supports. A new component will now be added to expand the array of social emotional supports and interventions that will be needed to meet the needs of all students both in-person and remote.	Leadership Team

Wraparound Supports

Wraparound Supports			
- Mental Health Supports (procedures for identifying students in need of individualized mental health interventions) - Establish Tier 1 (all students), Tier 2 (more intensive supports for students who are identified as at-risk), Tier 3 (individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions)			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Alternatives to Solution**
1	Identification	A universal screening will be done for every student Data will identify Tier 1 , Tier 2, and Tier 3 students Supports and interventions will be put in place for each tier	Ms. Raguseo
2	Resources	Child Study Team will use data to determine student and family needs, coordinate services, and provide additional resources	Ms. Raguseo

Primary Health and Dental Care

Primary Health and Dental Care
- Reinforce and adjust screening processes to identify students who may have had unaddressed health or dental needs during the pandemic - School physicians should be utilized in addressing the needs of students - Engage school nurses in planning to meet the physical health, dental, and mental health needs - School physicians should be utilized in addressing the needs of students

- Consider a virtual school health office model			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1.	Dental Care	Dental screening for pre-K students with referrals as needed to local dentists and dental clinics. Identify and refer all students with dental caries or pain Distribute a list of local dentists and clinics who accept NJFamilycare	Nurse Gallo
2.	Health Screenings	Proceed with state mandated health screenings as recommended by NJ. Prioritize health screenings of current Kindergarten, 1st grade and 8th grade students as they were not completed in 2019-2020. If mandated health screenings cannot be accomplished due to COVID-19 regulations, or are waived by NJ, then conduct vision and hearing screenings upon teacher referral. Encourage families to take students to PCP for annual health exams and immunizations as needed.	Nurse Gallo
3.	Mental health	Identify students with mental health needs and refer to CST for counseling and appropriate referral.	Nurse Gallo
4.	Immunizations	Identify non-compliant students and refer for missing immunizations Before reopening, identify students in need of immunization updates and notify parents. (This has been completed).	Nurse Gallo
5.	Virtual School Health Office	Identify families with food insecurities and link to community resources Identify families and students with COVID-19 health issues and link them to community medical resources, public health	Nurse Gallo

| | | department.
Contact parents to offer support and check on physical and mental health & wellness
Post community resources on school website & Google CR | |

Academic Enrichment/ Expanded After-School Learning

Academic Enrichment/Expanded After-School Learning - 21st Century			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	21st Century Afterschool Programming	The current 21st Century after school programming, offered to grades 3-8, will be operational during their normal service hours of 3-6pm. The 21st Century program will follow all requirements of the MSD as it relates to face coverings, screenings, social distancing, hygiene, and not mixing cohorts.	Mr. Facendola
2	Academic Enrichment	Our enrichment programming that is currently operational via Virtual Learning during the Summer months will continue to operate virtually in the Fall of 2020.	Mr. Facendola
2	Saturday School	Our Saturday School Programming will continue to be offered, both virtual and in-person, with all requirements for in-person being strictly adhered to.	Mr. Facendola

<p style="text-align:center; color:red">Mentoring</p>

Mentoring			
- Establish, strengthen, or continue partnerships with community organizations that provide mentorship opportunities for students			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Student Mentoring	The MSD implements a comprehensive Check-In Check-Out mentoring program for students, with staff serving as daily mentors to help students socially, behaviorally, and emotionally. The relationships built in this program have supported continuous student growth. The MSD will purposefully schedule in-person and/or remote opportunities for these mentor relationships to continue, following all health and safety guidelines.	Mr. Knipper Director of C&I

<p style="text-align:center; color:red">Food Service and Distribution</p>

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.			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Lunch	Due to 1-session days for the 1st Marking Period, the MSD	Mr. Knipper

			Ms. Maurin Ms. Spadavecchia
		will not be serving lunch in school. Lunch will be Grab-and-go at dismissal.	Ms. Maurin Ms. Spadavecchia
2	Lunch Delivery	The MSD will cease lunch delivery of self-service. Meals will be pre-packaged in disposable containers and delivered directly to the classroom. Lunch Delivery Personnel will wash hands before delivery, wear masks, gloves, and wash their hands after delivery has concluded.	Mr. Knipper Ms. Maurin Ms. Spadavecchia
3	Ordering of Meals	The MSD will institute an electronic ordering option for families to order lunch and upload payment directly from home. This will limit the need for paper transactions and paper menus to be delivered to the school, thus decreasing exposure. However, to ensure equity of access, paper ordering will still be available.	Mr. Knipper Ms. Maurin Ms. Spadavecchia
6	Remote Learners	As a Remote Learner, there will be a scheduled pick-up time for parent's to receive their child's lunch. This must be pre-ordered, just as if the student was in-person. The pick-up will be contactless. A schedule will be purposefully created.	Mr. Knipper Ms. Maurin Ms. Spadavecchia

Quality Child Care

Quality Child Care - NJDOE Considerations
- Involve contracted child care providers in your leadership and planning meetings
- Communicate schedule to all licensed child care providers
- Plan for transportation from school to child care locations
- Anticipate that children will need additional social emotional supports and coping strategies

- Utilize or establish Employee Wellness programs to promote healthy lifestyles, particularly mental health, for staff
- Partner with health care providers in the community

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Quality Child Care	The MSD will not offer child care services during Phase 1 of reopening.	Leadership Team

APPENDIX L

Restart Committee

Mr. James Knipper - Acting Superintendent/Principal, Director of Curriculum & Instruction, MSD

Ms. Laurel Spadavecchia - Business Administrator, MSD

Ms. Silvia Raguseo - Director of Child Study Team, MSD

Mr. Matthew Vaccaro - Moonachie Board of Education Trustee

Mr. Philip Facendola - Director of 21st Century Programming

Ms. Donna Gallo - Robert L. Craig School Nurse, NJ Certified School Nurse

Mr. Victor Migliorino - Moonachie Police Department Sergeant, School Resource Officer

Ms. Sandy Diaz - Assistant to the Business Administrator, MSD

Ms. Alyssa Spitaleri - Administrative Assistant, MSD

Mr. Jason Diaz - Technology Coordinator, MSD

Ms. Lucrezia Maurin - Food Service Coordinator and Attendance Officer, MSD

Ms. Kathy Kinsella - Moonachie Education Association, Teacher, Moonachie Burrough Councilwoman

Ms. Natasha Dillon - Moonachie Education Association, Teacher

Ms. Adiana Ayres - Parent, Moonachie PTO President

Ms. Linda Esposito - Parent, Mooanchie PTO Vice President, Robert L. Craig School Teacher Assistant

Mr. Radley Macalintal - Parent

Dr. Rose Ann Gonzales - Parent, Certified NJ Pediatrician

Ms. Jamie Migliorino - Parent, Robert L. Craig School Teacher Assistant

APPENDIX M
Pandemic Response Teams

Robert L. Craig School

James Knipper - Acting Superintendent/Principal, Director of Curriculum and Instruction, School Safety Specialist

TBD - Director of Curriculum & Instruction

Nurse Donna Gallo - NJ Certified School Nurse

Ms. Laurel Spadavecchia - Business Administrator and Custodian Supervisor

Silvia Raguseo - Director of Special Services

Ms. Nidia Alvarez - School Psychologist, Mental Health Expert

Ms. Kathy Kinsella - Teacher

Ms. Natasha Dillon -Teacher

Ms. Kim Samarelli - Teacher

Ms. Lisa Perez - Teacher

Ms. Jamie Migliorino - Parent

Ms. Linda Esposito - Parent

Sgt Victor Migliorino - School Resource Officer

Mr. Ryan Jones - Custodian

<p style="text-align:center; color:red;">**APPENDIX N**
Scheduling of Students
1-Session Days for First Marking Period</p>

Time	Student Activity	Additional Notes
8:10-8:30	Bus Student Entrance and Screening Procedure	Once screened, students will report to homeroom and pick-up a pre-packaged non contact breakfast. When finished eating, students will sanitize their hands and desk. They will then engage in independent academic work or reading.
8:30-9:00	Car Drop Off & Walker Student Entrance and Screening Procedure	Once screened, students will report to homeroom and pick-up a pre-packaged non contact breakfast. When finished eating, students will sanitize their hands and desk.
9:00-9:30	Period 1	Bathroom & Hand Hygiene Rotation 1
9:30-10:00	Period 2	Bathroom & Hand Hygiene Rotation 2
10:00-10:30	Period 3	Bathroom & Hand Hygiene Rotation 3
10:30-11:00	Period 4	Bathroom & Hand Hygiene Rotation 4
11:00-11:30	Period 5	Bathroom & Hand Hygiene Rotation 1
11:30-12:00	Period 6	Bathroom & Hand Hygiene Rotation 2
12:00-12:30	Period 7	Bathroom & Hand Hygiene Rotation 3
12:30-1:00	Period 8	Bathroom & Hand Hygiene Rotation 4
1:00-1:45	Teacher Lunch, Student Lunch, Student individual Recess Time	
1:45-3:00	Remote Learning	Live Students complete extension activities via Google Classroom

		Remote learners interact directly with their teacher for feedback, individual instruction, and questions.

