

MIDLAND PARK PUBLIC SCHOOL DISTRICT

Midland Park, New Jersey

Godwin School

Highland School

Midland Park Jr./Sr. High School

County Code: 03

District Code: 3170

Submitted: July 30, 2020

SCHOOL REOPENING PLAN, SEPTEMBER 2020



Home of the Panthers

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MIDLAND PARK PUBLIC SCHOOLS
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Overarching Objective

The Midland Park School District is committed to its Mission Statement: *The Midland Park School District as part of a strong, dedicated community, provides its students with a comprehensive, adaptive education aligned to 21st century knowledge and skills needed for success in college and career. The district maximizes all resources to empower students to realize their individual worth and responsibility, with the expectation they achieve the New Jersey state standards at all grade levels.*

Equitable Access to Instruction The district has ensured that all students have equitable access to instruction.

Digital Divide

The district conducted a student/family survey and determined that 100% of students had access to technology resources and sufficient network access for a distance learning program. Only one student did not have technology resources at home. The district swiftly provided it for the student prior to the onset of the school closure.

Reopening Plan Duration

This plan will cover the time period beginning September 1, 2020 with an indeterminate end date. The plan will remain in effect and be continually re-evaluated based on NJDOE directives/mandates, Executive Orders of the Governor, and health and safety information from the local Board of Health.

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Full-Time Virtual Learning Option

The district will provide unconditional eligibility for full-time virtual learning for parents who prefer to opt-out of any in-person learning for their children. Parents who wish to submit requests for a full-time virtual learning program will be provided with procedures for this process. This guidance will include defined deadlines for the submittal of opt-out requests.

Reopening Taskforce/Pandemic Response Committee

Areas of Focus:

- Conditions for Learning
- Leadership and Planning
- Continuity of Learning

Reopening Taskforce/Pandemic Response Committee Members/Titles
<i>Ms. Danielle Bache, Godwin School Principal</i>
<i>Ms. Ann Marie Bruder, Director of Special Services</i>
<i>Mr. Nicholas Capuano, Midland Park Jr./Sr. High School Principal</i>
<i>Dr. Marie Cirasella, Superintendent</i>
<i>Mr. Scott Collins, Supervisor of Buildings & Grounds</i>
<i>Ms. Karen Corcoran, School Nurse</i>
<i>Ms. Maureen Fister, MPEA President</i>
<i>Mr. Richard Formicola, MPBOE President</i>
<i>Mr. Michael Gaccione, Midland Park Jr./Sr. Assistant Principal</i>
<i>Mr. Peter Galasso, Highland School Principal</i>
<i>Ms. Stacy Garvey, Business Administrator</i>
<i>Ms. Kathleen LoCascio, BCSS HIP/SHIP Principal</i>
<i>Mr. David Marks, MPEA Vice President</i>
<i>Chief Michael Powderly, Midland Park Police Department</i>
<i>Mr. Michael Rau, Office of Emergency Management Coordinator</i>

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Reopening Taskforce/Pandemic Response School-Based Subcommittees

Areas of Focus:

- School-Specific Scheduling
- Social Distancing Issues
- All School-Based Conditions and Continuity of Learning

Godwin Reopening Taskforce/Pandemic Response School-Based Subcommittee
<i>Danielle Bache, Principal</i>
<i>Christine Carr, Media Specialist</i>
<i>Laura Derwin, Parent Representative</i>
<i>Lauren Fenning, School Nurse</i>
<i>Crystal Fernandez, PK Teacher</i>
<i>Kristie Fucarino, Gr. 1 Teacher</i>
<i>Loreto Georghiou, Music Teacher</i>
<i>Suzanne Kelly, BSI Teacher</i>
<i>Mallory Lieberman, K Teacher</i>
<i>Diana Ragone, K Teacher</i>
<i>Ashley Schweiderek, Gr. 2 Teacher</i>
<i>Patti Sicree, Speech Teacher</i>
<i>Michael Winters, MPEA Representative</i>

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Highland Reopening Taskforce/Pandemic Response School-Based Subcommittee
<i>Jenna Abballe, Gr. 4 Teacher</i>
<i>Eileen Brown, Gr. 3 Teacher/MPEA Representative</i>
<i>Michele Callesano, Secretary to the Principal</i>
<i>Christine Carr, Media Center Teacher</i>
<i>Steve Ferro, Gr. 6 Teacher</i>
<i>Peter Galasso, Principal</i>
<i>Loreto Georghiou, Music Teacher</i>
<i>Maureen O'Hara, BSI Teacher</i>
<i>Lori Thiemann, Gr. 5 Teacher</i>

MPHS Reopening Taskforce/Pandemic Response School-Based Subcommittee
<p><i>Administrators (3)</i> <i>Nick Capuano- Jr. Sr. High Principal</i> <i>Michael Gaccione – Assistant Principal/Athletic Director</i> <i>Melissa Brockway – SHIP Supervisor</i></p>
<p><i>Teachers (19)</i> <i>Maureen Fister – PE teacher/MPEA President</i> <i>David Marks – Music teacher/MPEA Vice President</i> <i>Danielle Vandenberghe – Math/Computer teacher</i> <i>Deb Marks – Physics Teacher</i> <i>Jason Whelpley – Gr. 8 Science Teacher/ELL teacher/I&RS Coordinator</i> <i>Teresa Mallon – Gr. 7 Science Teacher</i> <i>Constantine Eliopoulos – Social Studies, Psychology Teacher/Coach</i> <i>Nancy Stewart – Social Studies teacher</i> <i>Hanora Bellucco – Economics Teacher</i> <i>Paul Marino – Gr. 8 Social Studies Teacher/Student Government Advisor</i> <i>Jacqueline Goodell – Gr. 7 Social Studies Teacher</i> <i>Yana Seminara – Teacher</i> <i>Therese Seiders – Special Education Teacher</i> <i>Nancy DeRitter – Science, Special Education Teacher</i></p>

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<i>Eileen Ietto – Speech Therapist</i> <i>Hayley Devereaux – Art Teacher</i> <i>Teresa Wecht – English Teacher</i> <i>Karen Corcoran – School Nurse</i> <i>Beth Kasbarian- Representative for Continuing Education</i>
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<i>PTA Executive Board (5)</i> <i>Mrs. Balala</i> <i>Mrs. Rosso</i> <i>Mrs. DeMarco – Former PTA President</i> <i>Mrs. Schaefer- Current PTA President</i> <i>Mrs. Cornetta</i>
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<i>MPPD Lt. Greg Kasbarian – Town representative/MPPD Officer</i>

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District Demographic Information

District Address	Midland Park Board of Education 250 Prospect Street Midland Park, New Jersey 07432 (201) 444-1400
Superintendent of Schools	Marie C. Cirasella, E.D.
Grade Levels	PK-12
Total Student Population	1100
Schools	Godwin School, Grades PK-2 Highland School, Grades 3-6 Midland Park Jr./Sr. High School, Grades 7-12
STUDENT COUNTS	
Pre-School	16
Homeless	0
Migrant LSE	0
Students with Disabilities	161
English Language Learners (ELLs)	16
Number of Free & Reduced Lunch Students	105

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MINIMUM DISTRICT STANDARDS RELATIVE TO CONDITIONS FOR LEARNING

COMPLIANCE

1. District will comply with Center for Disease Control (CDC), state, and local guidelines to the greatest extent possible and relative to guidance provided in the NJDOE document, "The Road Back: Restart and Recovery Plan for Education."
2. District will provide reasonable accommodations for staff and students at higher risk for serious illness and promote behaviors that reduce spread, i.e., social distancing, use of face masks, and frequent hand washing.'
3. District will establish a policy for safely and respectfully screening students and employees for symptoms of COVID-19 and history of exposure. Those with symptoms must be safely and respectfully isolated from others. District will notify health officials, staff and families of any confirmed COVID-19 cases while maintaining confidentiality.
4. School shall establish a safe process for entrance to the school building, one that will facilitate the mandated screening requirement for students, staff, and visitors.
5. District will strive for social distancing within the classroom. If schools are unable to maintain this physical distance, additional modifications will be required, i.e., turning desks to face the same direction and requiring all students to wear face masks.
6. Contact Tracing: identified staff shall be provided with information on the role of contact tracing in keeping the community safe from the spread of contagious diseases. District shall collaborate with the local health department to develop contact tracing procedures and to educate the community on this aspect of disease control.
7. Transportation: district shall attempt to maintain social distancing while transporting students on buses and adopt best practices for cleaning and disinfecting vehicles. If social distancing is not possible, student must wear face masks while on buses.
8. District will continue to adhere to existing required cleaning practices and procedures and immediately implement any new specific requirements of the local health department as they arise.

