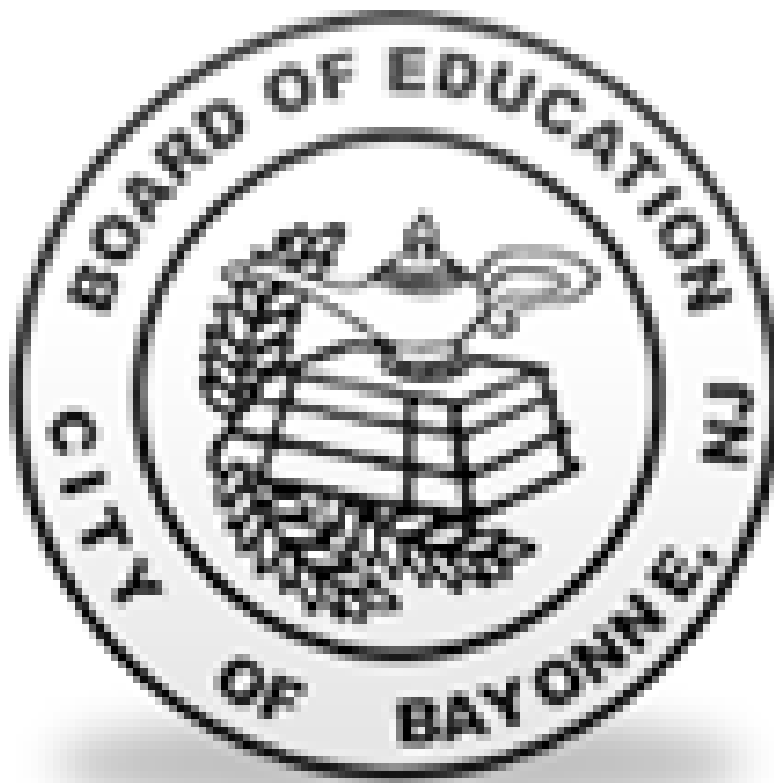


Bayonne Public School District

Emergency Virtual or Remote Instruction Plan –

Safe Return Plan

School Year: 2026-2027



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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 questions, concerns, or issues

guidance@bboed.org

Graduation, course selection, or counseling needs

cafepayschools@bboed.org

Food service questions or concerns

security@bboed.org

Security questions or concerns

maintenance@bboed.org

Custodial questions or concerns

For any instructional questions, please email your building principal. You can find the principals' email addresses via the Bayonne Board of Education website.

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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 that include 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 that 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 that fosters learning, inclusivity, and positive youth development, resulting 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: 06/04/2026

GRAND TOTALS:

