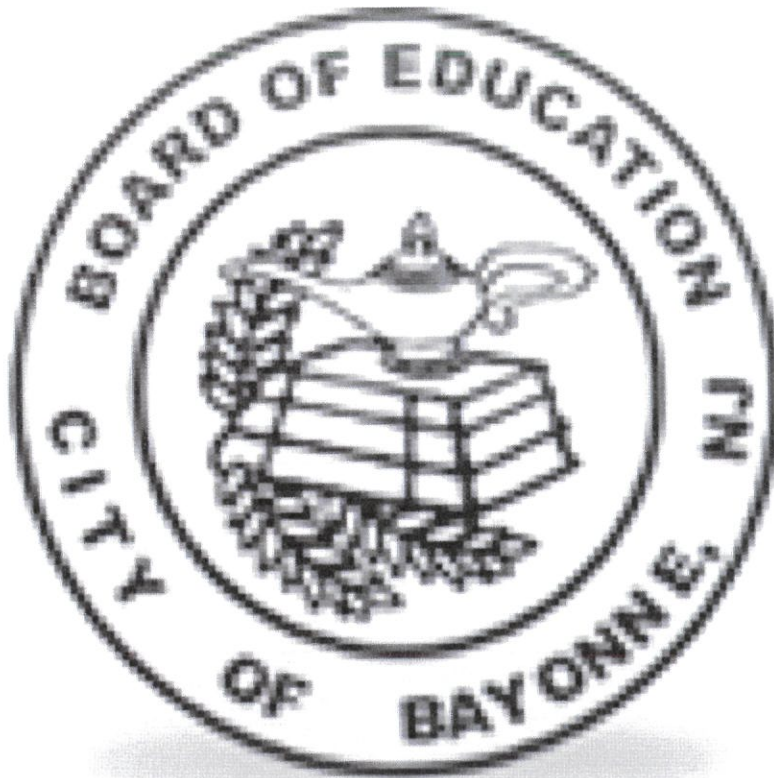


# Bayonne Public School District

## Emergency Virtual or Remote Instruction Plan –

### Safe Return Plan

School Year : 2025-2026



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## Resource Directory

### Contact

### Resource

[hib@bboed.org](mailto:hib@bboed.org)

Report a harassment, intimidation, or bullying situation

[techsupport@bboed.org](mailto:techsupport@bboed.org)

Assistance with remote learning platforms

[specialeducation@bboed.org](mailto:specialeducation@bboed.org)

Special Education question, concerns, or issues

[guidance@bboed.org](mailto:guidance@bboed.org)

Graduation, course selection, or counseling needs

[foodservice@bboed.org](mailto:foodservice@bboed.org)

Food service questions or concerns

[security@bboed.org](mailto:security@bboed.org)

Security questions or concerns

[maintenance@bboed.org](mailto: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](#).

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## Emergency Virtual or Remote Instruction Plan – Safe Return Plan

School Year: 2025-2026

### **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 four phases of emergency management as its foundational guide. These phases are: 1. Mitigation/Prevention - Ongoing 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:

School EthnicX Summary by Grade, Race and Sex - Report 21020  
All Schools for Date: 06/06/2025

