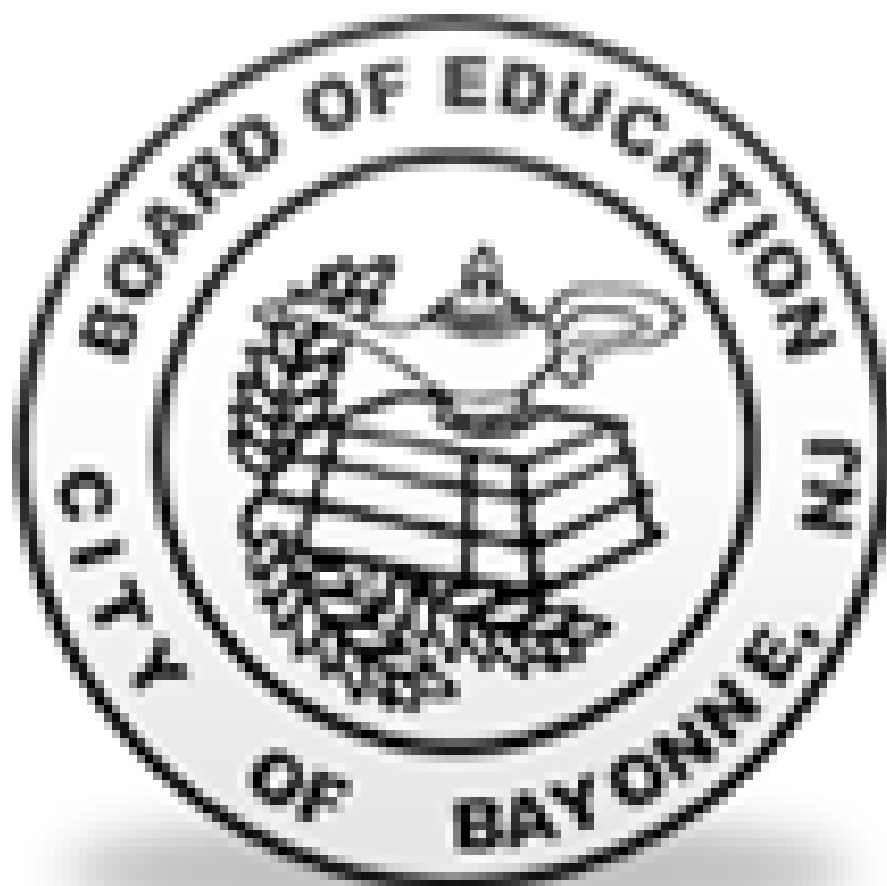


Bayonne Public School District

Emergency Virtual or Remote Instruction Plan

School Year: 2023-2024



Bayonne Board of Education

Jodi Casais, Board President

Hector Gonzalez, Board Vice President

Sam Maggio, Board Trustee

Melissa Godesky-Rodriguez, Board Trustee

Christopher Munoz, Board Trustee

Pamela Sclafane, Board Trustee

Mary Jane Desmond, Board Trustee

Miriam Bechay, Board Trustee

Lisa Burke, Board Trustee

Dr. Gary Maita, Board Secretary

Central Office Administration

John J. Niesz, Superintendent

Daniel Castles, School Business Administrator

Kenneth Kopacz, Assistant Superintendent of Personnel

Dr. Dennis C. Degan, Assistant Superintendent of Curriculum & Instruction, Federal & State Programs

Jennifer Vecchiarelli, Assistant Superintendent of Special Services

Tom Fogu, Assistant School Business Administrator

Dr. Wachera Ragland-Brown, Chief Academic Officer

Curriculum Directors and Supervisors

Dawn Aiello, Director of Mathematics

Rena Bush, Director of Student Personnel Services

Timothy Craig, Director of Music/ Art/ Business Education

Tara Degnan, Director of Science

Monica Flynn, Director of Early Childhood Education/ESL/Bilingual Education/World Languages