	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
Grade	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	Total
3F	31	41	0	72	26	27	0	53	95	83	0	178	2	1	0	3	23	23	0	46	1	1	0	2	86	67	0	153	264	243	0	507
	6.1	8.1	0	14.2	5.1	5.3	0	10.5	18.7	16.4	0	35.1	0.4	0.2	0	0.6	4.5	4.5	0	9.1	0.2	0.2	0	0.4	17	13.2	0	30.2	52.1	47.9	0	100
4F	29	40	0	69	39	36	0	75	129	92	0	221	3	2	0	5	30	21	0	51	0	1	0	1	96	85	0	181	326	277	0	603
	4.8	6.6	0	11.4	6.5	6	0	12.4	21.4	15.3	0	36.7	0.5	0.3	0	0.8	5	3.5	0	8.5	0	0.2	0	0.2	15.9	14.1	0	30	54.1	45.9	0	100
KF	42	22	0	64	51	52	0	103	134	125	0	259	1	1	0	2	18	26	0	44	0	4	0	4	129	132	0	261	375	362	0	737
	5.7	3	0	8.7	6.9	7.1	0	14	18.2	17	0	35.1	0.1	0.1	0	0.3	2.4	3.5	0	6	0	0.5	0	0.5	17.5	17.9	0	35.4	50.9	49.1	0	100
01	39	33	0	72	41	62	0	103	114	103	0	217	2	1	0	3	25	18	0	43	0	0	0	0	163	147	0	310	384	364	0	748
	5.2	4.4	0	9.6	5.5	8.3	0	13.8	15.2	13.8	0	29	0.3	0.1	0	0.4	3.3	2.4	0	5.8	0	0	0	0	21.8	19.7	0	41.4	51.3	48.7	0	100
02	24	33	0	57	53	56	0	109	91	74	0	165	1	5	0	6	19	17	0	36	2	2	0	4	171	147	0	318	361	334	0	695
	3.5	4.7	0	8.2	7.6	8.1	0	15.7	13.1	10.6	0	23.7	0.1	0.7	0	0.9	2.7	2.4	0	5.2	0.3	0.3	0	0.6	24.6	21.2	0	45.8	51.9	48.1	0	100
03	32	26	0	58	55	57	0	112	79	86	0	165	3	0	0	3	23	31	0	54	0	3	0	3	156	157	0	313	348	360	0	708
	4.5	3.7	0	8.2	7.8	8.1	0	15.8	11.2	12.1	0	23.3	0.4	0	0	0.4	3.2	4.4	0	7.6	0	0.4	0	0.4	22	22.2	0	44.2	49.2	50.9	0	100
04	35	29	0	64	47	70	0	117	106	89	1	196	3	1	0	4	18	23	0	41	4	0	0	4	178	165	0	343	391	377	1	769
	4.6	3.8	0	8.3	6.1	9.1	0	15.2	13.8	11.6	0.1	25.5	0.4	0.1	0	0.5	2.3	3	0	5.3	0.5	0	0	0.5	23.1	21.5	0	44.6	50.8	49	0.1	100
05	31	36	0	67	51	49	0	100	124	97	0	221	4	2	0	6	22	17	0	39	1	3	0	4	172	168	0	340	405	372	0	777
	4	4.6	0	8.6	6.6	6.3	0	12.9	16	12.5	0	28.4	0.5	0.3	0	0.8	2.8	2.2	0	5	0.1	0.4	0	0.5	22.1	21.6	0	43.8	52.1	47.9	0	100
06	38	30	0	68	58	58	0	116	128	111	0	239	0	1	0	1	17	14	0	31	0	1	0	1	158	149	0	307	399	364	0	763
	5	3.9	0	8.9	7.6	7.6	0	15.2	16.8	14.5	0	31.3	0	0.1	0	0.1	2.2	1.8	0	4.1	0	0.1	0	0.1	20.7	19.5	0	40.2	52.3	47.7	0	100
07	32	28	0	60	55	54	0	109	149	134	0	283	0	2	0	2	20	20	0	40	0	2	0	2	158	141	0	299	414	381	0	795
	4	3.5	0	7.6	6.9	6.8	0	13.7	18.7	16.9	0	35.6	0	0.3	0	0.3	2.5	2.5	0	5	0	0.3	0	0.3	19.9	17.7	0	37.6	52.1	47.9	0	100
08	39	25	0	64	63	48	0	111	134	139	1	274	0	1	0	1	22	17	0	39	0	2	0	2	178	133	0	311	436	365	1	802
	4.9	3.1	0	8	7.9	6	0	13.9	16.7	17.3	0.1	34.2	0	0.1	0	0.1	2.7	2.1	0	4.9	0	0.2	0	0.3	22.2	16.6	0	38.8	54.4	45.5	0.1	100
09	27	25	0	52	67	51	0	118	147	149	0	296	1	1	0	2	11	15	0	26	0	3	0	3	156	124	0	280	409	368	0	777
	3.5	3.2	0	6.7	8.6	6.6	0	15.2	18.9	19.2	0	38.1	0.1	0.1	0	0.3	1.4	1.9	0	3.4	0	0.4	0	0.4	20.1	16	0	36	52.6	47.4	0	100
10	26	22	0	48	66	51	0	117	131	123	0	254	2	1	0	3	11	14	0	25	1	2	0	3	133	107	0	240	370	320	0	690
	3.8	3.2	0	7	9.6	7.4	0	17	19	17.8	0	36.8	0.3	0.1	0	0.4	1.6	2	0	3.6	0.1	0.3	0	0.4	19.3	15.5	0	34.8	53.6	46.4	0	100
11	37	26	0	63	68	47	0	115	154	130	0	284	2	2	0	4	13	18	0	31	2	3	0	5	150	117	2	269	426	343	2	771
	4.8	3.4	0	8.2	8.8	6.1	0	14.9	20	16.9	0	36.8	0.3	0.3	0	0.5	1.7	2.3	0	4	0.3	0.4	0	0.7	19.5	15.2	0.3	34.9	55.3	44.5	0.3	100
12	23	22	0	45	71	57	0	128	122	126	0	248	1	3	0	4	10	15	1	26	2	1	0	3	161	112	1	274	390	336	2	728

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School EthnicX Summary by Grade, Race and Sex - Report 21020
All Schools for Date: 06/04/2026