APPENDIX O

Staffing

The MSD is mindful of the continuous consideration of access and equity for all staff in order to ensure continuity of student learning. Surveys will be conducted to assess the unique needs of each staff member with regards to access to technology, social and emotional health, and child care concerns

The MSD will consult with the local bargaining units and legal counsel prior to finalizing any COVID-19 related changes for the 2020-2021 school year.

The MSD must comply with all applicable employment laws, including, but not limited to, the American Disabilities Act (ADA) and the Health Insurance Portability and Accountability Act (HIPAA)

In-Person and Remote Learning Environment: Roles and Responsibilities (Working in District)			
Moonachie School District Response Plan			
Staffing Area	Staff Title	Roles & Responsibilities	Supervisor
1	Teachers	Be available for seven hours each weekday. Teachers will check in daily at the Robert L. Craig School. Teachers will sign-in & out each day via a Shared Google Sheet to avoid entering the main office and overcrowding Check in with remote students on an as needed basis. Respond to Google Classrooms questions, as they would for in-person students. Regularly monitor and respond to parent concerns or questions on e-mail. Utilize extra prep time for Remote Learning support.	Mr. Knipper Director of Curriculum & Instruction (TBD)

		Ensure that home-based instruction is consistent with students' individualized education plans (IEPs) and Section 504 Plans, to the extent appropriate and meet the NJSLS Maintain ongoing communication with direct member of the administrative team via email or phone call	
2	Related Services (Speech, OT, PT)	Provide lessons and related services work in the same fashion as teachers Maintain communications with students, parents/guardians, and Direct supervisor to ensure student work is progressing and sustain engagement in continuous learning experiences for the duration of school closure. Align daily instruction based on the goals and objectives outlined in their IEP Complete any necessary documentation in a timely manner Maintain traditional related services, while practicing social distancing, and wearing a face covering. If a family chooses Remote Learning, MUST provide Related Services via remote instructional opportunities and in accordance with the student's IEP	Ms. Raguseo
3	Child Study Team	Be available for seven hours each week day. Daily check in with direct supervisor. Conduct all IEP meetings, remotely via technology in teams and via telephone to remain in compliance with all state and federal mandates. Virtual IEP meetings will ensure no visitors to the building.	Ms. Raguseo

		Maintain a log of meetings and communications, IEP evaluations, re-evaluations, planning meetings, documentations, reports, communications, related services of counseling, and support for teachers in implementation, as normal practices. Communicate with students, families, and case managers for students in an out of district placement to monitor that the OOD placement is providing work. Collaborate and provide support/resources as needed	
4	Nurse	Be available for seven hours each weekday. Maintain confidential health records of students. Conduct and document student health screenings and refer when indicated as directed by NJ code. Provide well medical care of students. Administer student medication as prescribed by their PCP. Administer first aid to students as needed. Triage students with COVID-19 symptoms and initiate isolation as needed. Examine daily COVID health screenings upon arrival of staff and students to identify students and staff needing exclusion, isolation or quarantine. Daily communication with the Superintendent/Principal & Director of C&I regarding health status of students, as	Mr. Knipper

		needed. Comply with any requests from the local, county, or state Department of Health, as necessary Communicate with parents/caregivers as needed, providing support/resources/notifications as needed Maintain a confidential individual log of communications and student medical visits, as is normal practice.	
5	Paraprofessionals	Be available for assigned hours each week day Maintain log of hours worked, following same procedures for submitting a timesheet Through collaboration with assigned teachers, provide assistance as warranted Provide supervision during in-classroom lunch and recess, following all guidelines Be an active member of the screening and entry teams, as duties are assigned	Mr. Knipper Director of Curriculum & Instruction
6	Administrative Assistants	Be available for seven hours each work day Perform normal job responsibilities at the direction of the Superintendent/Principal, Director of Curriculum & Instruction, & the Director of Child Study Team	Mr. Knipper Ms. Raguseo Director of C&I
7	Board Office	Report to work each day Perform normal job responsibilities	Ms. Spadavecchia

8	Technology Coordinator	Report to work each day	Mr. Knipper
		Maintain active communication with administrative team	
		Provide remote support to students	
		Provide in-person support to teachers and staff and remote support, as needed	
		Resolve issues with devices and tech problems	
9	Custodial Staff	Report To work	Ms. Spadavecchia
		Clean and sanitize all areas of the building	
		Maintain log, as provided by Supervisor, of the cleaning and sanitation of all required locations throughout the building	
		Perform all duties as directed by supervisor	
10	Superintendent/Principal Director of C&I Director of Child Study	Report to work each day Supervise all staff members, as normal	Mr. Knipper
		Maintain communication with each other	
		Communicate with students and parents, respond to questions, concerns, and issues related to remote learning or in-person	
		Ensure Google Classroom lessons are available to all students choosing Remote Learning	
		Ensure all Google Meets Links are active for students choosing Remote Learning	

		Follow up with daily Remote Learners, as needed Perform all routine and normal tasks as it relates to teacher supervision, observations, student discipline, parent communications, etc..	
11	Business Administrator	Report to work Communicate with Food Services vendor to support the smooth meal delivery each day Communicate with Transportation vendors to ensure consistent transportation services Maintain normal work flow and duties Communicate with the Superintendent, daily Supervise Custodial and Business Office Staff	Mr. Knipper

For Guidance on Mentoring, the MSD will comply with all regulations and guidelines set forth by the NJ Department of Education found at this link: https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml

For Guidance on Evaluations, the MSD will comply with all regulations and guidelines set forth by the NJ Department of Education found at this link: https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml

For Guidance on Certification, the MSD will comply with all regulations and guidelines set forth by the NJ Department of Education found at this link: https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml

For Guidance on Teacher Preparation, the MSD will comply with all regulations and guidelines set forth by the NJ Department of Education found at this link: https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml

APPENDIX P

Athletics

Athletics
- Currently the MSD only offers Basketball during the Winter Season.   - If the MSD moves forward with participation in the Basketball League, we will respond by meeting all required guidelines

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Clearance	Students who presently have COVID-19, or who have tested positive for COVID-19, shall provide clearance from a physician before he/she will be permitted to participate in school activity	Nurse Gallo
2	Pre-Existing Conditions	Student-athletes who have pre-existing medical conditions and/or are immunocompromised shall provide clearance from a physician before he/she will be permitted to participate in practices	Nurse Gallo
3	Daily Screening	If a student is permitted in school, by use of our system questionnaire/survey, they will be permitted to practice or play that day. An additional temperature screening will occur before participating in that day's workout or game. If a student registers 100.4 degrees fahrenheit or higher, he/she will be isolated and the MSD will follow all aforementioned protocols when handling a suspected COVID-19 positive person	Nurse Gallo Mr. Knipper
4	Cleaning & Disinfecting	All equipment will be sanitized following each session,	Ms. Spadavecchia

		through the normal protocol described in this plan. Sharing of equipment during practice will be minimized Any student-athlete testing positive, all practices will be cancelled for at least 48 hours to clean and disinfect the facility and equipment. The area will be closed for 24 hours prior to disinfecting/cleaning.	
5	Emergency Action Plan	Advise sick individuals of Home Isolation Criteria. They cannot return until they have met criteria, as described in this plan. Those who demonstrate symptoms or have possible exposure will be immediately isolated from the rest of the team and coaches. If an individual develops shortness of breath that is not relieved by rest, an ambulance should be called for transport to the hospital. Call first to alert Emergency Responders that the person may have COVID-19 Students who develop symptoms that do not warrant emergency medical transport by an ambulance will have a parent/designated adult contacted for immediate pick up Any student or staff who develop COVID-19 relates symptoms while at a practice or game will be reported to the	Mr. Knipper Nurse Gallo

		school nurse and principal for further follow-up with parents, the local/county health department, and possible contact tracing.	
6	Preventing COVID-19 Transmission during CPR & First Aid	While there is currently no specific data on COVID-19 transmission while performing CPR or giving first aid, it is reasonable to conclude that chest compressions have the potential to generate respiratory droplets or aerosols and close contact needed for some aspects of first aid may have risk of transmission. During COVID-19 pandemic, for all persons requiring CPR, PPE should be worn Normal CPR training will occur for all coaches. Nurse Gallo will provide COVID-19 specific training to all coaches	Nurse Gallo Mr. Knipper
7	Practices & Games	Practices will be no more than ninety (90) minutes in duration Only 1 practice per day, with a mandatory 1 day of rest per every 7 days All practices shall take place outside, when possible, during Phase 1. There shall not be any physical contact, during Phase 1 There will be NO COMPETITIONS between schools during Phase 1 Practices should be limited to conditioning, skill sets, and sport specific non-contact drills	Mr. Knipper
8	Face Coverings	Student-athletes engaged in high-intensity aerobic activity	Mr. Knipper