Kathryn Cuttruff, Assistant Supervisor of Early Childhood

Janine Becker, Assistant Supervisor of Early Childhood

Juana Saborido, Assistant Supervisor of ESL/Bilingual Education

Thomas Jacobson, Director of Nurses/Community Education/Physical Education, Health & Vocational

Dr. Karee McAndrew, Director of Technology

Susan Rusnak, Assistant Supervisor of Technology

Dr. Michael Pierson, Assistant Principal/Athletic Director

Nancy Ruane, Director of English/Language Arts Literacy

Daniel Ward, Director of Social Studies/Library Media Services

Kim DeMedici, Supervisor of Special Services

Mark Steinman, Assistant Supervisor of Special Services (Elementary)

Joseph Hayes, Assistant Supervisor of Special Services (BHS)

Jason Acerra, Assistant Supervisor of Special Services (BD Elementary & Alt. Programs-BHS)

Noelia Lago, Assistant Supervisor of Special Services (MD & Self-contained Programs)

Stefanie Tych, Assistant Supervisor of Special Services (Autistic Program)

Resource Directory

Contact

Resource

hib@bboed.org

Report a harassment, intimidation, or bullying situation

techsupport@bboed.org

Assistance with remote learning platforms

specialeducation@bboed.org

Special Education question, concerns, or issues

guidance@bboed.org

Graduation, course selection, or counseling needs

foodservice@bboed.org

Food service questions or concerns

security@bboed.org

Security questions or concerns

maintenance@bboed.org

Custodial questions of concerns

For any instructional questions please email your building principal. You can find the principals email address via our [Bayonne Board of Education Principal Directory Page](#).

Table of Contents

Introduction and Overview.....	5
Purpose	
Mission	
Demographic Data.....	6
Education Topic Areas.....	8
Continuity of Learning.....	9
Preparing for Short- and Long-Term Closures	
Synchronous vs. Asynchronous Learning	
Conditions of Virtual Learning Conditions.....	10
Social Emotional Learning/Mental Health & Wellness	
Multi-Tiered Supports (MTSS)	
Harassment, Intimidation & Bullying (HIB)	
Instructional Approach.....	10
Differentiation of Instruction	
Assessment of and for Learning	
Ensuring Equity and Access.....	11
Equitable Access to Technology	
Chromebook/Device Access	
Considerations of Learning.....	12
Assessments and Accountability	
Scheduling	
Supporting Students with Diverse Needs.....	13
Food Service and Distribution	14
Maintenance and Custodial Staff	14
School Reopening.....	14
Additional Considerations.....	15

Emergency Virtual or Remote Instruction Plan – Safe Return Plan

School Year : 2023-2024

Introduction and Overview

In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2

Purpose

This school district plan will become active when conditions are present or have the potential to disrupt normal school operations. This may range from a school-confined emergency to a wide scale community disaster. This plan uses the 4 phases of emergency management as its foundational guide. These phases are: 1. Mitigation/Prevention - On going activities aimed at eliminating or reducing the risk of hazards and vulnerabilities. 2. Preparedness/Planning - Activity that improves the coordination and develops the capacity of response actions 3. Response - Period of time shortly before, during and after an incident when activities are conducted in order to save lives, minimize property damage and protect the environment 4. Recovery – Actions taken when the immediate threat to life and property has passed that allows the return to normal operations. These actions are both short term and long term in nature.

Mission

The Bayonne Public School District is a large and diverse community; which prepares all students to develop their intellectual, emotional, aesthetic, social, and physical abilities, in a safe and welcoming environment. These goals are accomplished by providing outstanding, comprehensive learning opportunities through which students define skills and concepts, acquire knowledge, achieve personal excellence, realize their unique gifts, and become responsible and productive citizens.

Our mission is to provide a positive school climate and culture; which fosters learning, inclusivity, and positive youth development that results in productive and fulfilling lives for every student. We are firm believers in lifelong learning and as such adopted the community education concept which; encourages the use of all facilities throughout the year.

The coordination with community resources, business partnerships, and outside agencies is vital to our commitment of providing the finest educational programs. Our curriculum is a living document that we are constantly updating to include a quality program. We utilize a variety of research-based methods and materials to meet the needs and abilities of our students.