### GRAND TOTALS

Grade	Asian				Black or African American				Hispanic or Latino				American Indian or Alaska Native				Multiple Categories Reported				Native Hawaiian or Other Pacific Islander				White				All			Total
	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	
3F	19	32	0	51	37	21	0	58	103	75	0	178	3	1	0	4	13	12	0	25	0	1	0	1	70	59	0	129	245	201	0	446
	4.3	7.2	0	11.4	8.3	4.7	0	13	23.1	16.8	0	39.9	0.7	0.2	0	0.9	2.9	2.7	0	5.6	0	0.2	0	0.2	15.7	13.2	0	28.9	54.9	45.1	0	100
4F	41	24	0	65	51	42	0	93	95	101	0	196	0	2	0	2	12	9	0	21	0	2	0	2	135	126	0	261	334	306	0	640
	6.4	3.8	0	10.2	8	6.6	0	14.5	14.8	15.8	0	30.5	0	0.3	0	0.3	1.9	1.4	0	3.3	0	0.3	0	0.3	21.1	19.7	0	40.8	52.2	47.8	0	100
KF	41	35	0	76	41	61	0	102	119	99	0	218	4	0	0	4	15	13	0	28	0	0	0	0	159	151	0	310	379	359	0	738
	5.6	4.7	0	10.3	5.6	8.3	0	13.8	16.1	13.4	0	29.5	0.5	0	0	0.5	2	1.8	0	3.8	0	0	0	0	21.5	20.5	0	42	51.4	48.6	0	100
01	30	36	0	66	69	59	0	128	94	82	0	176	1	5	0	6	19	15	0	34	1	2	0	3	189	158	0	347	403	357	0	760
	3.9	4.7	0	8.7	9.1	7.8	0	16.8	12.4	10.8	0	23.2	0.1	0.7	0	0.8	2.5	2	0	4.5	0.1	0.3	0	0.4	24.9	20.8	0	45.7	53	47	0	100
02	28	28	0	56	65	65	0	130	78	79	1	158	3	0	0	3	18	24	0	42	0	3	0	3	165	157	0	322	357	356	1	714
	3.9	3.9	0	7.8	9.1	9.1	0	18.2	10.9	11.1	0.1	22.1	0.4	0	0	0.4	2.5	3.4	0	5.9	0	0.4	0	0.4	23.1	22	0	45.1	50	49.8	0.1	100
03	31	27	0	58	47	65	0	112	105	93	0	198	3	1	0	4	18	21	0	39	3	0	0	3	176	166	0	342	383	373	0	756
	4.1	3.6	0	7.7	6.2	8.6	0	14.8	13.9	12.3	0	26.2	0.4	0.1	0	0.5	2.4	2.8	0	5.2	0.4	0	0	0.4	23.3	22	0	45.2	50.7	49.3	0	100
04	31	31	0	62	53	56	0	109	116	98	0	214	4	2	0	6	19	9	0	28	1	3	0	4	168	177	0	345	392	376	0	768
	4	4	0	8.1	6.9	7.3	0	14.2	15.1	12.8	0	27.9	0.5	0.3	0	0.8	2.5	1.2	0	3.6	0.1	0.4	0	0.5	21.9	23	0	44.9	51	49	0	100
05	34	33	0	67	65	53	0	118	123	119	0	242	1	1	0	2	12	8	0	20	0	1	0	1	162	150	0	312	397	362	0	762
	4.5	4.3	0	8.8	8.5	7	0	15.5	16.1	15.6	0	31.8	0.1	0.1	0	0.3	1.6	1	0	2.6	0	0.1	0	0.1	21.3	19.7	0	41	52.1	47.9	0	100
06	34	29	0	63	51	51	0	102	152	137	0	289	1	0	0	1	14	15	0	29	0	2	0	2	165	140	0	305	417	374	0	791
	4.3	3.7	0	8	6.4	6.4	0	12.9	19.2	17.3	0	36.5	0.1	0	0	0.1	1.8	1.9	0	3.7	0	0.3	0	0.3	20.9	17.7	0	38.6	52.7	47.3	0	100
07	38	24	0	62	67	53	0	120	131	138	0	269	0	1	0	1	17	13	0	30	1	2	0	3	181	132	0	313	435	363	0	798
	4.8	3	0	7.8	8.4	6.6	0	15	16.4	17.3	0	33.7	0	0.1	0	0.1	2.1	1.6	0	3.8	0.1	0.3	0	0.4	22.7	16.5	0	39.2	54.5	45.5	0	100
08	29	28	0	57	55	52	0	107	142	142	0	284	1	1	0	2	9	14	1	24	0	2	0	2	170	141	0	311	406	380	1	787
	3.7	3.6	0	7.2	7	6.6	0	13.6	18	18	0	36.1	0.1	0.1	0	0.3	1.1	1.8	0.1	3.1	0	0.3	0	0.3	21.6	17.9	0	39.5	51.6	48.3	0.1	100
09	27	24	0	51	69	50	1	120	129	133	0	262	2	1	0	3	12	12	0	24	1	2	0	3	141	115	0	256	381	337	1	719
	3.8	3.3	0	7.1	9.6	7	0.1	16.7	17.9	18.5	0	36.4	0.3	0.1	0	0.4	1.7	1.7	0	3.3	0.1	0.3	0	0.4	19.6	16	0	35.6	53	46.9	0.1	100
10	38	24	0	62	73	56	0	129	169	137	0	305	5	2	0	7	12	15	1	28	2	3	0	5	157	124	1	282	456	361	2	819
	4.6	2.9	0	7.6	8.9	6.8	0	15.8	20.6	16.7	0	37.4	0.6	0.2	0	0.9	1.5	1.8	0.1	3.4	0.2	0.4	0	0.6	19.2	15.1	0.1	34.4	55.7	44.1	0.2	100
11	24	20	0	44	64	56	0	120	108	124	0	232	1	3	0	4	7	14	0	21	2	1	0	3	146	111	1	258	352	329	1	682