FACE COVERINGS

1. School staff and visitors are required to wear face coverings, unless doing so would inhibit the individual's health or if the individual is under two years of age.
2. Students are required to wear face coverings at all times, unless doing so would inhibit the student's health. District acknowledges that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

INSTRUCTIONAL DAY

1. District will minimize the use of shared objects, ensure adequate ventilation of indoor facilities, prepare and maintain hand sanitizing stations, and ensure students wash hands frequently.
2. Meals: schools will establish lunch procedures that comply with minimum district guidelines. District will discontinue family-style, self-service, and buffet-style dining.
3. Schools will establish the process and location for students and staff health screenings, including providing physical guides (tape on floors, signage, etc.) to help ensure social distancing. When social distancing is not possible, face masks will be required.

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4. Recess and Physical Education: outdoor spaces will be appropriately marked off to ensure adequate separation between students. Playground and other shared equipment will be disinfected between uses. Locker rooms will be closed—students will be directed to wear comfortable clothing and safe footwear enabling them to participate in physical education classes without needing to change.
5. School Culture and Climate: District will ensure the creation of a positive school climate and culture to optimize the learning process and improve conditions for learning by prioritizing the health and emotional well-being of students and staff; assessing school climate to identify vulnerabilities and implement evidence-based strategies; and planning to sustain instruction on social norms, relationship building, and behavioral expectations.
6. Social Emotional Learning (SEL): District will prepare for the potential trauma students and staff have faced during the COVID-19 school closures and will address such challenges through establishing routines and ensuring clear communication, prioritizing well-being, supporting students and staff in feeling safe and connected, ensuring staff members integrate SEL into instruction.
7. Extracurricular Activities/Use of School Facilities Outside of School Hours: such activities must comply with district social distancing and hygiene requirements.

BEFORE AND AFTER SCHOOL CARE PROGRAMS

District will continue its programs in this area and consider additional steps in the reopening process, including communicating school schedules to licensed childcare providers in the area outside of district programs, and supporting families in need of quality childcare when needed.

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MINIMUM DISTRICT STANDARDS RELATIVE TO LEADERSHIP AND PLANNING

District will develop a reopening plan using collaborative methods, i.e., engaging key stakeholders, such as local emergency officials and health staff, surveying school families and staff to attain feedback and learn perspectives. District will establish sub-committees at the school level, chaired by the Principal, to increase focus on specific school-based issues and needs. District will remain prepared to pivot to virtual instruction at any time during the 2020-2021 school year.

PANDEMIC RESPONSE TEAM

The current district Taskforce members will also form the District Pandemic Response Team, with each principal chairing a school-based Pandemic Response Team and serving as the liaison to the district team. Members of each school’s Crisis Response Team may serve in this capacity.

SCHEDULING

1. The district’s reopening plan accounts for resuming in-person instruction. Scheduling decisions will be informed by evaluation of the health and safety standards and the most up to date guidance from New Jersey Department of Health (NJDOH).
2. District is prepared to implement in-person and hybrid learning models if needed, and is also prepared to shift back to virtual learning models if circumstances change and those guidelines can no longer be met.
3. District will share its scheduling plans with staff, families, and students at least four weeks before the start of the school year in order to allow families to plan child care and work arrangements. Virtual learning will continue to be guided by P.L. 2020, c.27 and the district’s updated emergency closure school preparedness plan if schools are required to deliver instruction through a fully virtual environment during limited periods throughout the school year due to a local or statewide public health emergency.
4. District will abide by N.J.A.C. 6A:32-8.3, and ensure that a school day shall consist of not less than four hours, except that one continuous session of two and one-half hours may be considered a full day in kindergarten.
5. District and school policies for attendance and instructional contact time will ensure the state requirements for a 180-day school year are met
6. District will lead with the health, safety, and wellness of students and staff as the top priority; maintain the continuity of learning; facilitate equity and ease of access to communications and resources; and engage key stakeholders in the process.

STUDENT ATTENDANCE

District will ensure student attendance is tracked through current district systems; consideration will be provided to students experiencing difficulties due to COVID-19-related issues, using creative, flexible methods.

STAFFING

District will ensure teachers understand expectations and are supported in the attainment of them. Teachers will be held accountable for student learning. District will comply with all applicable employment laws, including ADA and HIPAA, and all applicable state law, and will consult with local bargaining unit representatives and board counsel as needed.

ATHLETICS

District will adhere to that which is provided under Executive Order 149: high school sports under the jurisdiction of the NJSIAA may resume only in accordance with reopening protocols issued by NJSIAA and cannot resume earlier than June 30, 2020. The New Jersey State Interscholastic Athletic Association (NJSIAA) has established a COVID-19 Medical Advisory Task Force (MATF) responsible for providing the NJSIAA with guidance to allow New

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Jersey high school student-athletes to return to athletics as soon and as safely as possible. The NJSIAA has marked the initial step toward a fall season return to high school sports with the release of initial return to play guidelines for workouts during the summer recess period. According to the NJSIAA: *“If member schools wish, they may begin summer workouts on July 13; this phase will continue until at least July 26. Additional guidelines and specific timing for subsequent phases are pending, and details will be shared no less than two weeks before the next phase begins. Start dates for all fall sports remain unchanged, though NJSIAA continues to emphasize that all dates are subject to revision.”*

SPECIAL EDUCATION

District will continue to ensure identified students receive individual educational supports and related services as outlined in their IEP to meet their academic, social, emotional and/or therapeutic needs.

ENGLISH LANGUAGE LEARNERS

1. District will continue to ensure identified students receive individualized supports to meet their needs to be able to speak, read, listen, and write English in order to effectively learn and communicate. Administrators and teachers continue to monitor student progress and achievement in all areas. Multiple pathways to learning are considered to reduce communication barriers. Material and content is given in visual, written, auditory/oral, and kinesthetic methods. Domains: listening, speaking, reading, and writing are implemented during daily instruction.
2. Accommodations such as using alternative responses, use of pictures, provision of notes in advance, extended time, rephrasing of instructions, simplified verbal and written content, responses, or directions are considered. Students have access to dictionaries to use as reference tools. Supports are being offered before and after school hours to ensure understanding of complex concepts.

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MINIMUM DISTRICT STANDARDS RELATIVE TO POLICY AND FUNDING

FY20/FY21 BUDGETS AND FISCAL ACCOUNTABILITY PRACTICES

District had closed its FY20 budget year and has finalized its FY21 budgets. Because of the timing of the budget process, many of the activities listed below have not been, and cannot be, factored into either budget year without additional revenue outside the amount they anticipated for FY21 in February, and budget transfers that current statute does not authorize at the start of the school year. School Funding: the COVID-19 emergency has raised many questions and challenges regarding school district budgets and existing educational policies and practices. The anticipated decline in state and local revenue coupled with the institution of social distancing protocols has resulted in the district considering how to best reallocate existing revenue as well as the efficient deployment of new federal funds to support the continuance of instruction in the fall. District will consider if existing school finance and fiscal accountability policies and practices may need to be adjusted over the coming year to accommodate social distancing, virtual learning, or other requirements that arise in the post COVID-19 educational environment. Additionally, district may need to maintain operational flexibility to allow for pivoting among different instructional models based on how the infection spreads in New Jersey over the course of the 2020-2021 school year.

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND

The federal "Coronavirus Aid, Relief, and Economic Security" (CARES) Act established the Elementary and Secondary School Emergency Relief (ESSER) Fund to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19. Under the law, \$310.4 million has been allocated to New Jersey, the majority of which will in turn be provided to school districts as sub grants. Allocations to districts are based on their shares of Title I, Part A funding. District has completed a grant application through the NJDOE's EWEG System prior to June 19, 2020 and is eligible to receive its allocation. District submitted six assurances related to the receipt and use of CARES funding. District will view this federal funding as one-time, non-recurring revenue, and will consider dedicating these resources to non-recurring expenditures or replacing a short-term loss in revenue.