We are committed to raising the academic standards through the implementation of the New Jersey Learning Standards. By raising standards and helping students develop critical thinking skills, students will achieve greater academic success. We respect individuality and promote family involvement. by working together as a team, we can achieve our goal of providing the best possible educational environment; which will foster each child entrusted to our care to reach their fullest potential.

Demographic Data

In order to effectively plan, the demographics of the Public School District must be considered as represented in the below charts:

Grade	White				Black/African American				Hispanic/Latino				American Indian/Alaskan				Asian				Native Hawaiian/Pac Isl				Multi				All Students				
	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	F	M	X	Total	
00	154	171	0	325	57	61	0	118	54	53	0	107	1	1	0	2	33	28	0	61	1	1	0	2	20	20	0	40	320	335	0	655	
01	162	170	0	332	58	74	0	132	64	69	0	133	2	4	0	6	39	28	0	67	4	2	0	6	22	13	0	35	351	360	0	711	
02	169	197	0	366	62	44	0	106	75	80	0	155	1	3	0	4	24	33	0	57	0	1	0	1	21	23	0	44	352	381	0	733	
03	183	182	0	365	41	49	0	90	76	94	0	170	3	4	0	7	27	27	0	54	4	0	0	4	16	26	0	42	350	382	0	732	
04	140	159	0	299	52	52	0	104	103	104	0	207	0	3	0	3	36	35	0	71	0	0	0	0	18	24	0	42	349	377	0	726	
05	132	168	0	300	56	48	0	104	128	138	0	266	1	1	0	2	23	38	0	61	2	0	0	2	21	21	0	42	363	414	0	777	
06	125	170	0	295	54	57	0	111	128	128	0	256	1	0	0	1	23	39	0	62	2	1	0	3	17	17	0	34	350	412	0	762	
07	142	167	0	309	52	51	0	103	117	124	0	241	2	2	0	4	31	29	0	60	1	0	0	1	27	22	1	50	372	395	1	768	
08	145	148	0	293	42	65	0	107	112	111	0	223	1	1	0	2	26	26	0	52	4	1	0	5	19	16	0	35	349	368	0	717	
09	135	174	1	310	56	77	0	133	128	152	0	280	2	5	0	7	21	32	0	53	1	2	0	3	22	18	0	40	365	460	1	826	
10	131	165	1	297	74	84	0	158	129	129	0	258	2	1	0	3	20	27	0	47	3	1	0	4	13	8	0	21	372	415	1	788	
11	139	160	0	299	58	72	0	130	114	137	0	251	2	4	1	7	27	19	0	46	1	4	0	5	9	6	0	15	350	402	1	753	
12	131	178	2	311	57	53	0	110	115	134	0	249	2	1	0	3	18	19	0	37	0	0	0	0	13	13	0	26	336	398	2	736	
60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
90	131	127	0	258	48	35	0	83	44	48	0	92	0	7	0	7	29	45	0	74	0	0	0	0	12	11	0	23	264	273	0	537	
93	78	90	0	168	18	22	0	40	17	15	0	32	3	0	0	3	18	30	0	48	1	0	0	1	10	5	0	15	145	162	0	307	
99	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
A2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
AD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
KF	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
PS	0	2	0	2	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	1	0	0	1	1	3	0	4
Totals:	2097	2428	4	4529	785	844	0	1629	1404	1516	0	2920	23	37	1	61	396	455	0	851	24	13	0	37	260	244	1	505	4989	5537	6	10532	
% Totals:	20%	23%	0%	43%	7%	8%	0%	15%	13%	14%	0%	28%	0%	0%	0%	1%	4%	4%	0%	8%	0%	0%	0%	0%	2%	2%	0%	5%	47%	53%	0%		