School EthnicX Summary by Grade, Race and Sex - Report 21020  
All Schools for Date: 06/06/2025

Grade	Asian				Black or African American				Hispanic or Latino				American Indian or Alaska Native				Multiple Categories Reported				Native Hawaiian or Other Pacific Islander				White				All			Total
	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	T	M	F	X	
TOTALS	462	421	0	883	875	799	1	1675	1804	1679	1	3484	31	22	0	53	200	203	2	405	14	24	0	38	2358	2029	2	4389	5744	5177	6	10927
	4.2	3.9	0	8.1	8	7.3	0	15.3	16.5	15.4	0	31.9	0.3	0.2	0	0.5	1.8	1.9	0	3.7	0.1	0.2	0	0.4	21.6	18.6	0	40.2	52.6	47.4	0.1	100

**District Enrollment Report - Report 1095**  
**Bayonne School District - Current School Year**  
**Enrollment Date: 06/06/2025**  
**Including Shared-time Students**

Code	School	Jr	Kr	KP	01	02	03	04	05	06	07	08	09	10	11	12	PG	AD	JK	KK	KK	Tot
01	Bayonne High School												669	758	648	666						2739
18	Henry E. Hains Community School		41	60	60	62	70	83	66	80	82	66										670
02	Philip G. Vroom Community School	12	42	48	42	40	33	27	50	52	41	48										435
03	Walter F. Robinson Community School		37	85	98	92	95	109	104	101	107	114										942
04	Mary J. Donohoe Community School	3	48	46	50	47	48	51	53	54	47	54										501
05	Lincoln Community School	14	54	55	43	50	52	49	46	46	43	50										502
06	Horace Mann Community School		67	70	60	61	73	75	69	73	83	74										705
08	William Shemin Midtown Community School		98	111	122	95	118	116	122	124	124	135										1166
09	Washington Community School		55	69	72	77	87	81	89	70	80	70										690
10	Woodrow Wilson Community School	24	75	77	80	70	72	70	74	72	73	73										760
12	John M. Bailey Community School		28	70	78	67	72	70	75	78	70	57										665
14	Nicholas Oresko Community School		39	46	46	50	50	52	27	34	35	32										411
16	Bayonne Alternative High School												46	50	32	67						195
PREK	Pre-K Students	380	53																			433
PREEVAL	Pre-Evaluation Students	13	2																			15
OOD	Out-of-District Students		1	1	4		3	5	5	4	7	12	4	12	2	14						74
NONPUBLIC	Non-Public Students				5	3	2		2	3	6	2		1								24
	<b>High School Totals:</b>													715	806	680	733					2934
	<b>Out-of-District Totals:</b>		1	1	4		3	5	5	4	7	12	4	12	2	14						74
	<b>Pre School Totals:</b>	380	53																			433
	<b>Non-Public Totals:</b>				5	3	2		2	3	6	2		1								24
	<b>Community School Totals:</b>	53	584	737	751	711	751	763	755	784	785	773										7447
	<b>Pre-Evaluation Totals:</b>	13	2																			15
	<b>Out of District Totals:</b>	393	56	1	9	3	5	5	7	7	13	14	4	13	2	14						546
	<b>In District Totals:</b>	53	584	737	751	711	751	763	755	784	785	773	715	806	680	733						10361

## 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.** 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 (Google Classroom), 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.

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.

**New Jersey Tiered System of Supports (NJTSS).** NJTSS 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 support.

**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.

## 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.

## 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/Google Classroom 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.** 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 (PreK touchscreen tablets, grades K-12 Chromebooks).

During in-person instruction, 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 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. Google Classroom, 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 Google Classroom. 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 Google Classroom 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 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 Board of Education Special Education Department is committed to implementing students' Individual Education Plans to the greatest extent possible in a remote learning environment.

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 students will be provided daily instruction by their teacher via Google Classroom or ClassDojo. An Essential Elements Document will be provided to all instructional staff for students participating in the DLM Assessment.

CST'S will continue to conduct ID and Eligibility 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 assigned to classified students, as well as BCBA's will also conduct face to face sessions/support to parents and students as deemed appropriate. 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. The district does and will continue to provide training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country (e.g. refugee, asylee). This training will take place individually, in small groups, and via online platforms. These particular areas are part of the District's 2025-2026 Professional Development Plan.

**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 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.

#### 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.

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