FEDERAL EMERGENCY MANAGEMENT AGENCY

Federal Emergency Management Agency – Public Assistance: the Federal Emergency Management Agency (FEMA) administers the Public Assistance program, which provides financial assistance to eligible applicants for a portion of costs incurred in responding to a declared emergency. Due to the COVID-19 pandemic, such an emergency declaration was made for the entire country on March 13, 2020. Under this program, FEMA will reimburse 75 percent of eligible expenses that are a direct result of the declared emergency. District may apply for assistance through the website maintained by the New Jersey Office of Emergency Management.

STATE SCHOOL AID

In the wake of the COVID-19 public health emergency, revenues have declined; as such, district is prepared to revise its budgets in their internal accounting records to reflect revised State aid amounts following the enactment of the appropriations act.

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PURCHASING

Purchasing will be made in accordance with State of NJ regulations for required PPE, sanitizing and cleaning supplies, and other products needed to support the district plan for in person student education, always keeping in mind that a shift in purchasing may occur if there is a change in the pandemic environment.

USE OF RESERVE ACCOUNTS, TRANSFERS, CASHFLOW

Currently the district does not have an emergency reserve account. After all other options are exhausted, the district will seek commissioner approval to use surplus reserve and reduce that amount below the allowable level of 2% of general budget. Transfers between accounts will be made to make purchases and initiate contacts necessary for in person student education and comply with Center for Disease Control (CDC), state, and local guidelines to the greatest extent possible and relative to guidance provided by the NJDOE, always keeping in mind that a shift in purchasing and contracting may occur if there is a change in the pandemic environment.

COSTS AND CONTRACTING

Contracting for goods and services will be made in accordance with the State of NJ regulations and based on needs of the District to comply with the plan. Due to the budgeting process and schedule, the FY2020-21 budget was already approved and now in place without consideration of costs related to pandemic compliance. The district has already made large shifts from the original focus of the 2020-21 budget to accommodate for costs associated with conducting regular board of education business and the reopening plan.

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MINIMUM DISTRICT STANDARDS RELATIVE TO CONTINUITY OF LEARNING

District will continue to meet its obligations to students with disabilities to the greatest extent possible, addressing the following in its reopening process: procedures for medically fragile students and students with physical or health impairments; communicating frequently with families of such students; IEP teams will review data/student progress to determine if critical skills were lost during the school closure period; IEP teams will consider the impact of missed services on student progress toward IEP goals and objectives and determine if additional or compensatory services are needed.

TECHNOLOGY AND CONNECTIVITY

The district conducted a student/family survey and determined that 100% of students had access to technology resources and sufficient network access for a distance learning program. Only one student did not have technology resources at home.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

1. District remains committed to the premise that all students deserve equitable access to a high-quality education. District will consider new approaches to customized learning and new types of partnerships with family members, caregivers, and community stakeholders. District will conduct thoughtful planning to provide necessary support for instructional shifts, approach digital technologies with the flexibility necessary to maximize student learning and enhance communication pathways, and foster an effective partnership approach with family members and caregivers.
2. District will encourage early collaboration between educators to ensure consistency across grades and content areas and provide sufficient time to prepare for necessary incorporation of new instructional techniques.
3. Instruction: district will ensure that instructional plans are flexible, promote innovation, and take advantage of the strengths of school leaders, teachers, students, and family members. In crafting an instructional plan, districts will develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (i.e., hybrid approaches to instruction, virtual learning, and expectations for interactions to ensure all students have access to high-quality instruction.
4. Assessment: districts will utilize best-practice strategies with respect to student assessment, including: conducting an inventory of sources of student performance data, i.e., formative classroom assessments (quizzes, exit slips, etc.), student observations, student self-assessments, district benchmark assessments, projects, etc.; formulate assessment hypotheses; develop an inventory of various assessment tools available and determine which would be most appropriate to utilize in order to evaluate student strengths and areas for improvement per the hypotheses made based on the available student performance data' develop an assessment strategy—create a strategy that test the hypotheses made based on the available student performance data and carry out carrying out instructional changes that are likely to increase student learning.
5. Loss of Learning: district will seek to structure curriculum to account for the loss of learning that may have resulted from the school closures, including not only the skills necessary to access grade-level material, but also content knowledge. Administrators and teachers will identify what unfinished learning needs to be addressed and implement accelerated learning practices. District will work with teachers to address unfinished learning from the 2019-2020 school year without engaging in an extended period of remediation at the start of the year.

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PROFESSIONAL LEARNING

District is commitment to the continuance of professional learning for leaders, staff, and parents in reopening schools, and intends to support schools in addressing difficulties resulting from school closures and in planning professional development for the new school year. District will seek to prepare and support educators in meeting the social emotional, health, and academic needs of all students.

CAREER AND TECHNICAL EDUCATION (CTE)

Students are enrolled in Career Education or Technical School shared time programs to continue their interests in their development of vocational opportunities and learning through hands-on experiences. Students attend Eastwick/Ho-Ho-Kus Campus, Bergen County Vo-Tech., and Midland Park High School Option II Program. Students who attend Eastwick/Ho-Ho-Kus Campus will be attending after their three class periods in Midland Park High School. Regardless of A or B days students are required to attend daily. If they are on an alternating schedule they must arrive at the High School to be available for the transportation to the Eastwick College.

Students enrolled in Bergen County Vo-Tech. will attend their classes on their assigned A/B schedule days. Option II at Midland Park High School- Selected programs will be provided where students take advantage of on-line learning at local institutions or community based settings. Internships may be limited or not readily available based on the partnership and date of program implementation. Additional Life Skills Programs will take place for students in Midland Park High school based on the A/B schedule developed by the principal.

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School Day Timeframes and Instructional Schedules for Godwin and Highland Schools

- Godwin and Highland schools will operate on a half-day Hybrid School Day Schedule, which will have staggered entrance times beginning at 8:20 am and staggered dismissal times beginning at 12:20 pm. The following exceptions will be made:
 - *The Integrated Pre-K class will meet for two hours in the morning and two hours in the afternoon with students separated into students into A/B cohorts.*
 - *The LLD classes at Godwin and Highland schools will meet from 8:20 am-12:30 pm every day.*
- Siblings/children from same households will be placed in the same cohort. Class placements and student cohorts (A or B) will be released on or before August 17.

Godwin School: In-Person Schedule	
<i>School Day Timeframes</i>	<i>Instructional Schedule</i>
8:20-8:45	Staggered Entrance Times – Extended Homeroom
8:45-12:30	Reading, Writing, Math, Science and Social Studies
12:30-1:30	Lunch at Home
1:30-2:50	Recommended: Students work on Art, Music, Media/Library, Technology, PE/Health, World Language, Enrichment, and independent extension activities
Godwin School: Virtual Learning Schedule	
<i>School Day Timeframes</i>	<i>Instructional Schedule</i>
8:20-8:30	Attendance via Google Classroom
8:30-12:30	Asynchronous Virtual Learning – Art, Music, Media/Library, Technology, PE/Health, World Language, Enrichment, Independent Extension activities
Highland School: In-Person Schedule	
<i>School Day Timeframes</i>	<i>Instructional Schedule</i>
8:20-8:45	Staggered Entrance Times – Extended Homeroom
8:45-12:30	Reading, Writing, Math, Science and Social Studies
12:30-1:30	Lunch at Home
1:30-2:50	Virtual Learning: Art, Music, Media/Library, Technology, PE/Health, World Language, Enrichment
Highland School: Virtual Learning Schedule	
<i>School Day Timeframes</i>	<i>Instructional Schedule</i>
8:20-8:30	Attendance via Google Classroom
8:30-12:30	Synchronous and asynchronous Virtual Learning – live streaming of teacher instruction, video instruction, online learning platforms, special content area classes, independent extension activities

Note: Social-Emotional Learning (SEL) will be a daily focus and exercises to engage students and form peer relationships will be provided at Godwin and Highland Schools.