Grade	Gender				District		Full Time		Full Time	Share Time		Share Time
	Total	F	M	X	Home	Out-Of	Reg	Sp-Ed	Self Contained	Reg	Sp-Ed	Self Contained
00	655	320	335	0	655	0	592	31	32	0	0	0
01	711	351	360	0	710	1	596	63	52	0	0	0
02	733	352	381	0	733	0	623	67	43	0	0	0
03	732	350	382	0	732	0	625	62	45	0	0	0
04	726	349	377	0	726	0	602	74	50	0	0	0
05	777	363	414	0	777	0	650	60	67	0	0	0
06	762	350	412	0	762	0	626	56	80	0	0	0
07	768	372	395	1	768	0	636	63	69	0	0	0
08	717	349	368	0	717	0	604	56	57	0	0	0
09	826	365	460	1	825	1	662	66	98	0	0	0
10	788	372	415	1	787	1	659	59	70	0	0	0
11	753	350	402	1	753	0	635	56	62	0	0	0
12	736	336	398	2	736	0	594	52	90	0	0	0
60	0	0	0	0	0	0	0	0	0	0	0	0
90	538	264	274	0	538	0	467	33	38	0	0	0
93	307	145	162	0	307	0	281	11	15	0	0	0
A1	0	0	0	0	0	0	0	0	0	0	0	0
A2	0	0	0	0	0	0	0	0	0	0	0	0
KF	0	0	0	0	0	0	0	0	0	0	0	0
PS	4	1	3	0	4	0	2	2	0	0	0	0
Totals:	10533	4989	5538	6	10530	3	8854	811	868	0	0	0

Education Topic Areas

Pursuant to the NJDOE communication guidelines, the Bayonne Board of Education continues to ensure that all students are provided with consistent communication services, equitable access to instruction for all students, and maintaining access to nutritious food for our students are themes that have remained at the forefront of our continuity of service/care:

- **We Are Zeroing in on High-Quality Learning.** In this new environment, we will not be able to replicate the face-to-face classroom perfectly. Accordingly, teachers will adjust the quantity and type of work they assign as they assess student work and progress. *The goal is quality of learning opportunities*--prioritizing essential skills, knowledge and content mastery, and student engagement. We want students to be thinking deeply within each discipline and feeling invested in their learning tasks. Teachers will create meaningful, engaging assignments and assessments that require students to use higher-level thinking and problem-solving skills and to grapple with complex material appropriate to their development.
- **Human Relationships Are (Still) Central.** Connecting involves more than being visible; it means engaging with students with empathy and compassion, in whatever format, so that everyone feels supported and valued. Teachers will connect frequently with students through district-approved platforms: a simple note of encouragement via email, a recorded video message, a class "snack and chat" on Google Classroom, a "real-time" lesson on Google Meet, or any number of creative means.
- **Direct Instruction Will Take Place Each Week.** Teachers will provide direct instruction each week through Google Meet, video, or a slide deck with voice over, so that they are able to introduce new content and guide learning while offering the appropriate scaffolding for students. They will complement this with assignments that involve independent self-paced work.
- **Timely Feedback, Self-Reflection and Goal-Setting Enable Growth.** High-quality feedback is where the real learning takes place in an online environment. Just as in a face-to-face classroom context, students need opportunities for reflecting on the learning process, including setting goals and identifying steps and strategies to reach those goals, in order to become independent learners

Continuity of Learning

The Bayonne Board of Education ensures that the continuity of learning addresses key considerations: Designing for Unique Needs of All Students. Instructional design, course design and plans for support must be aligned with the skill level of age groups and abilities, including students with disabilities and English Language Learners, to the greatest extent possible.

Orientation/preparation is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure true continuity and accessibility. Ensuring Accessibility. Not all students may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged school closure or student absence. Therefore, it is important to offer a variety of methods of learning.

Preparing for Short- and Long-Term School Closures. Tools that might be useful during the short-term might not work for long-term closures. School emergency management and continuity planning teams must assess which sets of tools work best for their schools and/or districts based on the anticipated length of closure, current resources available, student access, and grade level.