		(running, springing, jogging) do not need to wear face coverings during the period of activity. When completed, face coverings should be worn. Students not engaged in physical activity (resting), face coverings should be worn. Students and staff must arrive to all practices with face coverings for temperature screening	Nurse Gallo
7	Groups & Social Distancing	NO more than ten (10) student-athletes may be grouped together in a single area and the groups shall be pre-determined by the coach prior to the start of practice. Groups may not mix. Groupings shall stay together Social distancing of at least 6-feet of separation shall be maintained at all times, including within the ten (10) student-athlete groupings. No celebratory contact (fist bumps, high-fives, huddles, etc…) shall be permitted during Phase 1	Mr. Knipper Nurse Gallo
8	Locker Rooms	Students will NOT have access to locker rooms during Phase 1.	Mr. Knipper

Support of Distance/Remote Learning Option

Support of Distance/Remote Learning Option
- The MSD is dedicated to providing families a Distance/Remote Learning option.
- This option is detailed below.
- This option consists of both Synchronous and ASynchronous learning opportunities for Remote Learners.
- Parent's must choose this option during August.
- This option will be available to any student who is required to self-quarantine to do demonstration of symptoms of COVID-19 or possible exposure.
- This option will be available to any student who is encouraged to stay home due to illness or is experiencing possible symptoms of COVID-19.

	Moonachie School District Response Plan		
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Will the MSD support the option for parent's to choose distance/remote learning?	Yes. Any parent of the MSD has the option to have their child remain as a remote learner.	Mr. Knipper Director of C&I
2	Will students who are in quarantine or not feeling well and encouraged to stay home, given this same option?	Yes. The plan presented below for remote/distance learning will be available to all students when they are: 1) Choose Distance/Remote Learning 2) Required to self-quarantine for 14-days 3) Is encouraged to stay at home due to possible symptoms or is ill	Mr. Knipper Director of C&I
3	How will my student receive instructional support for remote learning?	Synchronous - The first 15 minutes of every content class, including specials, (schedule will be communicated to all families in August) will be screen shared from the teacher's Smart Board via 'Google Meets' link. Any new content, videos, models, examples, etc…	Mr. Knipper Director of C&I Teachers

		will be shared to both in-person and virtual students via the SmartBoard. The students at home will also be able to hear the teacher. ASynchronous- Upon completion of the direct instruction, the teacher will close the Google Meet link and instruct the students/families to proceed to Google Classroom to complete the assignment that has been uploaded for that day's work. The student will submit the assignment directly through Google Classroom. The student may e-mail the teacher any questions they have, with feedback/answers provided at the teacher's convenience. Response times will vary due to variables in the classroom.	
4	Is any student eligible for remote learning option?	Yes, any student is eligible to choose fulltime remote learning.	Mr. Knipper
5	How do I request remote learning?	There will be a survey option sent out in August, following information town halls. Parents will then have the option to choose fulltime remote learning.	Mr. Knipper
6	How long do I need to remain in remote learning?	We ask that families remain in their preferred method of learning, in-person or remote, for at least the first quarter. As we approach the end of the first quarter (2-weeks prior), remote families will be contacted by Ms. Spitaleri to see if they wish to change their placement with the start of the next instructional quarter. Upon case-by-case basis, a family may appeal to the Superintendent/Principal with extenuating circumstances that may be considered for approval to transition from remote to in-person instruction without waiting for the quarter to end.	Mr. Knipper
7	Can I switch from	Yes. The family must contact Ms. Alyssa Spitaleri to initiate this	Mr. Knipper

	in-person to remote?	process. Again, the family would be required to remain in Remote Learning for at least the remainder of the instructional quarter.	
8	Will my student receive the same level of instructional equity if I choose Remote Learning?	The MSD will make every effort to ensure instructional equity for both in-person and virtual students is achieved. However, due to the nature of human interactions and natural conversations, the MSD cannot guarantee that Remote Learners will be able to access the same level of discussion, questions/answers, or best practices through social distancing, as would naturally occur within a physical classroom space. However, the remote student will be provided ample synchronous and asynchronous learning opportunities to engage with the New Jersey Student Learning Standards. Additionally, from 1:45-3pm daily, teachers will engage directly with remote learners for individualized instruction, feedback, and consultations.	Mr. Knipper Director of C&I Teachers
9	What if I miss the scheduled time?	Just like in school, we must adhere to the schedule. Therefore, the synchronous learning time is scheduled. If families/students choose the Remote Learning option, they are also choosing to ensure they meet the synchronous learning schedule. If a student is not logged in at the appropriate time to watch the live stream instruction the student is still required to complete the work.	Mr. Knipper Director of C&I
10	How will teachers plan?	Grades PK-5, grade levels will share one-google classroom for each content area. They will have individual Google Meets link attached to their individual SmartBoard. Grades 6-8, teachers will have their own Google Classroom and their own Google Meets link attached to their individual SmartBoard. Grades PK-5 will be encouraged to co-plan and share the	Mr. Knipper Director of C&I Teachers

		creation of student work documents, between in-person students and remote students.	
11	Will there be time in the day for my student to engage with the teacher directly?	Due to the nature of having student under direct supervision of a teacher in class, direct contact during asynchronous learning of Remote Students will be challenging. From 1:45-3pm each day, the teacher will be available for individual remote learners for feedback, questions, and individual tutoring.	Mr. Knipper Director of C&I
12	If I choose Remote Learning, is my student entitled to lunch?	The MSD will follow all Requirements by the NJ Department of Agriculture and NJ Department of Education as it relates to student meals. As a Remote Learner, there will be a scheduled pick-up time for parent's to receive their child's lunch. This must be pre-ordered, just as if the student was in-person. The pick-up will be contactless. A schedule will be purposefully created.	Mr. Knipper Ms. Spadavecchia
13	Can I screen record the synchronous lesson tovrefer back?	No. Due to privacy rights, the MSD prohibits screen recording of a lesson for Remote Learningers. However, any instructional examples or guidance needed to complete asynchronous assignments will be provided via the Google Classroom.	Mr. Knipper Director of C&I
14	Can I choose Remote Learning on a Daily Basis?	No. Parents will be given this option in August to be 'full-remote learners' or 'full in-person learners'. If a parent choose 'full-remote learners' it will be understood that student will remain Remote Learning for at least the first marking period. However, students who are forced to quarantine or are encouraged to stay home due to symptoms or possible exposure, will have access to the Remote Learning options during their time away from in-person instruction.	Mr. Knipper Director of C&I
15	What if I, or the teacher,	With any new initiative or technology plan, there will be issues.	Mr. Knipper

	experience technical difficulties?	We anticipate and will purposefully plan for it. The MSD will put together a troubleshooting guide for families when accessing Google Meets or Google Classroom. The technology team will be available to support teachers in the classroom who may experience technical difficulties.	Director of C&I Director of Technology
16	What if I don't have a device and/or internet but wish to choose Remote Learning?	The MSD is committed to providing instructional equity to all students and families. The MSD is committed to closing the Digital Divide. As was the case during the Spring of 2020 Remote Learning, should a family require a device and/or internet, it will be provided to them by the MSD.	Mr. Knipper Director of C&I Director of Technology
17	What if my student has an IEP or receives additional services?	Any student is eligible to request full time remote learning. If the student has an IEP, the team will meet to determine if an amendment is needed. All Related services and IEP modifications will be provided remotely.	Ms. Raguseo

Closing The Digital Divide

Digital Divide

- Outline steps to ensure that all students who are expected to engage in remote instruction have access to the requisite educational technology
    - Documented process for identifying students in need of educational technology
    - Identify steps that the district will take to provide needed technology
    - Prioritize provision of district-issued technology to those students who, in the absence of district-issued technology, may be unable to fully participate in remote instruction.
    - Include ongoing monitoring

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Steps Already Taken to Close the Digital Divide & Funding Sources Already Utilized	As a Title 1 district with about 57% of our student population eligible for free and reduced lunch, the Moonachie School District experiences a major digital divide. While many of our students and parents have access to a cellular communication device connected to the LTE mobil network, many do not have devices or wifi to connect the device. A cellular phone does not provide equitable access to complete either synchronous (video conferencing) or asynchronous (Google Classroom assignments) learning opportunities. Before distance learning commenced on March 13, we completed a survey of our families to analyze our device and wifi needs. The results of the survey indicated that many families did not have a laptop or tablet to complete their work. When distance learning occurred, we worked tirelessly to provide laptops and iPads to every family that needed it. Partnering with the YMCA 21st century programming, we also purchased and activated 12 Hotspot devices to provide	Mr. Knipper Ms. Spadavecchia Mr. Diaz

to families without internet.