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GODWIN/HIGHLAND-SPECIFIC INFORMATION		
Category	Godwin School	Highland School
<i>Delivery of Instruction</i>	<p>In-person instruction in the following content areas: English Language Arts, Math, Social Studies, and Science.</p> <p>The method of teach/practice will be followed for these subject areas. On virtual days, students will utilize worksheets and online programs to apply and practice the skills learned in school.</p> <p>Students will attend the Resource Room for their required classes: ELA, Math.</p> <p>Specials will be conducted virtually with live components and office hours.</p> <p>BSI will be conducted virtually and/or in-person, once assessments are complete and rosters created.</p>	<p>Delivery of instruction will be in-person instruction for students in school with a combination synchronous and/or asynchronous virtual learning from students off campus. The type of virtual learning will be at teacher discretion based on content and best practice.</p>
<i>Student Attendance</i>	<p>In school attendance will be taken and reported in Power School.</p> <p>Virtual attendance will be taken via Google Document and added to Power School.</p> <p>New codes will be used for absences during virtual learning.</p> <p>Track A and B will also be created to record student attendance.</p>	<p>Homeroom attendance taken daily for in-person as well as virtual cohorts. Students attending the virtual platform must attend classes at designated real time schedule. Absences will be counted and logged as per state statute.</p>
<i>Entrance Screening Protocols for Students, Staff, Visitors</i>	<p>Student Entry: Two-step procedure: Parents given direction to screen children at home first with protocols for any symptoms of COVID-19. In-person temperature checks prior to entry in building by appropriate staff. Any student with a screening temperature of ≥ 100.4 degrees will be quarantined and follow up with the nurse.</p> <p>Staff Entry: Faculty will check their own temperature at home and again upon check-in to building and record their temperature via Google Classroom. If temperature is ≥ 100.4, teacher will not report to school and will make substitute arrangements per district protocol.</p> <p>Visitors: Visitors will not be allowed in the building unless prearranged and deemed necessary. Otherwise all other business will be conducted outside the main entrance or in the foyer. Visitors who must enter the building will be screened by identified staff. (ADDITIONAL INFORMATION MAY BE FOUND ON PAGE 37.)</p>	

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<i>Enhanced Hygiene Practices at School Entryways</i>	Sanitized pump stations will be located at every entrance and exit of the building. Students will enter through different entrances and wash their hands upon the classroom. 90% of classrooms are equipped with a sink and soap dispenser, those not equipped will use hand sanitizer. Handrails will be wiped down after entrance and throughout the day.	Sanitized pump stations will be located at every entrance and exit of building. Each grade level will enter at a separate location with staff present for screening prior to entry. Separate stairwells/ hallways will be used to get to homeroom. Start times and end of day procedures will be staggered to avoid mixing of cohorts. Common stair well handrails will be wiped down after cohort use. Furthermore, entryways in each classroom will have sanitizer pumps.
<i>Face Covering Requirements</i>	Face coverings are required for all teachers. Students are required to wear face coverings at all times, unless doing so would inhibit the student’s health. District acknowledges that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Students will store their masks in pouches and hang them on the side of their desks. At the end of the instructional day, the mask will go home to be washed and worn to school the next scheduled day.	Face coverings are required for all teachers. Students are required to wear face coverings at all times, unless doing so would inhibit the student’s health. District acknowledges that enforcing the use of face coverings may be impractical for young children or individuals with disabilities. Face masks/shields will be purchased for teaching staff and students. Masks will required for students and staff. For LLD classrooms and confined spaces, more deliberate PPE will be provided. One Plexiglas desk shield will be provided for teachers to help with close instruction.
<i>Physical Guidelines/Signage, etc., to ensure social distancing to the greatest extent possible.</i>	Entrance and exits will be marked for grade level entrance and with signage. Student line up will be marked with floor guides to ensure social distancing. Students will be escorted by their teacher to monitor social distancing.	Entrances and exits will be marked by grade level. Spacing line up will be enforced through marked floor guides and/or posters/signs. Parents will be made aware of expectations routinely. Hallways and open spaces will be monitored to help ensure rules are being followed. Sections of the school and staircases will be designated for particular grade levels.
<i>Food Service</i>	Students will have a small snack from home daily between 10:30-11:30 am. Students will also be offered a “Grab and Go” lunch before dismissal.	Students will be offered a “Grab and Go” lunch using the “Pay For It” system, to be eaten at home.
<i>Recess</i>	Physical breaks will be given during the day. The mandated 20 minutes of recess will be provided at home, following luinch service in the student’s home. Parental guidance ensuring this will be an academic free timeframe will be provided.	
<i>Physical Education</i>	Physical education will be instructed through Virtual Learning.	
<i>Isolation Locations, Contact Tracing Procedures</i>	Students will be isolated to cohorts to enable district isolate potential infections amongst other students. Small classrooms not being used for instruction will be used to isolate potentially infected students while	Students will be isolated to cohorts to enable district isolate potential infections amongst other students. Conference rooms will become quarantine rooms to isolate potentially infected

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	parents are contacted. Contact tracing will be completed per Board of Health and NJDOE guidelines.	students while parents are contacted. Contact tracing will be completed per Board of Health and NJDOE guidelines.
<i>Social Emotional Learning (SEL)</i>	A part-time guidance counselor has been hired for the school year. Lessons, small group and individual counseling will take place based on student needs. The 7 Mindsets program focusing on the CASEL standards as well as Dan St. Romain’s program will be implemented at every grade level.	A guidance counselor has been hired at the younger levels to allow for push in lessons and counseling as needed. An SEL program centered on CASEL standards will be implemented along with mindfulness practices as a routine. Virtual assemblies celebrating student successes will still occur.
<i>School Culture and Climate</i>	Daily public announcements will be conducted in person and in the virtual world to keep students connected. Assemblies focusing on the school motto, “Godwin,” PRIDE will take place virtually, as well as will the recognition of student achievement. Mindfulness and Brain Breaks will be encouraged throughout the day. Teachers will be encouraged to do “Read Alouds” and appropriate instruction outdoors while social distancing.	School climate and culture will be an ongoing discussion with virtual student groups, teachers, and parents. Assemblies that celebrate the school and student achievements will occur as scheduled. School Spirit days will be established to enhance the school atmosphere. Walks and downtime will be implemented to provide opportunities to get outside and relax.
<i>Technology and Connectivity</i>	Students in grade 2 are 1:1 with iPads. Students in grade 1 are 2:1 with iPads. The purchase of iPads is being explored to make them 1:1. There are no connectivity issues in school. Several ESL students will need assistance with accessing technology from home.	Students in grades 3-6 are 1:1 with Chromebooks. There are no connectivity issues in school or at home. Should a Chromebook break and require repair, students will have a spare device provided immediately if in school or upon arrival to school if the device was broken at home.
<i>Curriculum/Assessment of Learning Loss</i>	All K-2 students will be assessed using Fountas and Pinnell to determine starting points in reading. All K and 1 st grade students will be assessed using DIBELS to determine BSI placement. All 2 nd grade at risk students will be assessed using DIBELS. All K-2 students will take the Math Benchmark Assessment to determine learned skills and areas in need of re-teaching. Grade level teams will meet to discuss academic trends and create an action plan. The math consultant will be	An assessment of learning loss was conducted for each subject. The greatest areas of need were math and science. Subjects such as ELA, SS, and some special area subjects may be spiraled to encompass the mastery of previous year’s standards. In mathematics, a consultant worked with grade level committees to identify gaps in standards. Those gaps were discussed with successive grade level teachers and those standards will be addressed in the upcoming years’ curriculum.

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	utilized to determine next steps and provide supplemental materials to support learning. Manipulatives, writing paper, etc., will be sent home with students to accommodate at home learning and practice.	
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School Day Timeframes and Instructional Schedules for Midland Park Jr./Sr. High School

MPHS will operate on a half-day Hybrid School Day Schedule, with staggered entrance times from approximately 7:45-8:10 am, and dismissal time at 12:30 pm.