The District's Remote Instruction Plan addresses three key areas:

- Conditions for Virtual Learning;
- Continuity of Virtual Learning; and
- Planning for Virtual Learning and Returning to In-Person Learning

Synchronous vs. Asynchronous Learning

Synchronous Learning (real-time) requires all participants to be present at the same time, virtually. This is two-way, real-time/live instruction between teachers and students. Examples: Live interactive classes with students and teachers participating in real-time, teacher supported work time on video conference calls, scheduled and timed online tests.

Synchronous Learning Student Expectations

Students will attend school daily on a designated schedule by course and absences will be documented. Students will commit to attending virtual class at a designated schedule and actively participate in learning activities as if they were attending class in person. Students are required to adhere to the Student Code of Conduct just as they would during in-person attendance, as well as adhere to the Virtual Student Code of Conduct provided. In-person grading and GPA policies will be in effect, including policies for late work.

Asynchronous Learning Student Expectations

Asynchronous Learning (self-paced) does not require all participants to be virtually present at the same time. Instruction is self-guided student instruction provided on-demand and can include prerecorded video lessons, independent game-based learning tasks, or pre-assigned work/assessments. Examples: Self-paced online courses with intermittent teacher instruction, pre-assigned work with formative assessments within the learning management system (Schoology), watching pre-recorded videos of instruction with guided support from instructors.

Conditions of Virtual Learning

Social Emotional Learning (SEL)/ Mental Health and Wellness. SEL will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Our counselors will offer social-emotional strategies and lessons for all students, in-person or through e-Learning, that will be accessible for families, too.

Social emotional learning (SEL) will be critical during remote or virtual instruction. To this end, the Bayonne Public School District will support the social and emotional well-being and learning needs of the students and staff. We acknowledge the potential trauma that staff and Bayonne Public students have faced during the COVID-19 school closures and are prepared to consult with mental health professionals to support staff and students if future closures arise.

Multi-Tiered Systems of Support (MTSS). MTSS is a systematic approach to prevention, intervention, and enrichment in grades K through 12 for academics and behavior that offers educators and families a mechanism to identify individual students who need extra support. Our District maintains its I&RS Team (Intervention and Referral Services Team) during virtual learning. The District also maintains and delivers all support and related services, including gifted and talented / 2E education. English language services: maintained delivery and students would be rescreened upon return to determine gaps and exiting. Additionally, our Child Study Team will conduct evaluations upon return to in-person learning to prepare students with necessary supports.

Harassment, Intimidation, and Bullying Virtual Plan. In accordance with the Bayonne Board of Education School Policy 5512, all Harassment, Intimidation and Bullying (HIB) reports will be investigated as they are received. Reports will be made via the Initial Incident Report Google form; which can be found on all the schools' home pages as well as the Bayonne School District's home page. The alert will be sent to the hib@bboed.org email; which will be monitored by the district's Anti-Bullying Coordinator. School counselors will be able to view the responses to the Google Form and therefore, be able to conduct HIB investigations. Investigations will be conducted via email and phone conference as needed. All investigations will be completed within ten school days. The Final Written Report will be sent to the Superintendent via email, and it will be presented at the next scheduled Bayonne Board of Education meeting.

Instructional Approach

For the majority of the instructional day, students will be connected with their teacher in synchronous learning. Woven into each learning block will be asynchronous blocks of learning to allow for the teacher to work in small groups and one-on-one with students. To allow for this to occur, digital tools have been integrated to provide for a differentiated approach to teaching and learning. Each of these digital applications provides for personalized learning and an instantaneous feedback loop between teacher and student.

Differentiation of Instruction. Bayonne Board of Education School District consistently utilizes differentiated models for instruction.

Assessment of and for Learning. Student learning achievement continues to be monitored regularly via data collected through student completion of assignments online. This data is used to provide summative assessment information and to inform future teaching and learning.

Professional Development Opportunities. Trainings will be provided as supported in the district and school development plans for administrators, counselors and certified school staff.

Ensuring Equity and Access

Students and families will be prepared and informed concerning times, schedules, and daily expectations for groups as it will have already been predetermined and communicated with parents. All students will be prepared with materials, supplies, and technology needed at home. Daily instructional work, time interacting with teachers, and lessons will be a minimum of four (4) hours a day. All parents will receive daily communication through email/Schoology/and/or other modalities. Students are required to hand in work virtually and assessments and learning are done at home independently or in individual virtual meetings with a teacher.