 As part of our restart plan, we will use the data already collected, as well as new survey data to be collected in August to continue to identify our need and get devices into the hands of students who need them. The MSD will utilize my Virtual Town Hall events and information blasts to explain to families these surveys and the difference between internet access via a cell phone, vs internet access from a device for a student to be able to actively engage in the New Jersey Student Learning Standards. The survey will be student specific to ensure every child has either a family provided device or a district provided device. The new survey will be centered around identifying new families in need due to COVID-19 consequences (I.E. they are unemployed and therefore needed to turn off their internet service, their laptop broke and they can't afford to get a new one, etc...). We will then merge our data two (2) data points and triangulate it with individualized phone calls to each family identified. Our Administrative Assistant staff will make humanitarian calls, in the native language, to confirm family specific needs and schedule contact-less pick up times for devices and/or hotspots.

In anticipation of increased need (and replacement of devices) for the Fall of 2020, the Moonachie School District aggressively allocated our CARES monies to close our digital divide. Our goal is to provide a device to every student that needs one, not just one (1) per family. Our total CARES funding was $70,316. As a result we purchased 30-IPads with Keyboards & cases, totaling $15,198. We purchased 10-MacBook Air Laptops, with cases, totaling $11,780 and laptop adapters, charges and cases at $3002. The district

| | | also purchased 150 malware licenses totaling $6750. We requested reimbursement for the 8-Hotspot devices purchased and activated in the Spring, to provide additional funding to keep those devices active for the fall months, totaling $782. All total, we spent 55.6% of our CARES monies to close our digital divide. However, it is not enough. To fully offer one (1) device per student who does not currently have an equitable device to work from, we are in need of 30-additional devices. As of July 30th, we have completed the 'digital divide' grant on the NJHOMEROOM EWEG Application. The MSD is eligible for an additional $15,824, which will be used to purchase these additional 30 IPads for Remote Learning purposes.

The 30 IPads and 10 laptops purchased with CARES monies, the 30 Ipads projected to be purchased with the Digital Divide Grant, and the 12 HotSpots purchased with CARES monies, will meet the digital connectivity divide in our community.

Finally, since our Remote Learning option will be provided to any students experiencing a 14-day quarantine or are experiencing possible symptoms of COVID-19, this survey will be vital to ensure ALL families in MSD can effectively engage in Remote Learning on any given day. This will avoid last minute device pick-up/delivery. | |
|---|---|---|---|
| 2 | Ongoing Monitoring | Our technology department and administrative assistants will continuously monitor device need through open communications with families engaging in remote learning. | Mr. Diaz |
| 3 | BYOD | For in-person learners, the MSD will promote our Bring Your Own Device program. This will help expand our ability to provide equitable access to families who need it the most. It will also limit the sharing of devices when in-person. | Mr. Diaz |

Policy and Funding

Policy & Funding
- The Board shall explore options to obtain the maximum amount of available revenue to minimize expenditures for fiscal planning in the face of considerable uncertainty (ESSER, FEMA, State Aid) - Budget for FY 20 and FY 21 have already been finalized. - School Funding: Purchasing, Use of Reserve Accounts, Transfers and Cashflow, Costs & Contracting

Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	ESSER	Based on the Coronavirus Aid Relief and Economic Security Act of 2020 (CARES) the MSD received $70,316 in funding to support the purchasing of Instructional Supplies, Instructional Equipment, and the Extended School Year program costs.	Ms. Spadavecchia
2	FEMA	The Business Administrator has applied for a Request For Public Assistance with FEMA and has been accepted into the grant's emergency management portal. The Business Administrator has received guidance through the FEMA representative on allowable expenses and will use the reimbursement process through the grant portal to apply for funding for cleaning, disinfecting and safety measures purchased as of March 13, 2020 and going forward.	Ms. Spadavecchia
3	State Aid Update	The MDS State School Aid was reduced by $37K. The Business Administrator and Board of Education shall explore options to maximize revenue and minimize expenditures to make up for the shortfall. Funds will be reallocated as needed. The MSD was also approved to receive additional PEA funding to support an additional preschool classroom.	Ms. Spadavecchia

		This has improved the district's revenue sources and expenses will be reexamined to meet PEA guidelines in a best cost-effective way.	
4	School Funding (Purchasing, Use of Reserve Accounts, Transfers, Cashflow, Costs, Contracting)	As FY21 budgets were already finalized, the readying of facilities, purchasing of supplies, transporting and feeding of students in a different setting are unanticipated fiscal expenses that will need to be examined. The district is entering into the FY21 school year with a surplus and cash flow is being carefully examined. Purchasing practices remain in compliance with Public School Contracts Law N.J.S.A. 18A-1 et seq. The MSD currently has funds available in Capital Reserve of which $300,000 was approved for use for capital improvement projects. All projects not deemed emergent are placed on hold and the funds may become available with appropriate approval if need be for coronavirus expenses. Account line transfers will abide by regulations torequest county permission if transferring more than 10%.	Ms. Spadavecchia

Continuity of Learning

Continuity of Learning			
- Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students.			
Moonachie School District Response Plan			
Focus Area	**Issue**	**Solution**	**Person Responsible**
1	Ensuring Delivery of Special Education and Related Services to Students with Disabilities	MSD will continue to follow guidelines from the state in accordance with Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations. The IEP Team will perform all re-evaluations in a timely manner. The IEP team will ensure goals and objectives are appropriate for student growth during Phase 1. MSD and CST will continue to communicate the procedures for student referrals and evaluations.	Mr. Knipper Ms. Raguseo
2	Technology and Connectivity	MSD will ensure all students have a device and internet connectivity. Families that need a device or internet connection will contact the school as they did during Spring 2020 and it will be provided for them. MSD will evaluate district bandwidth within the building and adjust as necessary. The MSD is currently analyzing our ability to expand our BYOD program to help limit the possibility of sharing of devices for in-person students. Director of Technology will continue to monitor and support all staff issued devices as well as staff issued email addresses.	Mr. Knipper Director of Technology Technology Team

		Technology team will provide how-to videos to families and staff to navigate through Google Classroom, Google Meets, and other Remote learning platforms.	
3	Curriculum	MSD will follow the existing curriculum and take into account any critical gaps that may inhibit a student from meeting grade level NJSLS. Grade level teachers will collaborate to identify ways to structure the curriculum to account for loss of learning.	Director of Curriculum Teachers
4	Instruction	Teachers will deliver equitable instruction and prepare for student interaction with students that are both in class and learning remotely. Teachers will ensure instruction leads to student engagement and ownership of learning during instruction and after.	Director of Curriculum Teachers
5	Assessments	MSD will administer STAR benchmark assessments for both in-person and remote learners at the beginning of the year to identify gaps. Teachers and administration will review results in biweekly data meetings and use such data to drive instruction. Teachers will continue to use formative and summative assessments after instruction or instructional units.	Director of Curriculum Teachers
6	Professional Development - Instruction	MSD will follow the Professional Development plan in place with best practice coaches for ELA, Math, Science and Special Education.	Director of Curriculum Teachers
7	Professional Learning - SEL	Professional Development on Social Emotional Learning will be offered to all staff members. The PD will help build relationships and integrate SEL into in-person and distance learning, create equitable learning environments, identify signs of trauma and mental health concerns, and support	Ms. Raguseo Teachers

		grieving students.	
8	Professional Learning - Safety & Hygiene	The MSD will offer comprehensive training for all staff and teachers. Additionally, we will provide instructional videos for families to use at home.	Nurse Gallo
9	Teacher Mentoring and Induction	MSD will follow previous years mentoring and induction process/practices while taking into consideration the fully remote and in class learning environment. All teachers will receive mentoring and guidance while working in a remote environment.	Director of Curriculum Teachers
10	Staff Evaluation	The MSD will adhere to all staff evaluation requirements set forth by the Department of Education.	Mr. Knipper
11	Career and Technical Education	Not Applicable to MSD	

Moonachie School District

FULL REMOTE LEARNING (IF NEEDED)

August 25, 2020

Essential Personnel

Essential Personnel Business Office - 2 - Business Administrator & Assistant to the Business Administrator - Payroll, Purchasing, Accounts Payable, Facilities and Operations

Central Office - 2 - Superintendent/Principal & Director of Curriculum & Instruction - Monitor Instruction, Supervise Teachers, Maintain access and accessibility for all students to engage in the New Jersey Student Learning standards, Address Family Concerns, Maintain Authority Over All Operations and Crisis Management Plans.