- Zero period classes will be held before Homeroom.
- Lunch will be at home.
- Siblings/children from the same households will be placed in the same cohort. Class placements and student cohort assignments (A or B) will be released on or before August 17.
- Students will report to school on their identified cohort day for In-Person instruction. Students on a Virtual Learning day will be required to sign in to their regularly-scheduled daily class and participate in the lesson virtually.
- There will be an asynchronous Virtual Instructional /Office Hours component in the afternoon from 1:15-2:00 pm. During this timeframe, students will be able to receive Advanced Placement (AP) instruction, science labs, large group choral or band rehearsals, SAT/ACT prep, writing conferences, extra help, extended time, etc.
- Due to the intricacies of a middle and high school schedule, weekly adjustments will be made to the schedule to support the provision of science labs and other content area requirements.
- Social-Emotional Learning (SEL) will be a daily focus and exercises to engage students and support successful, positive peer relationships will be provided.

<i>School Day Timeframes</i>	<i>Period</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
		Cohort A	Cohort B	Cohort A	Cohort B	Cohort A
Instructional Schedule						
7:15 - 7:50		0	0	0	0	0
8:10 - 8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:15 - 9:15	Period	1	1	8	8	1
9:20 - 10:20	Period	2	2	7	7	2
10:25 - 11:25	Period	3	3	5	5	3
11:30 - 12:30	Period	6	6	4	4	6
12:30 - 1:15	Lunch at Home					
1:15 - 2:05	Virtual Instruction/Office Hours					

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MPHS-SPECIFIC INFORMATION	
<i>Delivery of Instruction</i>	<p><i>Delivery of Instruction- Discussions:</i></p> <ul style="list-style-type: none"> • Can post questions to Google Classroom and have a virtual discussion - need to refresh classroom often to see new posts. • Can open a Google Doc and have students be able to type questions and answers in one document. • Google Hangout / Meet (extremely easy) - can work for interpreters as well if they are part of the call. • Meet has a closed caption feature – works ok if you talk slowly. • Both can keep record of chat transcripts. <p><i>Technological Resources that will be used by teachers departmentally:</i></p> <p><i>Math Department</i></p> <ul style="list-style-type: none"> • <i>Khan Academy videos</i> • <i>Upload PDF in Google Classroom</i> • <i>Close-captioned YouTube</i> • <i>AP Classroom</i> • <i>Ed Puzzle</i> <p><i>Computer Science</i></p> <ul style="list-style-type: none"> • <i>Code HS</i> • <i>Code Combat</i> • <i>Code.org</i> • <i>AP Classroom</i> • <i>CS Awesome</i> <p><i>English & Social Studies & World Language</i></p> <ul style="list-style-type: none"> • <i>Online text or textbook</i> • <i>AP Classroom</i> • <i>Newsela</i> • <i>Documents uploaded to Google Drive</i> • <i>Google Hangouts</i> <p><i>PE/Health</i></p>

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	<ul style="list-style-type: none"> • <i>Online Red Cross Books</i> <p><i>Art</i></p> <ul style="list-style-type: none"> • <i>YouTube</i> • <i>Google Art Project</i> • <i>Pixlr</i> • <i>metmuseum.org, moma.org, Sketchpad.io</i> <p><i>Science</i></p> <ul style="list-style-type: none"> • <i>Pearson classroom for quizzes and animation.</i> • <i>Newsela for reading comprehension activities.</i> • <i>Discovery education techbook for videos, readings, activities.</i> <p><i>Other Resources:</i></p> <ul style="list-style-type: none"> • <i>IXL</i> • <i>Common Lit</i> • <i>Kuta Software</i> • <i>Scholastic</i>
<p><i>Student Attendance</i></p>	<p>Student attendance will be tracked electronically through the Google platform/PowerSchool and online assignment completion. Our goal is to keep teaching and learning moving forward at the same pace. Students will continue to follow (Policy and Regulation 5200). There may be slight modifications to the regulation on a case by case basis. According to Board of Education Policy, high school students are limited to twelve (12) unexcused absences per school year for any or all approved reasons. Students who exceed the maximum number of absences in any class will not be given credit for the course. If the course in which credit is removed is required for graduation then the student must take the class in summer school or repeat it the following year.</p> <ul style="list-style-type: none"> • It is the intention of the policy that twelve (12) absences per school year will provide for normal illnesses. • Absences are accumulated on a class-by-class basis. Therefore, lateness to school, early dismissal, etc. counts towards the twelve (12) absences for each course. • Every three (3) unexcused tardies to class count as a class absence. If a student is ten (10) minutes or more late for class, then that counts as a class absence. N.J.A.C. 6A:32-8.3 (b) School Attendance • A school day shall consist of not less than four hours of instruction. <p>Absence Procedure will mandate that the only legitimate reason for being absent from school is because a student’s physical or mental condition is such that he or she cannot benefit from instruction. When a student is absent, the student’s parent must:</p> <ol style="list-style-type: none"> 1. Call “Absence Hotline” prior to 8:00 AM on each morning of the absence. Parent must indicate child’s name, grade level and the reason for the absence.

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2. Send a signed note into school with your son or daughter indicating the date(s) and reason for the absence. Students, on the day they return to school, must bring the absence note to the main office.

Attendance is mandatory for every period by the teacher. To take attendance teachers must do the following:

Teachers will take attendance via two methods:

1. Students physically in the room:
2. All information will recorded in PowerSchool.
3. Students attending school virtually, attendance will be taken in the following manner:
 - a) Using Google Suite (see two options below), students must check in for a time stamp. This needs to happen within the first five minutes of “class”. Your form/ question/doc should be scheduled to post, or you should post it right before class. **DO NOT POST THIS EARLY.**
 - b) This post (on forms/question/docs) should be something simple that students can answer quickly, not take much thought since this is for attendance purposes.
 - c) Attendance should then be logged into Power School immediately. If students have not logged in on-time they are not present. Students are either present or absent; late is not an option.
 - d) After attendance is taken, have students move on to your preferred method of instruction for the allotted class time.

Teachers should then stay engaged with their students during the allotted class time

Google Suite Attendance Options

Option 1 - Google Form/Question:

- a) Create a Google form and or question with at least one requirement - enter name, acknowledge objective, say here - require students to be logged in to answer and they can only answer once.
- b) Schedule this to post to Google Classroom at a specific time a minute or two before class starts.
- c) Students must answer the question within the first 5 minutes of class to acknowledge that they are “present” in class.
- d) Once submitted Google forms and or question time stamps when the answer is submitted - keeping track of attendance.
- e) Be aware that a Google question time stamps for that day. The next day it will not have a time, just a date.
- f) Form and or question for each day will be proof of attendance.

Option 2 - Google Doc:

- a) Create a Google Doc with at least the objective for each day.

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	<p>b) Schedule this to post to Google Classroom at a specific time (a minute or two before class starts).</p> <p>c) Students must open the assignment and initial that they saw the objective in a timely fashion.</p> <p>d) Teacher can then type in real-time directions, ask questions, etc. All students can edit the document.</p> <p>e) This keeps a transcript of the students logging in, the objective, and anything else written in the document.</p> <p>Time stamp can be viewed through document history.</p>
<p><i>Entrance Screening Protocols for Students, Staff, Visitors</i></p>	<p>Zero Period: A/B Day 7:00- 7:15- Security aide will take temperature checks at the front door for zero period students. Band 9-12 – 50% students Advance TV Broadcasting- 50% students Students will line-up in the hallway 6 x 6 in the hallway. Band students on the left side and broadcasting on the right side.</p> <p>Students who are bused (SHIP program): Students will received temperature checks before they get on the bus.</p> <p>A/B Day Students can enter through two doors in the morning: the front of the building (Exit 1) and the rear of the building (Exit 5). There will be temperature check stations at each entrance for the students.</p> <p>Staff temperature checks begin at 7:45. The security aide will conduct staff temporal temperature checks in the main office. Any person with a temperature of 100.4 or higher will be checked again by the school nurse with a tympanic temperature device (ear temperature.)</p> <p>(207 total students - 24 zero period students- 25 SHIP students = 157 students) 7:45-8:05 (157) students will get their temperature checked at two entrances. The school would be checking 78 students (per door) in a 20 minute window.</p> <p>Students then will report to directly to Period 1 for Homeroom (8:07-8:12) (ADDITIONAL INFORMATION MAY BE FOUND ON PAGE 37.)</p>
<p><i>Enhanced Hygiene Practices at School Entryways</i></p>	<p>Teachers/students will use hand sanitizer when entering and exiting the classroom. Desks will be cleaned at the beginning and end of each period with hand wipes.</p>