Equitable Access to Technology. Accessibility. A connectivity and technology survey will be sent to the families at the beginning of each school year. If a family indicates they need support for connectivity services, every effort will be made to gain access. Should a family not have access to the Internet, the school will provide supporting information/services to address families of need.

Technology. Maintain the safe and productive operation of district technology infrastructure, including but not limited to the LAN, WAN, and virtual network; educational devices and software; and radio and telecommunications during an incident. Assure the activities necessary to develop and maintain standard operating procedures for all technology systems and ensure that disaster recovery plans and security schemes are in place. Assure that all necessary and required information is accessible on the district and each school's website when it is needed and in a manner that complies with district expectations and public image. Maintain software and hardware inventories, licensing, warranties, purchasing, support partnerships, and shared services and assure that all software systems identified for utilization in the teaching and learning continuity plan are fully operational for staff and students.

Chromebook/ Device Access. In the event of an emergency closure, all students in grades K-12 have/will have access to district owned devices (K-2 - HP Touchscreen devices, grades 3-8 HP G8, grades 9-12 HP G9 devices).

Students in grades Kindergarten through 8 will have daily access to classroom devices and can voluntarily request to take the device to and from school each day. In the event of an emergency, arrangements will be made to get in-school devices home to students.

Staff will be provided with the appropriate technology to deliver quality remote/virtual instruction.

Certificated teaching staff are provided laptops upon their hiring in the district. Business office and school-based employees will be provided with remote access to their school computers to ensure essential school functions can continue without disruption.

Support tickets for any issues related to the Chromebooks, Apps, or other online resources can be submitted by students or parents/guardians and staff using a link on the district website. Every attempt will be made to resolve issues remotely. However, if this is not possible, the Information Technology team will schedule a time for a replacement device to be picked up.

Considerations of Learning

Ensuring the continuity of learning would be critically important during a time of anticipated stress for families, educators, and students. The move to a fully virtual learning environment happens quickly and creates significant challenges for staff and students, particularly students already considered at-risk prior to a closure. School officials will work closely with their stakeholders to ensure decisions are made collaboratively and transparently. Attention should be given to all students including, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Teachers will use the online platform they regularly use in class to deliver instruction and to have real-time interaction with students. Teachers are required to virtually log in to their classrooms at the start of the day and remain available to communicate with students throughout the entire school day. Teachers must upload lessons for the day, with appropriate modifications for varying subgroup of students, so that an ample window of opportunity to view the lesson, work on the assignment, and submit their work is provided. Teachers have been instructed to utilize formative assessment techniques on a daily basis. Administrators will monitor teacher activity and address any problems they may encounter. Guidance counselors/case managers will reach out by phone to any student who does not appear to be “attending” class; they will also continue to work on course selection with students.

Attendance. Student participation and attendance issues during challenging times have created the need to offer assignment-based attendance postings. Schoology, telephone, email, and other ways have been integrated during this crisis. The emphasis on flexibility, leniency, and measuring online/paper & pencil engagements is at the central front of the process.

In the event that the district is required to transition to remote learning, the instructional length of the school day will follow the length of the regular in-person instructional school day, ensuring compliance with N.J.A.C. 6A:32-8.3 and local attendance policies. Moreover, students will be afforded the same quality and scope of instruction and other educational services through live, direct instruction and independent/guided learning.

Students and teachers will follow their in-person schedules.

- Instruction will primarily be delivered through live, direct instruction via video streaming platforms such as Schoology. Opportunities for independent/guided learning will be incorporated as appropriate into each class’s schedule to ensure students have time to engage in learning off-screen.
- Teachers will utilize Schoology as the platform for posting assignments and communicating with students and families in all grades.
- Support services (ESL, Basic Skills, Reading Specialists) staff members will utilize their own modality sessions to service students.