	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
	3.2	3	0	6.2	9.8	7.8	0	17.6	16.8	17.3	0	34.1	0.1	0.4	0	0.6	1.4	2.1	0.1	3.6	0.3	0.1	0	0.4	22.1	15.4	0.1	37.6	53.6	46.2	0.3	100
TOTALS	485	438	0	923	811	775	0	1586	1837	1661	2	3500	25	24	0	49	282	289	1	572	13	28	0	41	2245	1953	3	4199	5698	5166	6	10870
	4.5	4	0	8.5	7.5	7.1	0	14.6	16.9	15.3	0	32.2	0.2	0.2	0	0.5	2.6	2.7	0	5.3	0.1	0.3	0	0.4	20.7	17.9	0	38.6	52.4	47.5	0.1	100

District Enrollment Report - Report 1095
Bayonne School District - Current School Year
Enrollment Date: 06/04/2026
Including Shared-time Students

Code	School	3P	4P	5P	01	02	03	04	05	06	07	08	09	10	11	12	PG	AD	3H	4H	5H	Tot
01	Bayonne High School												728	639	721	659						2747
18	Henry E. Harris Community School		41	61	52	58	65	74	79	74	80	82										666
02	Philip G. Vroom Community School	10	28	47	41	30	32	40	35	49	56	46										414
03	Walter F. Robinson Community School			78	88	89	97	96	92	96	104	105										845
04	Mary J. Donohoe Community School	12	43	46	50	47	45	50	51	51	49	44										488
05	Lincoln Community School	12	55	45	53	40	51	51	50	45	44	45										491
06	Horace Mann Community School		61	61	69	60	56	76	82	69	72	84										690
08	William Shemin Midtown Community School		86	107	124	113	107	124	133	129	135	119										1177
09	Washington Community School		39	71	70	66	76	77	64	65	70	87										685
10	Woodrow Wilson Community School	22	38	103	77	63	62	75	70	76	72	76										734
12	John M. Bailey Community School		29	68	66	75	74	62	74	68	70	63										649
14	Nicholas Oresko Community School		35	49	55	46	39	40	38	34	35	35										406
16	Bayonne Alternative High School												34	46	39	56						175
PREK	Pre-K Students	432	143																			575
PREEVA L	Pre-Evaluation Students	19	3																			22
OOD	Out-of-District Students		2	1	1	4	2	1	5	4	5	9	14	5	10	13						76
NONPU B	Non-Public Students				2	4	2	3	3	3	3	7	1		1							29
MLI	Multilingual Intake Center								1													1
	High School Totals:												762	685	760	715						2922
	Out-of-District Totals:		2	1	1	4	2	1	5	4	5	9	14	5	10	13						76
	Pre School Totals:	432	143																			575
	Non-Public Totals:				2	4	2	3	3	3	3	7	1		1							29
	Community School Totals:	56	455	736	745	687	704	765	768	756	787	786										7245
	Pre-Registration Totals:								1													1
	Pre-Evaluation Totals:	19	3																			22
	Out of District Totals:	451	148	1	3	8	4	4	8	7	8	16	15	5	11	13						702
	In District Totals:	56	455	736	745	687	704	765	769	756	787	786	762	685	760	715						10168

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. Social-Emotional Learning (SEL) remains an essential component of supporting the well being of students and staff during any period of extended emergency remote or virtual instruction. The Bayonne Public School District is committed to addressing the social and emotional needs of students and staff should school closures or emergency situations require a transition to virtual learning.

In the event of an extended period of remote or virtual instruction, the District's Social Emotional Counselors will be available to provide virtual support services to students. Counselors may meet with students through approved virtual platforms to offer social emotional strategies, coping skills, emotional support, and resources designed to promote student well being and resilience. These services will be provided in accordance with district policies and procedures governing virtual learning environments. Additionally, the District is prepared to assist students, families, and staff in accessing appropriate outside mental health resources and supports when needed.

New Jersey Tiered System of Supports (NJTSS). During periods of remote or virtual instruction, the District will fully maintain the New Jersey Tiered System of Supports (NJTSS) framework across grades K through 12 by administering a remote universal screening tool to identify individual needs, tier students, and deliver targeted academic and behavioral interventions. Alongside virtual NJTSS implementation, the Intervention and Referral Services (I&RS) Team will continue to conduct meetings and action plans via videoconference. At the same time, all specialized instruction, including related services, Gifted and Talented/2E education, and English language services, will continue via remote delivery. To address potential learning gaps and finalize long-term student accommodations, English Language Learners will be rescreened, and the Child Study Team will conduct formal educational evaluations immediately upon the return to in-person learning.

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 may be submitted using the 338 Form, which can be found on the Bayonne Board of Education District website. The completed form must be submitted to the student's building Principal via email so that an investigation can begin in accordance with district procedures and state regulations. School counselors will 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 the 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 that 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 the needs of families.

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 ensure 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 (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 with 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, 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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