Administrative Assistant - 3 - Copy Student Work Packets, Manage parent phone call concerns, Communicate with staff and families as directed by Administration, Other Duties as directed by Administration

Custodial Facilities - 2 - Take measures to minimize the risk of viral transmission in facility, Follow Disinfecting procedures listed below, Normal Janitorial Responsibilities

Food Service - 3 - Provide Grab-and-Go Food Services from 9am-11am daily

Delivery of Virtual and Remote Instruction
1) **Differentiation**
   a) **Instructional Time - 9am - 3pm**
      i) **PREK -** Students are assigned play-based and experiential activities promoted by Creative Curriculum that can be set-up and facilitated at home by an adult or older sibling. Teachers check-in and conference with families to ensure activities are running smoothly and provide guidance on to how to carry out the tasks. Teachers provide instructional videos and demonstrations to families to help start their day and have recently begun holding Google Meets sessions with students lasting up to 30 minutes to provide additional practice and engagement time. The daily schedule includes Indoor/Outdoor play time, Reading/Literacy Time, Gross Motor Time, Math Activities, Lunch/Rest, and Specialist Activities.

Pre K Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	Circle Time/ Question of the Day
Period 2	9:30am - 10:00am	Literacy Activity
Period 3	10:00am - 10:30am	Gross Motor Time/Snack (exercise and movement)
Period 4	10:30am - 11:00am	Math Activities
Period 5	11:00am - 11:30pm	Movement Activities
Period 6	11:30pm - 12:00pm	Art Activity
Period 7	12:00pm - 12:30pm	Indoor Play/ Fine Motor Activity
Period 8	12:30pm - 1:00pm	Read Aloud & Special Activity
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

ii) **Kindergarten** - Read aloud on Dojo and Google Meets, small group, one to one meetings, as well as whole group Google Meets meetings several times per week.

Kindergarten Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete ELA Work via Google classroom
Period 3	10:00am - 10:30am	Lexia and Snack
Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom
Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

iii) **First Grade -**
The time frame for daily instruction is from 9:00AM - 3:00PM, Monday - Friday. This includes daily lessons and instructional videos provided by the teacher in the core subject matters of Language Arts, Mathematics, Social Studies, and Science. Buddy reading and text comprehension sessions are performed weekly through Google Meets meetings, as well as weekly "whole-group" Google Meets sessions that are provided to catch up on questions and participate in engaging instructional games. There are tutoring and enrichment sessions provided throughout the week, on a one-on-one (teacher/student) basis. This is done so through 30-minute Google Meets sessions as well.

First Grade Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete ELA Work via Google classroom
Period 3	10:00am - 10:30am	Buddy Reading or Reading Games and Snack
Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom
Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

iv)   **Second Grade -**

Second Grade Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete ELA Work via Google classroom
Period 3	10:00am - 10:30am	Reading Games and Snack
Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom
Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

v) **Third Grade -**

Third Grade Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance

Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete RT Work via Google classroom
Period 3	10:00am - 10:30am	RT Discussion and Snack
Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom
Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

vi)   Fourth Grade -

Fourth Grade Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete RT Work via Google classroom
Period 3	10:00am - 10:30am	RT Discussion and Snack

Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom
Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

vii) **Fifth Grade -**
Instructional Time is from 9:00AM-3:00PM Monday through Friday.

Fifth Grade Schedule

Homeroom	8:50am - 9:00am	Log into Google Classroom for Attendance
Period 1	9:00am - 9:30am	ELA Instruction via Google Meets
Period 2	9:30am - 10:00am	Complete RT Work via Google classroom
Period 3	10:00am - 10:30am	RT Discussion and Snack
Period 4	10:30am - 11:00am	Math Live Instruction via Google Meets
Period 5	11:00am - 11:30pm	Complete Math Work via Google Classroom

Period 6	11:30pm - 12:00pm	Complete Word Problem and Math Games
Period 7	12:00pm - 12:30pm	Open
Period 8	12:30pm - 1:00pm	Science/Social Studies
Lunch/Wellness	1:00pm - 2:00pm	Lunch - Wellness (outside play, family walk, ride a bike, yoga)
Specials	2:00pm - 3:00pm	Complete work for - Art, Music, Health or Gym

viii)   Middle School

Sixth, Seventh and Eighth Grade Schedule

	6-1	6-2	7-1	7-2	8-1	8-2
9:00-9:30 Per. 1	MATH (SELLE)	ELA (TRAUSE)	SCIENCE (KENNY)	SCIENCE (KENNY)	ELA (PEREZ)	MATH (ALONSO)
9:30-10:00 Per. 2	MATH (SELLE)	ELA (TRAUSE)	SCIENCE (KENNY)	SCIENCE (KENNY)	ELA (PEREZ)	MATH (ALONSO)
10:00-10:30 Per. 3	ELA (TRAUSE)	MATH (SELLE)	SOCIAL STUDIES (KEELEN)	SOCIAL STUDIES (KEELEN)	SCIENCE (KENNY)	SCIENCE (KENNY)
10:30-11:00 Per. 4	ELA (TRAUSE)	MATH (SELLE)	SOCIAL STUDIES (KEELEN)	SOCIAL STUDIES (KEELEN)	SCIENCE (KENNY)	SCIENCE (KENNY)
11:00-11:30 Per. 5	SOCIAL STUDIES	SOCIAL STUDIES	ELA (TRAUSE)	MATH (ALONSO)	MATH (SELLE)	ELA (PEREZ)

	(KEELEN)	(KEELEN)				
11:30-12:00 Per. 6	SOCIAL STUDIES (KEELEN)	SOCIAL STUDIES (KEELEN)	ELA (TRAUSE)	MATH (ALONSO)	MATH (SELLE)	ELA (PEREZ)
12:00-12:30 Per. 7	SCIENCE (KENNY)	SCIENCE (KENNY)	MATH (ALONSO)	ELA (PEREZ)	SOCIAL STUDIES (KEELEN)	SOCIAL STUDIES (KEELEN)
12:30-1:00 Per. 8	SCIENCE (KENNY)	SCIENCE (KENNY)	MATH (ALONSO)	ELA (PEREZ)	SOCIAL STUDIES (KEELEN)	SOCIAL STUDIES (KEELEN)
1:00-2:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours
2:00-3:00	Specials	Specials	Specials	Specials	Specials	Specials

ix) **Specials (PK-8)-**
2-hours per week of P.E., 1-hour of Health, 1-hour of Art, 1-hour of Music

b) **Class Assignments**
i) **PREK -** The assignments provided to Pre-K children are in accordance with the structure of Creative Curriculum. Each day students are provided with approximately five activities, which consist of math, literacy, gross motor, and fine motor activities. Directions for the activities are mailed home in a packet and are posted daily on Google CR and by email. These activities serve to fill the purpose of Creative Curriculum daily activities including "Small Group Meeting/Question of the Day" "Choice Time" "Gross Motor Time" and "Small Group Activities". Many are based around the research-based Creative Curriculum Intentional Teaching Cards and actual Questions of the Day.

All of the assigned activities can be done from home while using simple household materials as manipulatives. In addition, there are activity sheets that can be cut apart to use for matching and memory games, puzzles, and other simple tasks. Modifications are provided if needed for students by sending alternative directions. Tutorial

videos of teachers completing the assignments,YouTube tutorial videos activities, or one-on-one Google Meets meetings with students also help to provide extra support.

Families are asked to check in each day on Google CR or by e-mail with a brief summary of their child's day to help teachers to monitor engagement. Families are asked to send photos when possible of their child's work so that teachers can see their progress.

The Google CR points system is used to help motivate families and to keep them engaged. Children earn points on Google CR for completing work and checking in. When they reach individual milestones, they receive a small reinforcer by mail or email such as stickers, a video greeting, a card, etc. to keep them on task and to reward them for their engagement.

ii) **Kindergarten -** Our daily assignments for our students are: handwriting practice sheets every day along with 2 to 3 language arts assignment worksheets which consist of: letter/sound of the week, cut, paste and sort activity, fill in missing letters, directed coloring of sight words, practice CVC words, rhyming, syllables, vowel practice, practice sentence writing with illustration, blending and segmenting words. MATH – Word problems, addition and subtraction from 0-20, recognizing numbers 1-100, 3D shapes, measurement. SOCIAL STUDIES/SCIENCE– Scholastic's Let's Find Out and/or Science Spin magazine, worksheets and projects to do with the topic. The magazines are child friendly. Each word is highlighted as the child/parent reads aloud. There is also an online component where students can watch and learn each where they build knowledge and vocabulary to go along with the topic. Each topic also has pencil and paper activities. These worksheets and project-based components boost early-learning skills with fun, printable pages. Lastly, there are play and learn games as well. Students can review each issue with fun learning games. There are also many hands-on activities as well.

We use Google CR to correspond back and forth with messages and photos of the work. Teachers view and correct what is necessary and the students will complete. Google CR also has a platform called Portfolio where students can send videos of themselves reading, show projects for Science and Social Studies and also display their completed work. We also instruct during Google Meets sessions and are able to listen and observe the students reciting flash card words, letters, numbers, and sounds.

iii) **First Grade -**

ELA: phonics, spelling, grammar, and writing prompts in work packets. The on-level story is read once a week independently, then additionally during Google Meets sessions with one or two classmates to build fluency. Daily KidsA-Z reading and comprehension set to individual reading level.