Assessments and Accountability. Students are accountable for the attendance, assignments, and behavior in the same manner as if they would be in a traditional brick and mortar setting. Teachers, professionals, and all stakeholders involved play a unique role in supporting the process of student growth of academic and health and mental wellness.

Scheduling. The New Jersey Department of Education (NJDOE) has mandated that school districts’ virtual or remote learning plans must allow for at least 4 hours of instruction each day. School district policies for attendance and instructional time will be aligned with in-person policies. Students will follow

their current in-person schedules during remote or virtual instruction. This will allow for consistency for students and staff.

Monitor and plan for absenteeism

- The District will review the usual absenteeism patterns during virtual or remote instruction among both students and staff.
- Staff will be expected to report to their classrooms daily and to teach students remotely from their classrooms unless their school or the entire district must be shut down.
- Monitor absenteeism of employees, cross-train staff, and create a roster of trained back-up staff.
- Administration will work closely with our staffing substitute provider, ESS, to provide professional development opportunities for all potential substitute teachers to ensure that they are equipped to teach students remotely.

Supporting Students with Diverse Needs: Special Education and English Language Learners

The Bayonne Public School Special Education Department is committed to implementing students' Individual Education Plans to the greatest extent possible in a remote learning environment.

Accommodations and modification options for English language learners are embedded in the daily classroom lessons. ELL teachers will be accessible to students, teachers, and families via electronic communications, virtual, remote, or other online platforms. ELL teachers will plan collaboratively with classroom teachers, as well as participate in live instruction. ELL teachers will support students via small group and individual live meetings, as needed. Additionally, they will maintain communication with ELL families and offer additional support as needed. Translators, as well as translated written school communication, will be provided as needed.

Special Education Virtual Plan In-class Resource students district wide will follow the Educational Contingency Virtual Plan for the general education students. Modifications will be added to the daily lessons by the inclusion teacher for students with Internet access via Schoology or ClassDojo. Students who do not have Internet access, an Off-Line Plan will be provided by the teacher and will be accompanied by modifications and accommodations. Self-contained LD and BD students will be provided daily instruction by their teacher via Schoology or ClassDojo. An Essential Elements Document will be provided to all instructional staff for students participating in the DLM Assessment.

CST'S will also be conducting determination meetings to determine if CST evaluations are deemed necessary. If an initial or re-evaluation both with and without assessments was determined prior to the close of school, the CST will conduct assessments either in part or in its entirety based on the appropriateness of the evaluation tool. Counselors in the Special Education Department will also conduct face to face sessions as deemed appropriate. District BCBA's will conduct face to face sessions/support to parents and students as deemed appropriate.

Food Service and Distribution. The Bayonne Public School District will consult the New Jersey Department of Agriculture for additional information regarding compliance with Child Nutrition Program rules and regulations. The Bayonne Board of Education will coincide with state governing bodies to ensure that proper protocols are being reviewed and fortified.

Food Service Plan

- Identify all students participating in food service program
- Plan for each student/ guardian to pick up meals at our school location
- Pick-up/ delivery schedule shared with families for planning purposes

Maintenance and Custodial Staff. The Bayonne School District is following the below cleaning protocol for all buildings. Below are our custodial staff procedures for risk mitigation and germ control. Assure that appropriate actions are taken to minimize the risk of viral transmission in school facilities to the greatest extent possible. • Assure that all facilities can reliably function as part of community response efforts (e.g., a building used as an isolation facility). • Minimize the time required to restore facilities to their normal use. • All schools are provided with an EPA registered disinfectant to effectively treat all touch points in all areas of the building. • All schools are provided with a hydrogen peroxide-based all surface cleaner to effectively clean light to heavily soiled and greasy surfaces. • Evening custodial staff at each building clean touch points throughout the building and then apply disinfectant to eliminate cross-contamination from treated surfaces. • Sprayers and pressured cleaning guns to disinfect area • Custodial staff maintains an open line of communication with the principal to identify areas of the building that require enhanced cleaning based on the number of staff and students that have reported illness. • Custodial staff are on extra duties to maximize our district wide approach to clean our buildings. • All HVAC units district-wide that require air filters are routinely changed and serviced per an established preventative maintenance schedule. • Hand soap is checked and stocked for staff and students' use each day and readily available at each sink throughout the district. • Hand sanitizer is checked and stocked in designated areas throughout the district where there is not a sink readily available. • Restrooms are cleaned and disinfected throughout the school day • Microfiber cleaning cloths are color-coded and used for custodial cleaning to eliminate cross-contamination and produce effective cleaning results.