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<i>Face Covering Requirements</i>	Face coverings are required for all teachers. Students are required to wear face coverings at all times, unless doing so would inhibit the student's health.
<i>Physical Guidelines/Signage, etc., to ensure social distancing to the greatest extent possible.</i>	Hallways will be marked with tape and signs will be displayed providing proper direction for easy and safe student flow. Students and staff must wear masks when traveling in the hallway. New routes will be created to reduce student traffic during passing time in the hallway.
<i>Food Service</i>	The lunch services will discontinue buffet style serving and provide prepared individual lunches for "Grab and Go" service.
<i>Recess</i>	Physical breaks will be given during the day. The mandated 20 minutes of recess will be provided at home, following lunch service in the student's home. Parental guidance ensuring this will be an academic free timeframe will be provided.
<i>Physical Education</i>	Locker rooms will be closed. Exercises that incorporate social distancing such as Zumba and walking the track will be implemented.
<i>Isolation Locations, Contact Tracing Procedures</i>	Conference rooms will become quarantine rooms to isolate potentially infected students while they are further tested and parents are contacted. Contact tracing will be completed per Board of Health and NJDOE guidelines.
<i>Social Emotional Learning (SEL)</i>	Child Study Team members, Guidance Counselors, and Student Assistance Counselors will be available to students in need of these services.
<i>School Culture and Climate</i>	School climate and culture will be an ongoing discussion with virtual student groups, teachers, and parents. Announcements that celebrate the school and student achievements will occur as scheduled. School spirit days will be established to enhance the school atmosphere. PE classes will provide a variety of activities that will promote fitness yet maintain social distancing. Classes will be encouraged to go outside when appropriate.
<i>Technology and Connectivity</i>	Every student has a Chromebook and the school is a one to one program which utilizes the Google Platform. Every student has WiFi access.
<i>Curriculum and Assessment of Learning Loss</i>	It is expected there will be learning loss. Tactile exercise/activities such as culinary classes, chemistry, physics labs, etc. may require alternative assignments due to students not having the proper supplies at home. Math classes may be unable to incorporate math manipulatives in daily lessons.

PROGRAM/DEPARTMENT SPECIFIC INFORMATION

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<p><i>Addressing Special Education Needs/Related Service Providers</i></p>	<p>The Child Study Team will review each special education student’s Individual Education Plan and their educational needs. All areas will be examined academic, social, emotional, and behavioral to identify weaknesses where immediate remediation is required. IEP components will be modified as necessary to encompass both face to face and virtual learning opportunities. Accommodations and modifications will be adapted as required. Goals and objectives will be evaluated to ensure appropriateness at this time.</p> <p>Students will be placed according to their IEP placement. However, students in self-contained classes will be able to attend regularly (daily). These are the districts most challenged learners who thrive on structure, drill, and routine. These young learners are unable to remain focused and engaged without verbal and physical prompts making virtual learning extremely difficult to implement. The principals of the elementary schools have opened up rooms for instruction based on their building schedules. Classrooms will be large enough to meet the facility requirements of six feet between individuals. Since the class size is eight students or below guidance from the NJ DOE will be easily established. By utilizing this arrangement, students will be awarded instruction daily which will support growth and achievement which may have been lost during the school closure. Based upon student need, students in collaborative class settings may also be granted this option due to limited abilities, regression due to the pandemic, and need for routine and structure. This is a discussion for the CST, teachers, and administration prior to final decisions being made</p> <p>Teachers will conduct benchmark assessments to identify areas of skill regression from March 2020 to the present. Data collection will be conducted for students educated by ABA methodology. Trends, skill acquisition, and maintenance of programs will be identified and data driven decision making will occur. Specialized instruction, drill and repetition, and guided practice leading to independence will be implemented to address deficits and to maintain abilities. Interdisciplinary meetings will be conducted to collectively problem solve addressing each student’s current performance.</p> <p>Related services will be provided in both face to face sessions and by teletherapy practices allowing each child to have their individual services as outlined in their IEP. Therapist will assess students to determine if goals and objectives require modification. If so, an IEP meeting with the parent will be held to make any necessary changes.</p> <p>Social Emotional learning is considered a priority for all. Interventions will be provided for any student or staff member who demonstrates challenges. Due to the interruption and the creation of a disconnect for our students, creating a supportive learning environment and strategies to support our students will be provided. CST members will be available to intervene and counsel students as each is recognized.</p>
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	<p>Evaluations: Initial and reevaluations necessitate face to face or in-person administration. Child Study Team was given directives to conduct as much of the assessments as possible to initiate the process when the parent signed the initial evaluation plan. These may include: functional assessments, parent or teacher interviews, a review of developmental or academic history, I & RS documentation or interventions already utilized by teachers, inventories, surveys or a review of student work, or informal rating scales. Direct observations of the student cannot take place due to the virtual learning platform. Federal guidelines and publisher guidance states that these standardized evaluations are not designed to be administered by virtual means. Therefore, if administered not following proper protocol these results will not be reliable or valid which greatly impact standardized scoring and eligibility criteria. Evaluations will be conducted when face to face administration is permitted based on school district mandates and guidance from the New Jersey Department of Education.</p>
<i>504 Plans</i>	<p>504 Plans are reviewed and revised annually. Guidance counselors or 504 Committee members will review each plan and determine if the accommodations are appropriate to meet the student’s needs during both face to face instruction and during virtual learning. Accommodations utilizing a virtual learning platform will be considered. Once all 504 plans are reviewed, revised, and approved with a parent signature, teachers will be informed of students who have a 504 plan in place. 504 plans will be disseminated to content area teachers, the special content area teachers, and school nurse. Any newly-developed plans will require the necessary documentation stating the diagnosis from a medical professional. As stated, accommodations for in-person and virtual instruction will be addressed.</p>
<i>English Language Learners (ELL)</i>	<p>Due to student enrollment, ESL instruction is offered five days a week for the students who speak English as a Second Language. Therefore, based on the scheduling of A and B days, students will be provided instruction in-person on the days that the schedule permits. On the days when they are receiving learning virtually, they will require Google Meets for their instructional ESL class period. The ESL teacher will identify areas of individual strengths and weaknesses in four areas: speaking, reading, listening, and writing English in order to effectively learn and communicate. Instruction and support will further address areas of need.</p>
<i>Transportation</i>	<p>Communication with parents took place during the summer to establish if the need for transportation is still necessary. This included Midland Park Students who attend all three district schools, as well as students who reside in Midland Park and attend out-of-district schools. The majority of parents still need transportation services. Routes are being determined based on student schedules, school start and end times, and location.</p> <p>Requirements for all transportation routes: protecting and supporting and all staff and students will be of the utmost importance. Drivers and bus aides will be required to follow protocols for proper hygiene, and students stepping foot on the bus, etc. Training on these procedures will also be necessary.</p>

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	<p>Students will be seated with one student per row and a row will be skipped between each child if at all possible. (This significantly limits the number of students on each vehicle). If this is not possible, protective equipment, such as physical barriers that separate each row will be utilized. Face coverings must be worn by all students throughout the trip. The bus company or school district will ensure mechanisms are in place for the drivers and aides with regard to the provision of PPE. Students will enter the bus being seated at the back of the bus first and then moving forward. If possible, staggered arrival and drop off times may be scheduled to limit the number of students on the bus at one time. The school buses will be cleaned and disinfected daily. In addition, seats and railings will be wiped down between all routes.</p> <p>In-District School Transportation: Students who attend Godwin and Highland schools will be dropped off as follows: Highland students will be dropped off first; Godwin students will be dropped off next. All appropriate cleaning/disinfecting protocols will be completed between each route.</p> <p>Out of District Transportation: Region I will continue to transport most of the Midland Park students who attend out of district placements, and Region I is required to follow State of New Jersey protocols for proper hygiene and safety procedures as outlined above.</p>
<p><i>Athletics</i></p>	<p>All sports will follow NJSIAA and NFHS guidelines regarding spacing, face coverings, etc.</p> <p>Practices:</p> <ul style="list-style-type: none"> • All students will be given a designated location to meet outdoors. At each location, temperatures will be taken and logged, each day. • Students will be required to wear face coverings when not participating in physical activities. • Upon completion of practices, students will not be permitted back in the building, unless they need to wait for a ride. In this case, they will walk around the outside of the building and wait in the front vestibule of the building. • If weather does not permit outdoor practices, then all practices will be canceled. Any changes to that will only be if weather is excessively poor, and will follow all necessary guidelines. • For indoor sports, students will follow similar distancing guidelines. They will be expected to remain in the gymnasium during their practice. <p>Games:</p> <ul style="list-style-type: none"> • All indoor sporting events will be without fans, unless guidelines permit a drastic increase of population in confined area.