MATH: three work pages of the daily lesson, then a math fact page M/W/F and a word problem T/Th. Daily Rocket Math online practice.

SCI/SS: video, work page, or project.

iv) **Second Grade -**
Students are assigned a mix of assignments both online and paper based. We have been continuing with our Reading Street coursework and using Pearson Online to engage students in vocabulary, reading comprehension and grammar activities. Progress is monitored through the Pearson website when students submit their assignments. For ELA and Math paper based work, students have been sending photos of their work to the teacher for assessment.

v) **Third Grade -**
Third Grade still follows the best practices, Reciprocal Teaching and Math Word Problems. The assignments are based around the best practices. Students use Nearpod as our online platform. They read an on level assignment (audio as a modification/support for below level) and they follow the four strategies for RT - question, predict, clarify and summarize. After reading they answer questions in various formats i.e.. multiple choice, open ended, true/false and matching. To monitor progress I check student responses as they read and clarify any misconceptions via phone call, I view student answers for questions and we also host Google Meets meetings to discuss the story.
Word problems are also a typical assignment you would find third graders completing. They follow an RT format with questioning, solving and writing a response.

vi) **Fourth Grade -**
<u>Assignments:</u> The assignments that are being required of the students are exactly what they would have been doing in class, however, it is all technology based. Students are required to complete the following types of assignments:

- read, respond, and discuss grade level novels ,

- complete written responses (including essays and constructive responses seen on standardized tests),
- solve word problems both mathematically and in written form (explaining their reason why they solved it in a particular way)
- participate in Reciprocal Teaching discussions on a daily basis with their reading groups

Supplemental Materials: We are implementing our curriculums as well as incorporating supplemental materials for the students.

- novels
- video tutorials
- reference sheets/anchor charts

Monitor Progress & Engagement: the technology based programs monitor the child's progress. It informs us of their percentage received, time spent on the assignment, and problems they didn't understand. This allows us to assess their understanding and make any adjustments to the schedule or assignments based on individual needs. This is beneficial to provide to the assigned tutor of specific students who are receiving additional support.

vii) Fifth Grade -
Projects, digital, workbook, writing (essays and stories), interactive Google Meets, Reciprocal Teaching, independent work, online assessments Videos, Paper, Practice Websites

viii) Middle School ELA -
Reading and annotating text, completing annotating sheets which require students to utilize the four Reciprocal Teaching roles of predicting, questioning, clarifying, and summarizing, engaging in virtual RT discussions through Google Meets and google classroom documents, reading a class novel, answering comprehension questions which require text evidence, using articles from NewsELA to compose argumentative essay including a thesis statement and text evidence. Student engagement is monitored through Google Meets participation, google classroom assignment submissions, and quality of work.

ix) Middle School Math -
Students are given their assignments each week in paper copy as well as virtually. These assignments consist of a variety of different activities. Students work through problems on the assigned topic, take part in class

discussion questions through google classroom, use reference sheets and examples for guided practice opportunities, and are given supplemental materials through the use of Khan Academy and IXL. The students are also given lessons to watch that go along with the lesson's topic and are assigned to small group Google Meets lessons with math instruction and reasoning opportunities.

Progress is monitored daily. Students are expected to upload their work each day through the use of google classroom. Progress through the form of completed assignments is monitored and recorded on an excel sheet. Students are also given feedback on their work as it is uploaded to guide their engagement and help them succeed. Student engagement is also monitored through the use of discussion of the day whole group questions on google classroom. Students use their critical thinking and reasoning skills to answer a given question and discuss it with peers. Another means of monitoring engagement and progress is through the use of Google Meets lessons. Students participate in math discussions and answer given questions while discussing their ideas and results with their peers.

x) **Middle School S.S.-**
The assigned Google Classroom instructional time mirrors that of the physical classroom space. 1) Do Now Response on Stream, 2) Video Lesson with Student Response, Questions, and Discussion, 3) Read, Annotate, and Highlight an Article, 4) Write Higher Order Questions about the Article & Answer using the RACE Strategy, 5) Weekly Vocabulary Assignment/Quizzes

xi) **Middle School Science-**
Lab activities, Socratic seminars, RT worksheets, notes with accompanying QuickTime videos; Supplemental materials -- use of assorted websites such as YouTube, Quia.com, Virtual Earthquake, etc., lab materials with me used to support/run lab activities via video for students, etc.

xii) **Specials -**
All work for special classes are sent home via our bi-weekly packets. Special work is submitted through the homeroom teacher's normal mode of work submission.

c) **Independent Work**
   i) **PREK -** Teachers have not assigned any online programming for students to do at home since the children are not familiar with them and it is not recommended by Creative Curriculum. However, many of the assigned

activities allow for independent work and practice. Examples include the daily "Question of the Day" which asks for students to answer a question about the world around them and to draw, dictate, or act out their response in an original manner. Many of the math and literacy activities which serve as "Small Group Activities" centered around intentional teaching cards also allow for individualized responses. Finally, the daily "Special Activity" which encompasses art, fine motor, science, nature, and more allows for students to create original works and individualized projects.

ii) **Kindergarten -** All of our students are currently using Lexia every day. Each student has a required weekly time to complete their individual assignments for phonics and reading.

iii) **First Grade -**
Work that is provided and individually assigned would be providing access to KidsA-Z for independent reading and comprehension, Rocket Math Online for math fact practice, Lexia for practice on language arts skill sets, and providing one-on-one tutoring/enrichment sessions based on each student's academic needs through Google Meets sessions with teacher. There is also work provided on Khan Academy (online), for early finishers of math assignments. This website offers the option to assign specific tasks to each student, based on the math topic, and is useful for practice in that topic.

iv) **Second Grade -**
Students are working on Lexia Core 5, IXL, Raz-Kids (reading levels individually assigned) and XtraMath fact practice. Pearson reading assignments are differentiated by student ability level. IXL assignments are individualized by skill level and concept.

v) **Third Grade -**
What work or opportunities are you providing that are individually assigned (IXL, LEXIA, Etc)
Students also have assignments posted on Lexia, Prodigy (math) and Rocket Math (fact practice). These assignments are based on their level/need.

vi) **Fourth Grade -**
Pearson Realize, IXL, Brainpop, Google Classroom, Readworks, NewsELA, Grade level novels

vii) **Fifth Grade -**
XL, Brainpop, Readworks, RAZ Kids, Projects, Common Core Coach (Workbook), CCSS Learning (Workbook), written essays, written responses to readings and video viewing.

viii) **Middle School ELA -**
Projects, annotating, short stories, & quizzes. Readwork assignments & Lexia are also assigned when needed.

ix) **Middle School Math -**
Students are individually assigned work each day of the week. This work will vary based on the lesson for that day. Students are assigned problems to evaluate and/or reason through. This work is then uploaded on google classroom and/or discussed on Google Meets. Students are also assigned work through Khan Academy or IXL.

x) **Middle School S.S.-**
The school district maintains a subscription with Discovery Education which has been used to provide Techbook resources for the students. A number of assignments include outside research and citations in order to get full credit. The school district maintains a subscription with BrainPop which has been used to supplement instruction. I have also used video lessons from Hip Hughes, Mr. Beats and Crash Course History to supplement my instruction.

xi) **Middle School Science -**
The independent work, or practice, is assigned only when students are unable to attend the assigned time for Science class within Google Classroom. The students are able to watch the mini-lessons and complete the assignment on their own time. They can submit questions via Google Classroom and their assignments once complete.

xii) **Specials**
All work is sent home in our bi-weekly packets. It is designed to be completed individually with minimal parental support.

d) Measures of Student Learning

i) **PREK -** Families are asked to provide photos of student work or updates through Google CR or phone calls. Teachers can use the Creative Curriculum developmental continuum and Teaching Strategies GOLD scale to assess student product and to provide feedback and guidance to families.

ii) **Kindergarten -** Some of our students are reading on RAZ Kids as well as are still practicing letters and letter sounds along with reading from their book baggies. We can see our students progress on Lexia. It shows in detail the progress of each individual student in all areas of their phonics and reading practice. As for Math – Our kindergarten students are completing several word problems worksheets a week along with practicing addition and subtraction facts 1-20 and recognizing numbers on a number chart from 0-100. As for Science and Social Studies, students are reading the Let's Find Out and Science Spin magazines and completing the activity worksheet to go with the topic as well as a project. Students also play learning games on the Scholastic website that coincides with the topic.

iii) **First Grade -**
The measures of student learning are through weekly written assessments of language arts topic and weekly oral assessments through buddy-reading Google Meets sessions. For mathematics, we provide a written assessment as a final assignment to each topic learned. In social studies and science, there are written assessments and hands-on interactive projects that can be performed at home and recorded for teacher's viewing.

