Bayonne School District
Emergency Action Plan
COVID-19

REVISED PLAN APRIL 7, 2020
Central Office Administration

Mr. John J. Niesz
Superintendent of Schools
(201) 858-5817
jniesz@bboed.org
Fax (201) 858-6289

Mr. Kenneth Kopacz
Assistant Superintendent of Personnel
(201) 858-5847
kkopacz@bboed.org
Fax (201) 339-7431

Dr. Dennis C. Degnan
Assistant Superintendent of Curriculum & Instruction
(201) 858-5565
ddegnan@bboed.org
Fax (201) 437-0873

Mr. Daniel Castles
School Business Administrator
(201) 858-5560
dcastles@bboed.org
Fax (201) 858-5599

Mr. Thomas Fogu, Jr.
Assistant School Business Administrator
(201) 858-5560
tfogu@bboed.org
Fax (201) 858-5599
Bayonne Board of Education Trustees

Maria Valado
Board President
www.mvalado@bboed.org

Christopher Munoz
Board Vice President
cmunoz@bboed.org

Michael Alonso
Board Trustee
malonso@bboed.org

Denis Wilbeck
Board Trustee
dwilbeck@bboed.org

Joseph Broderick
Board Trustee
jbroderick@bboed.org

Lisa Burke
Board Trustee
lburke@bboed.org

Jodi Casais
Board Trustee
jcasais@bboed.org

Jan Patrick Egan
Board Trustee
jegan@bboed.org

Ava Finnerty
Board Trustee
afinnerty@bboed.org

Gary Maita
Board Secretary
gmaita@bboed.org
Dear Bayonne Community,

This emergency closing preparedness plan will help our community navigate a prolonged school closing. We cannot predict if and when a prolonged closing of the Bayonne School District may occur. We can stand ready for any type of emergency.

We also would like to remind our community that our website, [www.bboed.org](http://www.bboed.org), remains a valuable resource to find answers to many of your questions.

**In the event of a prolonged emergency school closing you will find in this plan the City of Bayonne School District Educational Contingency Plan.**
# Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Directory Plan</td>
<td>6</td>
</tr>
<tr>
<td>Educational Contingency Plan</td>
<td>7</td>
</tr>
<tr>
<td>Virtual Plan</td>
<td>8</td>
</tr>
<tr>
<td>Off-Line Plan</td>
<td>9</td>
</tr>
<tr>
<td>Attendance Virtual Plan and Off-Line Plan</td>
<td>10</td>
</tr>
<tr>
<td>School Counseling Services Plan</td>
<td>11</td>
</tr>
<tr>
<td>Protocol School Open</td>
<td>11</td>
</tr>
<tr>
<td>Protocol School Closed</td>
<td>12</td>
</tr>
<tr>
<td>Social and Emotional Virtual Plan</td>
<td>13</td>
</tr>
<tr>
<td>Harassment, Intimidation, and Bullying Virtual Plan</td>
<td>13</td>
</tr>
<tr>
<td>Protocol School Resumes</td>
<td>14</td>
</tr>
<tr>
<td>Special Education Virtual Plan</td>
<td>15</td>
</tr>
<tr>
<td>Maintenance and Custodial Staff</td>
<td>16</td>
</tr>
<tr>
<td>School Reopening</td>
<td>17</td>
</tr>
<tr>
<td>Appendix A – Off-Line Plan</td>
<td>18</td>
</tr>
<tr>
<td>A.1 Core Off-Line Plan</td>
<td>18</td>
</tr>
<tr>
<td>A.2 ESL Off-Line Plan</td>
<td>296</td>
</tr>
<tr>
<td>A.3 Elective Off-Line Plan</td>
<td>329</td>
</tr>
</tbody>
</table>
## Resource Directory Plan

<table>
<thead>
<tr>
<th>Contact</th>
<th>Resource</th>
</tr>
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<tbody>
<tr>
<td><a href="mailto:hib@bboed.org">hib@bboed.org</a></td>
<td>Report a harassment, intimidation, or bullying situation</td>
</tr>
<tr>
<td><a href="mailto:techsupport@bboed.org">techsupport@bboed.org</a></td>
<td>Assistance with remote learning platforms</td>
</tr>
<tr>
<td><a href="mailto:specialeducation@bboed.org">specialeducation@bboed.org</a></td>
<td>Special Education question, concerns, or issues</td>
</tr>
<tr>
<td><a href="mailto:guidance@bboed.org">guidance@bboed.org</a></td>
<td>Graduation, course selection, or counseling needs</td>
</tr>
<tr>
<td><a href="mailto:foodservice@bboed.org">foodservice@bboed.org</a></td>
<td>Food service questions or concerns</td>
</tr>
<tr>
<td><a href="mailto:security@bboed.org">security@bboed.org</a></td>
<td>Security questions or concerns</td>
</tr>
<tr>
<td><a href="mailto:maintenance@bboed.org">maintenance@bboed.org</a></td>
<td>Custodial questions or concerns</td>
</tr>
</tbody>
</table>

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](#).
Educational Contingency Plan

In the event of a New Jersey Department of Health / New Jersey Department of Education district and or school closure; teachers and staff members will continue their job responsibilities remotely.