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	<ul style="list-style-type: none"> • Outdoor sporting events will only have fans as per state guidelines. Bleachers will be marked with necessary distance guidelines. • Temperatures of both teams will be taken. Midland Park temperatures will be logged. • If coach or any participant of away team is over necessary temperature, game will be postponed. • If coach of Midland Park team has temperature excessive of defined number, game will be postponed. • If Midland Park athlete has temperature excessive of defined number, they will not be permitted to participate, and will be asked to be picked up by parent. • No handshakes or unnecessary close contact will be permitted before or after game play. <p>Equipment:</p> <ul style="list-style-type: none"> • All shared equipment (i.e., balls, bats, cones, benches, etc.) will be cleaned and sanitized.
<i>Extracurricular Activities</i>	<p>Extra-curricular activities will be offered through clubs. Clubs can be conducted after school while maintain social distancing and masks.</p>
<i>Increased Cleaning/Sanitizing/Disinfecting of School Environments</i>	<p>Cleaning of all schools on a daily basis will continue to follow the guidelines in the District Custodial Manual; including:</p> <ul style="list-style-type: none"> • Disinfecting daily of all touch surfaces: • Electrostatic applicators • Machine that sprays a mist of disinfectant (BruTabs) on all surfaces. • BruTab disinfectant <p>Summer Cleaning (deep cleaning) will take place during the summer months prior to the start of school in September. All rooms cleaned top to bottom:</p> <ul style="list-style-type: none"> • Furniture removed from room and cleaned • Light fixtures cleaned • Walls cleaned • Window coverings cleaned or replaced (as applicable for damage) • Windows cleaned • Doors cleaned • Tile floors scrubbed (removal of old wax) and new wax applied (6 coats) • Carpets (where applicable) shampooed • Restrooms: <ul style="list-style-type: none"> ○ Lights and walls cleaned ○ Floor (tile) grout and tile cleaned ○ Fixtures cleaned

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	<p>Daily Cleaning Requirements:</p> <ul style="list-style-type: none">• B Cleaning• Entrance and exits: General policing of the area.• Class Room: Mop-sweep, damp-mop or vacuum (as applicable), dust furniture, door handles and window ledges.• Floor (hard surface): Mop-sweep and dry buff.• Floor (carpeted): Dry vacuum.• Clean windows, door glass, glass partitions.• Return air vents: Brush, dry vacuum and wipe with all-purpose cleaner.• Elevators: If applicable, clean floors, damp dust walls and panels.• Rest rooms: Empty and clean waste receptacles, refill paper towel dispenser, refill toilet tissue dispenser, damp clean molding and sills, clean mirrors and glass, clean wash basins, clean urinals, clean commodes, clean flush handles and fixtures, clean tile wainscoting, refill sanitary napkin dispenser, refill soap dispenser, clean floor.• Offices: Empty and clean waste baskets, dust desk, wipe telephone with disinfectant/cleaner, dust lamps and shades, dust file cabinets, dust tables, dust chairs and stools, sweep or vacuum floor.• Corridors: Dust sweep or vacuum floors, damp dust window sills and ledges, damp dust any equipment such as fire extinguishers, etc., brush and dry vacuum all vents. Clean all fountains, etc.• Stairwells: Damp dust guard and handrails, damp dust windowsills and ledges, damp-dust doorframes and handles, brush sweep stairs.• Locker Rooms and Lounges: Damp dust furniture, damp dust lockers and equipment, clean toilets, clean appliances, clean shower stalls, clean floor• Custodian Closets: brushes, brooms, mops, etc., clean properly and re-hang. Clean mechanical equipment and slop sink. Restock supplies needed. <p>Weekly Cleaning Requirements:</p> <ul style="list-style-type: none">• B Cleaning• Furniture: Clean and polish all furniture, vacuum fabric and spot clean.• Doors, Windows, Glass: wash window and all glass, wash and polish door kick plate.• Window Coverings: Dust.• Floors (hard surface): Dust sweep, damp mop, refinish worn traffic areas, and buff floor.• Floors (carpet): Vacuum thoroughly.• Walls, Pictures, etc.: Damp dust.
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	<ul style="list-style-type: none">• Elevators (where applicable): Wash vents, fans, light. Clean and polish metal trim, scrub floor and refinish.• Offices: Polish all furniture, tables and desks. Scrub all floors and vacuum all carpets. Damp dust picture frames, coat racks and other fixtures. Clean all lamps and equipment.• Corridors: Wet mop with neutral floor maintainer, vacuum all carpets, clean doors, polish metal kick plate, clean windows and all ledges. Burnish tile floors. Stairwells: Damp mop stairs or vacuum, if carpet. Damp wash guardrails. Clean windows and sills. Wash down doors and polish kick plate.• Locker Rooms and Lounges: Clean and polish all furniture and equipment. Scrub floors and refinish heavy traffic areas. <p>Monthly Cleaning Requirements:</p> <ul style="list-style-type: none">• B Cleaning• Lobby Area: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet areas should be shampooed.• Offices: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed.• Corridors: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed.• Locker Rooms and Lounges: Clean floors and apply additional finish to heavy traffic areas. Soiled carpet should be shampooed. Clean and disinfect all appliances.• Mechanical rooms and custodian storage areas: Clean floors and report if not kept clean by custodian staff. <p>Semi-Annual Cleaning Requirements:</p> <ul style="list-style-type: none">• B Cleaning• Ceilings: Spot clean or wash if required.• Light Fixtures: Clean thoroughly.• Walls: Spot clean or wash if required.• Floors: Clean thoroughly and refinish where required.• Carpets: Shampoo.• Furniture: Polish furniture and shampoo fabric.• Restrooms: Foam clean and disinfect <p>Annual Cleaning Requirements (Summer):</p> <ul style="list-style-type: none">• B Cleaning• Clean all furniture and fixtures in class rooms. Remove furniture and fixtures.
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	<ul style="list-style-type: none"> • Shampoo carpets • Tile floors: Strip and refinish with a minimum of three coats of floor finish/sealer. • Clean cafeteria/kitchen equipment. • Clean and wash student lockers. • Clean all vents, lights, fans, etc. • Water blast entrances to clean accumulation of foreign items, mildew, etc. <p>Custodial Area Inspections</p> <ul style="list-style-type: none"> • Purpose: custodian cleaning area inspections will be conducted to ensure that each designated area is being cleaned and maintained within the guidelines. Inspections may be conducted by a Head Custodian, Custodian Supervisor or Operations Manager. • Frequency: Area inspections should be conducted weekly. More frequent inspections will be required in deficient areas. Areas that exceed the guidelines will require less frequent inspections. • Reports: Inspections will be conducted using the CUSTODIAN area assignment sheets. Evaluator will use the sheet as a check list to inspect the area. <i>Check Mark=Satisfactory</i> <i>X Mark=Unsatisfactory</i> <i>(Unsatisfactory ratings must have identified reasons for improvement needed.)</i> <p>Follow up inspections will be conducted to ensure that the areas of deficiency have been corrected. <i>THE INFORMATION PROVIDED HEREIN IS CULLED DIRECTLY FROM THE MANUAL WHICH IS HOUSED IN THE BOARD OFFICE. THIS INFORMATION APPEARS ON THE DISTRICT WEBSITE, AND FOR THOSE WITHOUT INTERNET ACCESS, A COPY OF THE MANUAL IS CURRENTLY AVAILABLE FOR PUBLIC CONSUMPTION IN THE BOARD OFFICE.</i></p>
<p><i>Personal Protective Equipment (PPE) Provisions</i></p>	<p>District will provide two washable cloth face coverings (masks) for each staff member. Staff members may elect to provide their own face coverings, as long as mandated guidelines for this item are met. The district has purchased additional PPE items, including but not limited to: disposable face masks for visitors and any student or staff member who does not have one upon arrival at school. More intense PPE items, such as face shields, Humanity Shields with neck guards, Plexiglas separators, latex gloves, and isolation room equipment (scrubs, booties, etc.) have also been purchased for individuals in specific circumstances. District will also provide alternative protective gloves for staff members with latex allergies.</p>
<p><i>Before and After School Care Programs</i></p>	<p>Godwin and Highland schools will each offer Before and After Care to ensure adequate social distancing. Students will be seated at lunch tables, bleachers, and gym floor and be separated by six feet. Students can partake in individualized activities, crafts, personal devices, etc. Movies may be shown. Face coverings are required for students and staff. Parents will not enter the building to pick up their</p>