iv) **Second Grade -**
Submitted student work (online and paper based) is being evaluated for completion and accuracy. Corrections are suggested to students to ensure complete understanding of concepts.

v) **Third Grade -**
Quizzes, student responses via online platform/video chat/phone call, daily check ins,

vi) **Fourth Grade -**
Individual data that's collected through the programs

Weekly discussions with both parents and students identifying their understanding and struggles with the content

Feedback from tutors

vii) Fifth Grade -
Online assessments (teacher-made, RAZ Kids, and Pearson Realize), project scores, digital monitoring of time and accuracy on independent work

viii) Middle School ELA -
RT discussions, comprehension questions requiring text evidence, essay writing, virtual test/quiz

ix) Middle School Math -
Student learning is measured through analyzing student work completion for accuracy. Student learning is also measured through the use of their reasoning abilities in Google Meets lessons or in class discussions on google classroom.

x) Middle School S.S.-
The teachers grades and logs the student daily assignments and level of engagement. Students are also provided a rubric for all longer term assignments. Parent/Student Contact. Google Classroom gradebook. YouTube provides analytical feedback of each of the video lessons so I can monitor student views.

xi) Middle School Science
Completion of assignments, contact with parents and students, quality of completed work, class average

xii) Specials -
Submission of completed assignments

Technology
1) **Districts Plan for Addressing the Digital Divide**
    a) The district will continue to identify families who need technological assistance through online forms, and provide those families with WiFi hotspots and/or Internet ready devices so they can consistently access digital learning environments and video conferencing applications.

b) The district will provide video tutorials geared towards students and parents on how to access and use technology and digital learning platforms.

2) **Training of Staff**

   a) The district will provide training to staff on video conferencing, learning management systems, and digital learning applications through video tutorials and live virtual trainings .

   b) IT support will be available throughout the school day for any help and troubleshooting that staff need.

3) **Districts Plan for Addressing Technical Support for Families/Students**

   a) If families/students need technical support, they may contact the student's school and an IT specialist will work with the student/family virtually.

   b) If the problem cannot be fixed virtually, the student/family should contact the school in order to schedule a time to drop off their device to be fixed, at which time a second device may be provided, if available.

Attendance

1) **Attendance Policy**

   a) **How Does the District Determine Whether a Student is Present or Absent?**

The Moonachie School District has an extensive process as we measure student engagement and daily attendance. For grades PK-5, we require a daily 'check-in' from each student to their homeroom teacher. This can be completed through a variety of methods: phone, text, call, Google CR, or on Google CR. Along with that check-in, students must complete their assignments for that day. Teachers log daily contact and work completion in a shared Google Sheet with administrative assistants. These daily logs of engagement allows the administrative assistant to determine if the student is present or absent.

In middle school, grades 6-8, students must check-in with each of their Core 4 classes at specific times throughout the day. Each grade level has a specific time they must be logged into their Google Classroom, similar to that of a student schedule in a brick-and-mortar setting. Teachers use a shared Google Sheet to communicate with administrative assistants that the student logged in, engaged with the content and submitted requested assignments.

The Moonachie School District prides itself on flexibility and equity. To accommodate our working families and uncontrollable life situations connected to to COVID-19, contact and work submission may occur 24 hours a day, 7 days a week, for all grade levels. Additionally, if a student is marked 'absent' for a day, but makes-up all work at a later date, the absence is changed to present as the student/family met all academic requirements for that day.

The administrative assistants then transfer the google sheet attendance log into our Student Information System.

b) **How a Student's Attendance Will Factor Into Promotion, Retention, Graduation, Discipline, or other decisions that will affect the student.**
During the Covid-19 emergency school closure and distance learning, attendance will not factor into promotion, retention, graduation (8th grade), discipline, or any other decision that affects a student.

c) **How is the District Following Up with Families when a Student is Not Participating.**
The teachers have a set practice to check-in with every student/family every day. If this is unsuccessful, the attempts are logged in a Google Sheet tracker.

After two-days, or 48-hours of no contact or inactivity, the administrative assistant team makes every effort to make positive contact with the family.

After four-days, or 72-hours of no contact or inactivity, the administrator makes positive contact with the family. An individualized engagement plan is created with the family and implemented.

Students With Disabilities
1) **Describe the Delivery of Remote/Virtual Instruction to Implement IEPs for Students with Disabilities to the Greatest Extent Possible, including Accessible Materials and Platforms**

The delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, includes access to materials and platforms shared directly with students via a number of educational technology tools and packets. Tools include, but are not limited to, audible books, books with varying Lexile ranges, online math platforms that provide for individualized learning pathways aligned to standards, video presentation of material and feedback through platforms such as Google Meets, Google Classroom, Remind, Google CR, Khan Academy, IXL, and many more. The district has given out laptops affording students with the hardware and software needed. Access to internet is addressed on a case by case basis.

1) **Documentation**

a) **Methods Used to Document IEP Implementation**
b) **Related Services Tracking**
c) **Accommodations and Modifications**

a.b.c :The methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications include communications among case managers, teachers, students; monitoring of student work and grades through the student information management system, updates to IEPs, and maintaining a record of delivered services through the child study team department.

2) **How Case Managers Follow Up with Families**

Case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible by phone, email, and remote online meetings. Appointments are established and upheld so as to maintain compliance with timelines for annual reviews or more frequent meetings when warranted.

3) **How the District Implements Virtual IEP Meetings, Evaluation, and other Meetings to identify, evaluate, and/or reevaluate students with disabilities.**

The district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities using methods consistent with practices prior to the school closure. Letters of notice, evaluation plans, identification meetings, annual review meetings and other needs are communicated by way of email and phone call. Communication logs are maintained, timelines are maintained. Re-evaluations are conducted through functional assessments, where appropriate. Program and placement decisions are made through the IEP team in consideration of existing data and functional assessment, and strong knowledge of the student's skills and abilities. Practices and factors contributing to decisions for student program and placement are documented in the IEP.

English Language Learners
1) **Describe the Provision of ESL and Bilingual Education to Meet the Needs of ELL**

Our ELL student population, during this pandemic time, are receiving the ESL intervention through distance-learning. They have online sessions for 1- hour, twice a week. We continued following the program that we had been working on during the school year. Our classes via Google Meets have performed with minimal technical issues, we meet in small groups formed according to their English language levels, we do reading, writing, speaking, and oral communication activities in each session. Students are able to talk to their peers and the teacher, after class they share their writing work with the teacher by Google drive. Before each session they receive class instructions by Remind, which allows

them to be ready and have the materials that they will need for the following class, the materials are sent to them by regular mail or by email to their parents. They also have the choice of sharing their work using Remind.

2) **Describe How the District Communicates with ELL families, including the translation of materials and directions**

The school keeps a successful communication with the ELLs' families by sending letters and other announcements and information in a separate document translated to their language. The phone calls to parents made by the administration on a regular basis. When updating or providing important information, calls are made in more than one language so the parents of ELls have been accurately informed. Also daily phone calls to parents about their children progress and performance are made in their native language.

3) **How the District uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.**

The ELLs have access to classes by Google classroom, Google Meets sessions, Remind and other programs and educational apps such as: RazKids, Lexia, and Rosetta Stone. Many of the programs have other language versions which help our ESL students to improve their vocabulary, independently of the closed communication that they keep with the ESL and other bilingual teachers in the district.

Delivery of Meals

Provide an Updated Plan for the Continued Safe Delivery of Meals to Students

We are in daily contact with our food service provider, Pomtonian. Pomtonian has been working between Becton and North Arlington schools to pre pack the lunches. The Moonachie School District has three daily pick-up locations: at Robert L. Craig School, At Metropolitan Park, and at Vanguard Park. Leftovers are refrigerated and numbers are adjusted daily, while logging and reporting to the Business Office.

For delivery to families, when a car pulls up they tell us how many they need, we put it on the table individually, they get out of the car with their mask on and take the items. All food service providers are wearing the proper equipment such as masks and gloves.

Facilities

1) **Provide an outline of how the building will be maintained throughout this extended period of closure.**

School grounds will remain closed to the public. Essential employees with approval from the superintendent are able to enter the building to perform essential duties such as distribution of grab and go food service. On a daily basis the custodial staff is disinfecting frequently used areas and cleaning used facilities daily. Grounds are being kept neatly and removal of garbage continues as scheduled. All heating and cooling systems are running properly and continue to be maintained. Other machines on site are checked periodically. Also, regular inspections continue as normal. Chemtec inspects on a monthly basis. HVAC filter change occurs quarterly. Essentially all building maintenance continues.

