

Moonachie School District
Health-Related Closure Plan - Update

Moonachie School District

COVID-19 Closure Plan

Updated

May 22, 2020

Submission to Bergen County DOE: May 18, 2020

TENTATIVE BOARD APPROVAL DATE: May 26, 2020

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Overall Demographic Profile for District including Student Counts

State Funded Preschool	30
Homeless	4
Migrant LSE	0
Students with Disabilities	47
English Language Learners (ELLs)	11

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 Zoom 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.
- ii) **Kindergarten** - Read aloud on Dojo and Zoom, small group, one to one meetings, as well as whole group Zoom meetings several times per week.
- 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 zoom meetings, as well as weekly “whole-group” zoom 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 zoom sessions as well.
- iv) **Second Grade** -
9 - 11 - English Language Arts
11 - 12 - Math
12 - 1 - Lunch/Outdoor Time
1 - 1:30 - Social Studies / Science
1:30 - 2 - Fact Practice
2 - 3 Specials
- v) **Third Grade** -
9 - 11 - English Language Arts
11 - 12 - Math
12 - 1 - Lunch/Outdoor Time
1 - 1:30 - Social Studies / Science
1:30 - 2 - Fact Practice
2 - 3 Specials

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- vi) **Fourth Grade -**
Instructional Time is from 9:00AM-3:00PM Monday through Friday.
 - vii) **Fifth Grade -**
Instructional Time is from 9:00AM-3:00PM Monday through Friday.
 - viii) **Middle School ELA (Grades 6-8) -**
5-hours per week
 - ix) **Middle School Math (Grades 6-8) -**
5- hours per week
 - x) **Middle School S.S (Grades 6-8)-**
5-hours per week
 - xi) **Middle School Science (Grades 6-8) -**
5-hours per week
 - xii) **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 Class Dojo 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 Zoom meetings with students also help to provide extra support.

Families are asked to check in each day on Class Dojo 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.

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The Class Dojo points system is used to help motivate families and to keep them engaged. Children earn points on Class Dojo 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.

We use Class Dojo to correspond back and forth with messages and photos of the work. Teachers view and correct what is necessary and the students will complete. Class Dojo also has a platform called Portfolio where students can send videos of themselves reading, show projects and also display their completed work. We also instruct during Zoom 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 zoom 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** -

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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 Zoom 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 -

Assignments: 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.

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- vii) Fifth Grade -**
Projects, digital, workbook, writing (essays and stories), interactive Zoom, 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 zoom 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 zoom 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 zoom 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 zoom 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

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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 zoom 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.

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- 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 zoom. 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.

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- 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 Class Dojo 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.
 - iii) First Grade -**
The measures of student learning are through weekly written assessments of language arts topic and weekly oral assessments through buddy-reading zoom 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,

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- 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 zoom 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

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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 Class Dojo. 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 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.

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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 Zoom, Google Classroom, Remind, Class Dojo, 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.

2) 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.

3) 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.

4) 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.

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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 Zoom 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, Zoom 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.

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Delivery of Meals

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

We order about 200 meals per day. 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 breakfast. 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 occurred earlier this month. Essentially all building maintenance continues.

For the next month the custodial staff will work on removing all personal belongings. The custodial staff will pack up student belongings and place them in individual bags labeled with names. Each parent will be notified when they will be able to pick up according to an organized schedule that will be predetermined. After all items have been removed from the building the custodial staff will begin the summer preparation of the building to open up for the new school year. Each room will be thoroughly cleaned. Floors will be stripped and buffed.

Summer Programming

1) Provide a Preliminary Outline for the Provision of Summer Services

- a) ESY** - Currently we are planning for two scenarios. Either at the school or virtually. If ESY will be done virtually, we will continue with our academic plan that is in place currently. 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 Zoom, Google Classroom, Remind, Class Dojo, Khan Academy, IXL, and many more. Therapies will also continue virtually. The program will run from June 22-July 16.

- b) 21st Century Programming**
The Moonachie School District is actively partnering with our 21st Century Afterschool/Summer Program Director to plan for either in-person or virtual summer programming.

- c) Assessment of Credit Loss or Shortages for H.S. Seniors and an initial Plan to Address Credit Recovery**
As a PK-8 School District, this does not apply to Moonachie School District.

- d) Assessment of Learning Loss and an Initial Plan for Potentially Addressing Learning Loss**
Learning loss is a concern for the Administration and Educators of the Moonachie School District. Our initial plan includes Summer Programming. Summer programming, whether in-person or virtual, will consist of skill and content specific tutoring, interventions, and academic engagement options for all families of the Moonachie School District. The administration will be analyzing engagement data from Distance Learning, teacher qualitative data, and student performance before closure, to determine targeted interventions in both the Summer and Fall. We will continue to partner with our 21st Century programming to ensure all opportunities for tutoring, including expanded Saturday School this fall, is in place to limit the potential for learning loss.

- e) STEM or Other Programs using Reallocated Grant Funds**
Not Applicable

- f) Title 1 Extended Learning Programs**
Not Applicable