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	child. The designated staff member will sign the child out in front of the parent. Online and mail-in registration will begin after the release of the school reopening plan. Due to social distancing requirements, student participants in these programs will be selected through a lottery system.
<i>Continuing Education Program</i>	A Fall 2020 Continuing Education Brochure was developed and will be provided to the community. The program will not be offering any Fall Day Trips or trips to Broadway shows, but will offer extended trips beginning in April 2021 (based on public health status at the time.) The overarching goal is to have some of the classes return to the classroom. However, it has been determined that most of the instructors can teach virtually and these options are identified in the brochure with a “V”. Some teachers will only teach virtual classes. Classes are held at MPHS and will run Monday through Thursday, between 6-9 pm, with an average roster of 8-12 classes per night. Classrooms and both cafeterias are used. Enrollment in classes range from 5-15 participants, with exercise and art classes tending to be the largest groups. Exercise classes will be held in Rooms: 60, 35, 53, 55, 43, 44, and 40, Choral Room, Media Center, and Computer Lab. With the establishment of the new Life Skills program, we have added six new classes. These classes have been developed with the instructor demonstrating no one will be using work stations. Social distancing will be mandated and face coverings are required.

Food Service

Safe distribution of meals to students learning in-person:

For students learning in person we will offer grab and go meals that will be prepared by our staff. All of our staff will be wearing gloves and masks at all times. The students will enter the cafeteria thru one door lining up 6’ apart where they will be handed their meal by a server in a bento box or similar individual closed containers. There will be Plexiglas between the server and the student as well as between the cashier and the student. The student will then exit the cafeteria from a second door to maintain the 6’ distance. We are encouraging contactless payment using our POS system where the student can scan their school ID to pay for their lunch. If a student wants to pay with cash it can be handed into the front office in the morning and one of our staff will pick it up and deposit the money into the students account so it will be available to them to pay for their lunch.

Safe distribution of meals to students learning remotely:

For students learning remotely lunch will be offered as grab and go meals that they would order ahead and pick up at the high school. The meals will be individually prepared by our staff, the staff will be wearing gloves and masks at all times. These meals will be served in

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individual closed containers or bags. We will set up a table outside at the kitchen door entrance which is located in the rear of the school in the student drop off circle. The student, parent or caregiver will be able to drive around to the serving area and a staff member will place the meal in their vehicle for a contactless distribution. A record of students purchasing lunch will be kept and input into the POS system.

MIDLAND PARK PUBLIC SCHOOLS HEALTH GUIDELINES FOR SCHOOL REOPENING



Resource Document: New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools:

https://www.state.nj.us/health/cd/documents/topics/NCOV/RecommendationsForLocalHealthDepts_K12Schools.pdf

The following is an overview of protocols relative to COVID-19 infection which will be used to guide the district in ensuring appropriate follow-up measures are appropriately implemented. These directives are taken from the resource document: New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools (link provided above.)

Preparing for Illness/COVID-19 Symptoms

- Parents should not send students to school when sick.
- For school settings, CDC recommends that students and staff with the following symptoms be promptly isolated from others and excluded from school:
 - At least **two** of the following symptoms: fever, chills, rigors (shivers) myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestions or runny nose, **OR**
 - At least **one** of the following symptoms: cough, shortness of breath, difficulty breathing, new olfactory disorder, and new taste disorder.

When Illness Occurs Within the School Setting

- Children and staff with COVID-19 symptoms will be respectfully placed away from others in identified isolation areas until they may be sent home.
- Individuals will be referred to a healthcare provider for evaluation on whether COVID-19 testing is needed; testing is recommended for persons with COVID-19 symptoms.
- District will notify the local health department and provide specific information.
- Areas used by the individual who is sick will be closed off, cleaned, and disinfected per district protocols, waiting 24 hours before cleaning and disinfection. If it has been more than 7 days since the individual was at school, cleaning and disinfection is not necessary.

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When Someone Tests Positive for COVID-19

- Parents and staff should notify school administration if they test positive for COVID-19; district will notify local health department and provide specific information, if known:
 - Contact information for the individual who tested positive for COVID-19.
 - The date the individual developed symptoms and was last in the building.
 - Types of interactions with others, i.e., close contact, length of contact.
 - Any other information to assist local health department with the determination of next steps.
 - As long as routine cleaning and disinfecting have been done regularly (at least daily) additional cleaning measures are not necessary unless the COVID-19 positive person is in school on the day district administration is notified of the positive test.

Readmittance

Readmittance will require a healthcare provider’s clearance and following discussion with local health department officials.

School Closures

The following scenarios have been provided to help inform district decisions, made in conjunction with local health departments, for when school should temporarily close due to potential outbreaks/risks of COVID-19 infection:

SCENARIO	CLOSURE
<i>1 confirmed case in the school</i>	<i>School remains open*; students and staff in close contact with positive case are excluded from school for 14 days.</i>
<i>2 or more cases in the same classroom (outbreak limited to one cohort)</i>	<i>School remains open*; students and staff in close contact with positive case are excluded from school for 14 days. Recommendations for whether the entire classroom would be considered exposed will be based on public health investigation.</i>
<i>2 or more cases within 14 days, but are linked to a clear alternative exposure unrelated to the school setting and unlikely to be a source of exposure for the larger school community (i.e., in same household, exposed at the same event outside of school.)</i>	<i>School remains open*; students and staff in close contact with positive case are excluded from school for 14 days.</i>

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<p><i>2 or more cases within 14 days, linked together by some activity in school, but who are in different classrooms (outbreak involving multiple cohorts)</i></p>	<p><i>Recommendations for whether school closure is indicated will be based on investigation by local health department.</i></p>
<p><i>A significant community outbreak is occurring or has recently occurred (i.e., large event or large local employer) and is impacting multiple staff, students, and families served by the school community</i></p>	<p><i>Consider closing school for 14 days, based on investigation by local health department.</i></p>
<p><i>2 or more cases are identified within 14 days that occur across multiple classrooms and a clear connection between cases of COVID-19 cannot be easily identified (outbreak involving multiple cohorts)</i></p>	<p><i>Close school for 14 days.</i></p>
<p><i>Very high risk of community transmission (refer to COVID-19 Regional Risk Level Matrix)</i></p>	<p><i>Close school until COVID-19 transmission decreases.</i></p>
<p><i>*NOTE: a temporary closure may also be considered for a period of 2-5 days if an individual attended school while potentially infectious, before being confirmed as having COVID-19.</i></p>	
<p><i>Period of Closure: after switching to remote learning due to high levels of virus transmission in the school or community, schools should wait a minimum of 14 days before bringing any students back for in-person learning. This timeframe is sufficient so that most people who will develop symptoms as a result of school exposure could be identified and self-isolate, as appropriate.</i></p>	

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A/B COHORT SCHEDULES

The following charts outline the calendars of A and B days for September and October and the school day timeframes and instructional schedules for Godwin, Highland, and MPHS:

SEPTEMBER 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3 B	4 A	5
6	7 Schools Closed Labor Day	8 B	9 A	10 B	11 B	12
13	14 A	15 B	16 A	17 B	18 A	19
20	21 A	22 B	23 A	24 B	25 B	26
27	28 Schools Closed Yom Kippur	29 B	30 A			
OCTOBER 2020						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 B	2 A	3
4	5 A	6 B	7 A	8 B	9 B	10
11	12 A	13 B	14 A	15 B	16 A	17

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18	19 A	20 B	21 A	22 B	23 B	24
25	26 A	27 B	28 A	29 B	30 A	31