School Reopening

When determined by the Department of Health, or other designee appointed by the Commissioner of Education or Governor, that it is safe to return to school we will reopen our schools. The Superintendent or designee will make an announcement via social media, robocall, and email to advise all student/guardians that the schools have been reopened.

Additional Considerations

- Transportation will be provided to school(s) not affected by emergency virtual or remote instruction.
- BOE approved co-curricular activities and athletics may occur remotely for the affected school(s) through virtual meetings/workouts.
- School(s)/bus(es) affected by the closure will encounter a deep cleaning, disinfection and sanitization process.
- The Superintendent will maintain regular communication with the local health department.
- Students will be provided with enrichment opportunities/accelerated learning opportunities virtually, as needed and as assigned by the teacher.
- Counseling services will be provided in a virtual setting and online resources will be made available to staff, students and the school community to assist with the social and emotional health of staff and students.
- Title I Extended Learning Programs will be provided virtually if applicable.
- If the district meets the qualification of a 21st Century Community Learning Center Program, resources will be provided virtually to the school community.
- Intervention services and resources will be provided virtually to students requiring credit recovery.
- Other extended student learning opportunities will be provided to the school community virtually and/or electronically.
- District will provide resources available to families exhibiting childcare needs.
- District will provide communication to the school community regarding programming.

References

Kroshus E, Hawrilenko M, Tandon PS, Christakis DA. Plans of US parents regarding school attendance for their children in the fall of 2020: a national survey. *JAMA Pediatric*. Published online August 14, 2020. doi:[10.1001/jamapediatrics.2020.3864](https://doi.org/10.1001/jamapediatrics.2020.3864)

[ArticleGoogle Scholar](#)

King CL, Chow MYK, Wiley KE, Leask J. Much ado about flu: a mixed methods study of parental perceptions, trust and information seeking in a pandemic. *Influenza Other Respir Viruses*. 2018;12(4):514-521.

Council on School Health. Role of the school nurse in providing school health services. *Pediatrics*. 2016;137(6):e20160852. doi:[10.1542/peds.2016-0852](https://doi.org/10.1542/peds.2016-0852)[Google Scholar](#)

Winter A. Experts to Congress: health pandemic will worsen racial disparities in public education. NC Policy Watch. Published June 24, 2020. Accessed July 23, 2020. <http://www.ncpolicywatch.com/2020/06/24/experts-to-congress-health-pandemic-will-worsen-racial-disparities-in-public-education/>

Dorn E, Hancock B, Sarakatsannis J, Viruleg E. COVID-19 and student learning in the United States: the hurt could last a lifetime. McKinsey & Company. Published June 2020. Accessed July 23, 2020. <https://www.mckinsey.com/~media/McKinsey/Industries/Public%20Sector/Our%20Insights/COVID-19%20and%20student%20learning%20in%20the%20United%20States%20The%20hurt%20could%20last%20a%20lifetime/COVID-19-and-student-learning-in-the-United-States-FINAL.pdf>

Centers for Disease Control and Prevention. Health equity considerations and racial and ethnic minority groups. Updated July 24, 2020. Accessed July 24, 2020. <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/racial-ethnic-minorities.html>

National Center for Education Statistics. Students with disabilities. Updated May 2020. Accessed July 25, 2020. https://nces.ed.gov/programs/coe/indicator_cgg.asp

Kuo DZ, Houtrow AJ; Council on Children with Disabilities. Recognition and management of medical complexity. *Pediatrics*. 2016;138(6):e20163021. doi:[10.1542/peds.2016-3021](https://doi.org/10.1542/peds.2016-3021)[PubMedGoogle Scholar](#)