The Bayonne Public School District is committed to providing a “thorough and efficient” education for our students. To ensure a continuity of instruction and proactive preparation all teachers from grades Pre-K to 2 have established ClassDojo accounts while grades 3 to 8 have established Google Classrooms. Transitioning to online and remote instruction is a significant adjustment for everyone in the Bayonne Public School District. Minimizing the disruption to our students is our priority.

It is our intention to move forward, providing a continuity of services remotely via our Virtual Plan for grades Pre-K to 2 for with the ClassDojo App grades 3 to 12 by way of Google Classroom. This plan will also include accommodations for our Special Service, ELL, and at-risk learners. There are a small percentage of students without Internet and devices at the elementary level that will require a secondary plan. An Off-Line Plan has been created to keep those students on task during a closure by providing reinforcement to already acquired skills. We are fortunate at the Bayonne Board of Education that we made the investment to provide 1:1 Chromebooks for all students in grades 3 through 12.
Virtual Plan

Overview:

Students in grades 3-12 have permission to take home their school issued Chromebook. Teachers in grades PreK - 2 will provide instruction and communication through ClassDojo and teachers in grades 3-12 will provide instruction and communication through Google Classroom.

- Teachers will be posting daily attendance check-ins in both platforms; as well as, daily assignments.
- Staff, parents for grades PreK to 2 students, and students in grades 3 to 12 are expected to check into the platform multiple times throughout the course of day to complete assignments.
- Teacher online check-in hours are 9:30 AM, 11:30 AM, and 1:30 PM.

Technology support will be available during normal business hours remotely via email, Google Hangouts. The Technology Department has also posted many technical support videos for staff, students and parents to help navigate the different platforms used for virtual learning.
Off-Line Plan

Thirty-day (30) Off-Line Plan(s) have been created to keep those students on task during a closure providing reinforcement to already acquired skills.

Off-Line Plans can be found at the end of this document in Appendix A:

APPENDIX A – Off-Line Plan

A.1 Core – Off-Line Plan
  o ELA, Math, Social Studies, and Science
  o Grades Pre-K
  o Grades K to 8

A.2 Elective Off-Line Plan
  o Physical Education, Art, Music, and Technology
  o Grades K to 8

A.3 ESL Off-Line Plan
  o Walter F. Robinson Community School English Language Learners
  o Grades K to 8
**Attendance**

**Virtual Plan:**

Teachers will be required to follow their daily instructional program as if the students were still sitting in front of them. A daily attendance post will track teacher and student attendance every morning by 9:30 AM. Students should respond by 10:00 AM in the affirmative (First and Last Name) and will be marked present for the day (Please modify as students check in for the day and complete classroom assignments). Transfer your attendance to Realtime (by homeroom in elementary and class / course in high school). Next steps would be providing your daily task (writing task, technology piece, embedded video) and checking in at the mandatory times of **9:30 AM, 11:30 AM, and 1:30 PM** to provide support and upload additional assignments, learning activities, resources, etc. This is your accountability piece.

**Off-line Plan:**

Teachers will be required to review students’ work upon return back to traditional school day. Teachers will be responsible to grade student’s packets and hence create either a numeric grade for the work completed or a pass/fail option. Students’ will work independently in their home environment on a remote basis in an effort to complete the offline packets.
School Counseling Services Plan

Protocol School Open

Social Emotional Plan
School Counselors will ensure student wellness by providing support services on a variety of mental health concerns related to the pandemic. Services will be provided via individual and group sessions while school is in session.

Addressing Stigma
Stigma can affect people, places, or things. It occurs when people associate a risk with something specific—like a minority population group—and there is no evidence that the risk is greater in that group than in the general population. Stigmatization is especially common in disease outbreaks.

Example: A 2002 outbreak of severe acute respiratory syndrome (SARS) in China caused global concern. Unfortunately, fear also led to a great deal of stigma. Although there were no associated cases of SARS in America, many citizens began to avoid Chinatowns and other Asian - American communities including Japanese, Korean, and Vietnamese peoples - throughout the United States because they believed those groups were at greater risk for spreading SARS.

Stigmatized groups may suffer psychologically and economically. They may be subjected to:
- Social avoidance or rejection
- Denial of healthcare,
- education, housing, or employment
- Physical violence

Stigmatizing minority groups may also distract people from focusing on the real risks in a crisis situation. When only part of a population is perceived as being affected, others may incorrectly believe they are not at risk. By assuming they are safe, majority population groups may not take important public health precautions, unintentionally compromising their own health and well-being.