RESTART & RECOVERY PLAN

CHART OF USEFUL LINKS

Conditions for Learning		
Section	**Title**	**Link**
Critical Area of Operation #1	CDC Activities and Initiatives supporting the COVID-19 Response and the President's Plan for Opening American Up Again	https://www.cdc.gov/coronavirus/201 9-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=http s%3A%2F%2Fwww.cdc.gov%2Fcor onavirus%2F2019-ncov%2Fcommunity%2Fschools-day-camps.html%20-%20page=46
	Childcare, Schools, and Youth Programs	https://www.cdc.gov/coronavirus/201 9-ncov/community/schools-childcare/index.html
	People Who Are at Increased Risk for Severe Illness	https://www.cdc.gov/coronavirus/201 9-ncov/need-extra-precautions/people-at-increased-risk.html?CDC_AA_refVal=https%3 A%2F%2Fwww.cdc.gov%2Fcoronav irus%2F2019-ncov%2Fneed-extra-precautions%2Fpeople-at-higher-risk.html
	Considerations for Schools	https://www.cdc.gov/coronavirus/201 9-ncov/community/schools-childcare/schools.html
	Reopening Schools in the Context of COVID-19: Health and Safety Guidelines from Other Countries	https://learningpolicyinstitute.org/pro duct/reopening-schools-covid-19-brief
Critical Area of Operation #2	ASHRAE Offers COVID-19 Building Readiness/Reopening Guidance	https://www.ashrae.org/about/news/2 020/ashrae-offers-covid-19-building-readiness-reopening-guidance
	When and How to Wash Your Hands	https://www.cdc.gov/handwashing/w hen-how-handwashing.html
Critical Area of Operation #3	Bullock announces phased approach to reopen Montana	https://nbcmontana.com/news/corona virus/bullock-announces-phased-approach-to-reopen-montana
	What Bus Transit Operators Need to Know About COVID-19	https://www.cdc.gov/coronavirus/201 9-ncov/community/organizations/bus-transit-operator.html
Critical Area of Operation #4	Stop the Spread of Germs (Printable Poster)	https://www.cdc.gov/coronavirus/201 9-ncov/downloads/stop-the-spread-of-germs-11x17-en.pdf
	Handwashing (Printable Posters)	https://www.cdc.gov/handwashing/po sters.html
Critical Area of Operation #5	Communicable Disease Service	https://www.nj.gov/health/cd/
Section	**Title**	**Link**
	COVID-19: Information for	https://www.state.nj.us/health/cd/topi

	Schools	cs/covid2019_schools.shtml
	Quick Reference: Discontinuation of Transmission-Based Precautions and Home Isolation for Persons Diagnosed with COVID-19	https://www.nj.gov/health/cd/docume nts/topics/NCOV/COVID-QuickRef_Discont_Isolation_and_TB P.pdf
	Guidance for Child Care Programs that Remain Open	https://www.cdc.gov/coronavirus/201 9-ncov/community/schools-childcare/guidance-for-childcare.html
	General Business Frequently Asked Questions	https://www.cdc.gov/coronavirus/201 9-ncov/community/general-business-faq.html
Critical Area of Operation #7	Guidance for Cleaning and Disinfecting	https://www.epa.gov/sites/production/ files/2020-04/documents/316485-c_reopeningamerica_guidance_4.19_ 6pm.pdf
	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Critical Area of Operation #8	EPA Approved Disinfectants for Use Against SARS-CoV-2 (COVID-19)	https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19
Social Emotional Learning and School Climate and Culture	A Trauma-Informed Approach to Teaching Through Coronavirus	https://www.tolerance.org/magazine/a -trauma-informed-approach-to-teaching-through-coronavirus
	CASEL – An Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community	https://casel.org/wp-content/uploads/2020/05/CASEL_Le veraging-SEL-as-You-Prepare-to-Reopen-and-Renew.pdf
Multi-Tiered Systems of Support (MTSS)	New Jersey Tiered System of Supports (NJTSS) Implementation Guidelines	https://www.nj.gov/education/njtss/gu idelines.pdf
	RTI Action Network	http://www.rtinetwork.org/
	The Pyramid Model: PBS in Early Childhood Programs and its Relation to School-wide PBS	https://challengingbehavior.cbcs.usf.e du/docs/Pyramid-Model_PBS-early-childhood-programs_Schoolwide-PBS.pdf
Wraparound Supports	SHAPE	http://www.schoolmentalhealth.org/S HAPE/
	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/ Child-Care-Resource-and-Referral-Agencies.aspx
	Coronavirus Resources for Mentoring	https://nationalmentoringresourcecent er.org/
Section	**Title**	**Link**
Food Service and Distribution	Benefits of School Lunch	https://frac.org/programs/national-school-lunch-program/benefits-school-lunch

Quality Child Care	Child Care Resource and Referral Agencies	https://www.childcarenj.gov/Parents/Child-Care-Resource-and-Referral-Agencies.aspx
	Division of Early Childhood Education	https://www.nj.gov/education/ece/hs/agencies.htm
Leadership and Planning		
Section	**Title**	**Link**
Scheduling	New Jersey Specific Guidance for Schools and Districts	https://www.nj.gov/education/covid19/sped/guidance.shtml
Staffing	Mentoring Guidance for COVID-19 Closures	https://www.nj.gov/education/covid19/teacherresources/mentguidance.shtml
	Educator Evaluation During Extended School Closure as a Result of COVID-19	https://www.nj.gov/education/covid19/teacherresources/edevaluation.shtml
	Performance Assessment Requirement for Certification COVID-19 Guidance	https://www.nj.gov/education/covid19/teacherresources/edtpaguidance.shtml
	Educator Preparation Programs and Certification	https://www.nj.gov/education/covid19/teacherresources/eppcert.shtml
Athletics	Executive Order No. 149	http://d31hzlhk6di2h5.cloudfront.net/20200530/7d/e6/d1/5c/09c3dc4d1d17c4391a7ec1cb/EO-149.pdf
	NJSIAA COVID-19 Updates	https://www.njsiaa.org/njsiaa-covid-19-updates
	NJSIAA provides return-to-play guidelines – Phase 1	https://www.njsiaa.org/events-news-media/news/njsiaa-provides-return-play-guidelines-phase-1
	Guidance for Opening up High School Athletics and Activities	https://www.nfhs.org/media/3812287/2020-nfhs-guidance-for-opening-up-high-school-athletics-and-activities-nfhs-smac-may-15_2020-final.pdf
Policy and Funding		
Section	**Title**	**Link**
Elementary and Secondary School Emergency Relief Fund	CARES Act Education Stabilization Fund	https://www.nj.gov/education/covid19/boardops/caresact.shtml
	NJDOE EWEG	https://njdoe.mtwgms.org/NJDOEGMSWeb/logon.aspx
FEMA – Public Assistance	Request for Public Assistance (RPA) Process	https://njemgrants.org/site/rpasubmission.cfm
Section	**Title**	**Link**
Purchasing	New Jersey School Directory	https://homeroom5.doe.state.nj.us/directory/district.php?districtname=educational+services+commission
	NJSTART	https://www.njstart.gov/bso/

	Division of Local Government Services	https://www.nj.gov/dca/divisions/dlgs/
	Local Finance Notice – Coronavirus Response: Emergency Procurement and Use of Storm Recovery Reserves	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-06.pdf
	Local Finance Notice – COVID-19 – Supplemental Emergency Procurement Guidance	https://www.nj.gov/dca/divisions/dlgs/lfns/20/2020-10.pdf
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/
Continuity of Learning		
Section	**Title**	**Link**
Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	IDEA	https://sites.ed.gov/idea/
	Guidance on the Delivery of Extended School Year (ESY) Services to Students with Disabilities – June 2020	https://www.nj.gov/education/covid19/boardops/extendedschoolyear.shtml
Technology and Connectivity	Joint Statement of Education and Civil Rights Organizations Concerning Equitable Education during the COVID-19 Pandemic School Closures and Beyond	https://www.naacpldf.org/wp-content/uploads/Joint-Statement-of-National-Education-and-Civil-Rights-Leaders-on-COVID-19-School-Closure-Updated-FINAL-as-of-5.15.2020.pdf
Curriculum, Instruction, and Assessment	Learning Acceleration Guide	https://tntp.org/assets/set-resources/TNTP_Learning_Acceleration_Guide_Final.pdf
	Mathematics: Focus by Grade Level	https://achievethecore.org/category/774/mathematics-focus-by-grade-level
	Teacher Resources for Remote Instruction	https://www.nj.gov/education/covid19/teacherresources/teacherresources.shtml
	NJDOE Virtual Professional Learning	https://www.nj.gov/education/covid19/teacherresources/virtualproflearning.shtml
Section	**Title**	**Link**
Professional Learning	Distance Learning Resource Center	https://education-reimagined.org/distance-learning-resource-center/
Career and Technical Education (CTE)	Communicable Disease Service	https://www.nj.gov/health/cd/topics/covid2019_schools.shtml

RESTART & RECOVERY PLAN

	Considerations for Schools	https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html