Crisis communicators must work to counter stigmatization during a disaster. Messages should reinforce real risks through accurate information and awareness. Images should reflect all people who are susceptible to getting sick. Ideally, public health messages will proactively address possible stigma before it begins. However, prepared communicators should be ready to challenge any negative stigmatizing behaviors that do emerge.
Protocol School Closed

School Counseling Virtual Plan

To ensure our students are prepared for college and any other challenges our students may have. During the closure of our school, parents and students may should contact our counseling department by emailing their questions/concerns to guidance@bboed.org or email their counselor.

School Counselor Responsibilities:
- Counselors will check, monitor, and respond to voice messages and email messages on a daily basis.
- Counselors will maintain their counseling logs/calendars as a written record of their communication.

Post-Secondary Transition:
In an effort to ensure students are able to transition to postsecondary schools without issues, high school counselors will continue to work with students via Google Classroom.

Counseling Services:
School Counselors will provide support via email and phone conferences, if warranted, to address relevant concerns.

Section 504:
School Counselors will monitor and provide additional support as per the student’s individual plan.

Counseling Related Services:
Students receiving counseling as a related service will receive their missed counseling sessions over the summer during Extended School Year (ESY).
Social and Emotional Virtual Plan

To ensure the social and emotional well-being of our students. During the closure of our school, parents and students should contact our counseling department by emailing their questions/concerns to guidance@bboed.org or email their counselors.

Counselors will be responsible for monitoring and responding to GoGuardian emails. GoGuardian is a filtering and monitoring program for student devices on and off campus:

- The Bayonne Police Department will provide wellness checks if needed.
- School Counselors will be responsible for providing psychological aide to staff and students via voicemails and emails.
- Counselors will direct individuals to the proper resources within the community.
- Students who are experiencing suicidal thoughts will be referred directly to the Bayonne Police Department.

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 school’s home pages as well as the Bayonne School Districts 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.
Protocol School Resumes

Promote students, faculty, and staff mental well-being during the event via in-services, individual and group counseling sessions:
- Assessment of functioning and needs of students via referral system.
- Follow up with referrals.
- Follow up with students who called in/made contact during response.
- Stabilization groups will be conducted for students who cannot cope in the classroom setting.
- Coping groups will be conducted for the purpose of preventing post-traumatic stress.
- Conduct seminars for parents related to support, information, and referral services.

Managing Fears and Anxiety around Coronavirus
As information about Coronavirus unfolds, there can be a wide range of thoughts, feelings and reactions. Below is some helpful information.

Common Reactions: Please recognize that there can be a wide range of reactions and that over the next few days or weeks you may experience periods of:
- Difficulty concentrating and sleeping
- Anger
- Hyper-vigilance to your health and body
- Anxiety, worry, panic
- Feeling helplessness
- Social withdrawal

Ways to Manage Fears and Anxieties:

*Get the facts.* Stay informed. For further information, see the dedicated CDC website. [https://www.cdc.gov/coronavirus/2019-ncov/summary.html](https://www.cdc.gov/coronavirus/2019-ncov/summary.html). *Keep things in perspective.* Limit worry and agitation by lessening the time you spend watching or listening to upsetting media coverage. Although you will want to keep informed — especially if you have loved ones in affected countries — remember to take a break from watching the news and focus on the things that are positive in your life and things you have control over. *Be mindful of your assumptions about others.* Someone who has a cough, or a fever does not necessarily have coronavirus. Self-awareness is important in not stigmatizing others in our community. *Stay healthy.* Adopting healthy hygienic habits such as washing your hands with soap and water or an alcohol-based hand sanitizer, frequently, and certainly after sneezing or before/after touching your face or a sick person. Cover your mouth and nose with a tissue or your sleeve (not your hands) when coughing or sneezing. Avoid touching your eyes, nose and mouth. Avoid contact with others who are sick and stay home while sick. *Keep connected.* Maintaining social networks can help maintain a sense of normalcy, and provide valuable outlets for sharing feelings and relieving stress. *Seek additional help.* Individuals who feel an overwhelming worry or anxiety can seek additional professional mental health support. You may call your school counselor (who will be available as usual when school is open and via phone and email if school is closed).
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 Google Classroom 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 Google Classroom or ClassDojo. If a student does not have Internet access, the teacher will have access to all grade level Off-Line Plans as they also instruct utilizing the general education instructional materials and texts. Student modifications and accommodations will be provided.

Multi-Sensory Reading Specialists will provide daily learning activities for those students with Internet access. Students without Internet access will be provided with an Off-Line Plan which will address 3 key areas for reinforcement of skills. A parent letter and work packet will accompany this plan.

Self-contained, Autistic/MD, and Pull-Out students with Internet access will be provided with daily learning activities via Google Classroom or ClassDojo. Students without Internet access will be provided with an Off-Line Plan consisting of learning activities developed specifically for each student as their needs are quite diverse.

Speech, Occupational Therapy, and Physical Therapy students with Internet access will be provided learning activities via Google Classroom or ClassDojo. Students who do not have Internet access will be provided an Off-Line Plan to meet their specific skill development.

Students receiving counseling services will be offered make-up sessions.

A Google Classroom and ClassDojo help document will be shared with all instructional staff. A bank of modifications and accommodations will be provided to all instructional staff. An Essential Elements Document will be provided to all instructional staff for students participating in the DLM Assessment.
Special Education Virtual Plan Addendum April 7, 2020

- Face to face therapy sessions as deemed appropriate
- Child Study Team will conduct virtual annuals review meetings as well a reevaluation. There will be no assessments administrated.
- A possible transition towards face-to-face academic instruction if the need arises to ensure FAPE compliance.

**Accommodations and Modifications COVID-19 Plan**

### Kindergarten - Grade 2 Accommodations / Modifications

- Break assignments into segments and shorter tasks
- Reduce the number of concepts presented at one time
- Use visual aides such as charts and graphs
- Utilize manipulatives, hands-on activities
- Reading assistance in content areas
- Modify reading assignments
- Modify writing assignments
- Familiarize students with new vocabulary before beginning the lesson
- Allow additional time to complete work
- Use of aides (calculator, computer, etc.)
- Review, restate, repeat directions
- Provide repetition/practice
- Allow students to give answers orally

### Grade 3 - Grade 5 Accommodations / Modifications

- Break assignments into segments / shorter tasks
- Review, restate, and repeat directions
  - Reduce the number of questions/length of assignments
- Modify writing assignments
- Assign tasks at an appropriate level
- Provide additional/extended time as needed
- Provide clear, concise directions, expectations, and concrete examples
- Model expectations
- Frequent questioning
- Check the progress of student work
- Audio provided for reading assistance when available
- Allow for oral response
- Allow use of a calculator
• Allow students to make corrections for additional credit

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<tr>
<th>Grade 6 - 8 Accommodations / Modifications</th>
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<tr>
<td>• Provide clear, concise directions and concrete examples for homework/class work assignments</td>
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<td>• Review, restate and repeat directions</td>
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<tr>
<td>• Frequently check on progress of independent work</td>
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<tr>
<td>• Reduce content objectives</td>
</tr>
<tr>
<td>• Reduce the amount of work presented at one time</td>
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<tr>
<td>• Assign tasks at an appropriate reading level</td>
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<tr>
<td>• Modify reading assignments</td>
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<tr>
<td>• Reading assistance via audio book/out loud when available</td>
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<tr>
<td>• Use word banks</td>
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<tr>
<td>• Minimize essay questions</td>
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<tr>
<td>• Modify writing assignments</td>
</tr>
<tr>
<td>• Extended time on assignments</td>
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<tr>
<td>• Allow students to make corrections</td>
</tr>
<tr>
<td>• Grade determined through collaboration of general/special education teacher</td>
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<tr>
<td>• Allow calculator</td>
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<thead>
<tr>
<th>Grade 9 - 12 Accommodations / Modifications</th>
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<tbody>
<tr>
<td>• Assign tasks at an appropriate reading level</td>
</tr>
<tr>
<td>• Break assignment into segments of shorter tasks</td>
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<tr>
<td>• Reduce the number of concepts presented at one time</td>
</tr>
<tr>
<td>• Use word banks</td>
</tr>
<tr>
<td>• Minimize essay questions</td>
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<tr>
<td>• Modify writing assignments</td>
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<tr>
<td>• Extended time on assignments</td>
</tr>
<tr>
<td>• Allow students to make corrections</td>
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<tr>
<td>• Familiarize student with any new vocabulary before beginning the lesson</td>
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<tr>
<td>• Frequently check on progress</td>
</tr>
<tr>
<td>• Monitor the student’s comprehension</td>
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<tr>
<td>• Utilize manipulatives and hands-on activities</td>
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<tr>
<td>• Review, restate and repeat directions</td>
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<tr>
<td>• Provide repetition and practice</td>
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- Highlight important concepts to be learned in text of material
- Allow use of aids (calculator, computer, etc...)
- Scribe student’s responses if necessary
- Allow oral responses if appropriate
- Seat student in area free of distraction
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:

- 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 as 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.

- All busses in transportation are cleaned and disinfected on a daily basis utilizing the same effective cleaning chemicals used in our schools.

- All buses handrail, seat buckles, and seat are disinfected in after each use
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.