

Matawan-Aberdeen Regional School District

MATAWAN-ABERDEEN REGIONAL SCHOOL DISTRICT



COVID19

Public Health Related School Closure Plan

Updated May 22, 2020

MATAWAN-ABERDEEN REGIONAL SCHOOL DISTRICT

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Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Plan Introduction

This plan provides guidance to the Matawan-Aberdeen Regional School District and serves as the plan for maintaining essential functions and services during a COVID-19 pandemic, including continuity of student learning and operations under adverse conditions. Pursuant to N.J.A.C. 6A:16-5.1, school boards are required to have school safety and security plans that include appropriate protocols, which include, but are not limited to, the prevention of, intervention in, response to and recovery from emergency and crisis situations.

TABLE OF CONTENTS

Background	3
Prevention and Preparedness / Facilities	4
Equitable Access / Delivery of Instruction For All Students	8
Student Attendance	9
Provision of Appropriate Special Education, ELLs and Related Services for Students with Disabilities	10
Summer Programming / BSI / ESY / 21st Century / Graduation	14
Provisions for Equal Access to Technology and Wifi	17
Provision of School Nutrition Benefits	18
Disinfectant / Cleanliness Protocols	19
Response and Recovery	19
Chain of Command / Essential Employees	20

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Background

The Centers for Disease Control (CDC) is responding to an outbreak of respiratory disease caused by a novel (new) coronavirus that was first detected in China and which has now been detected in almost 70 locations internationally, including in the United States. The virus has been named “SARS-CoV-2” and the disease it causes has been named “coronavirus disease 2019” (abbreviated “COVID-19”).

On January 30, 2020, the International Health Regulations Emergency Committee of the World Health Organization declared the outbreak a “public health emergency of international concern external icon” (PHEIC). On January 31, 2020, Health and Human Services Secretary Alex M. Azar II declared a public health emergency (PHE) for the United States to aid the nation’s healthcare community in responding to COVID-19.

The virus is thought to spread mainly from person-to-person.

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs or sneezes.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- People are thought to be most contagious when they are most symptomatic (the sickest).
- Some spread might be possible before people show symptoms; there have been reports of this occurring with this new coronavirus, but this is not thought to be the main way the virus spreads.

It may be possible that a person can get COVID-19 by touching a surface or object that has the virus on it and then touching their own mouth, nose, or possibly their eyes, but this is not thought to be the main way the virus spreads.

How easily a virus spreads from person-to-person can vary. Some viruses are highly contagious (spread easily), like measles, while other viruses do not spread as easily. Another factor is whether the spread is sustained, spreading continually without stopping.

Based on studies of past pandemics, the most effective approach is when actions were taken early and quickly. The New Jersey Department of Education will also provide guidance regarding school response in the case of a pandemic. There are four phases of emergency planning to be included in a pandemic plan: Prevention, Preparedness, Response, and Recovery.

Centers for Disease Control and Prevention. (2020). Coronavirus Disease 2019 (COVID-19) Situation Summary. Retrieved from [Coronavirus Disease 2019 \(COVID-19\) Situation Summary](#)

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Facilities

- Provide an outline of how the building will be maintained throughout this extended period of closure.
 - The district will be maintained by custodial staff and other essential employees who were responsible for sanitizing each classroom and work space, then securing all sanitized area to prevent any contamination
 - School Custodial Team Tasks include the following when staff are in the building to pack up classrooms:
 - Enter each room and check for any leaks, signs of mold, or other immediate concerns that could prevent entry of other staff. (-ongoing)
 - While checking rooms, gather remaining hand sanitizer and inventory it. Communicate inventory level to admin team when complete.
 - Inventory paper, plastic, chemical, and soap supplies. Communicate orders to the admin team to arrange delivery of needed supply.
 - Set up tables in each hallway to accommodate packing supplies available to teachers. Bags and boxes should be stacked there as well as a box of gloves, hand sanitizer, bottles of disinfectant, and microfiber towels.
 - For the HS, MS, and LR, school staff will need assistance from custodial staff in emptying lockers. Inventory available master keys for lockers. *More information on process coming*
 - Inventory traffic control supplies (traffic cones, barricades, etc.). Centralize inventory. Communicate the amount of inventory to the admin team.
 - Assist building staff with room and locker cleanouts. Bring packed student belongings to aggregation areas for sorting/pickup operations.

Prevention and Preparedness

On March 3, 2020, we convened the District Preparedness Committee, a stakeholder group who provided input into the planning and preparation for the potential outbreak of the coronavirus (COVID-19). Stakeholders who participated in this group were the Superintendent, Assistant Superintendent of Curriculum & Instruction, District Head Nurse, Director of Personnel, Business Administrator, Director of Facilities, and School Safety Specialist.

As a result of that meeting and in accordance with the guidelines set forth by the Centers for Disease Control, the NJ Department of Health, and the NJ Department of Education, the following recommendations were considered and plans for implementation are in place:

- Develop a dedicated space on the district website to provide local and state updates

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- Make available to teachers and staff a bottle of sanitizing spray and paper towels for cleaning high touch areas, i.e. computer keyboards, headphones, calculators, et
- Supply all classrooms, common spaces, and main entrances with hand sanitizers
- Provide classroom reminders and teacher instructional resources about the importance of handwashing and other personal hygiene measures to prevent the spread of germs via the Principal SMORES Newsletters and District website updates
- Survey families to gather information regarding home technology and internet access to ensure continuity of instruction in the event of school closure
- Develop emergency instructional plans to ensure continuity of education should an emergency closure become necessary
- Plan and prepare for providing meals to students eligible for free and reduced lunch
- Plan and prepare for providing special education and related services to eligible students

The following actions were undertaken by the Matawan-Aberdeen Regional School District

UPDATES ON DISTRICT WEBSITE	Dedicated space on the MARS District Website was provided for the posting of parent and community information related Novel Coronavirus 2019 Information & Resources as well as a Letter from Dr. Majka which was also sent via district email blast	3/3/2020
PRELIMINARY COVID-19 PLANNING CONSIDERATION	The district developed and disseminated COVID-19 Preliminary Planning Considerations to staff as part of the district’s development of the COVID-19 emergency response plan.	3/3/2020
Coronavirus Preparedness Briefing Call	District participated in Coronavirus Preparedness Briefing Call with Governor Murphy and NJ Health Commissioner Persichilli	3/3/2020
DISTRICT OUTBREAK CLEANING PROCEDURES	In response to CDC recommendations, the district developed DISTRICT OUTBREAK CLEANING PROCEDURES to ensure all classroom, offices, restrooms and common areas were thoroughly cleaned and disinfected on a regular basis.	3/3/2020
CLASSROOM CLEANING SUPPLIES	District purchased and disseminated special cleaning spray and utilized the cleaning of all classrooms as part of the daily cleaning protocols by custodial staff	Beginning 3/4/2020

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

HAND SANITIZERS	Hand sanitizers provided to all classrooms, common areas, and main entrances to schools. The district has routinely used non-alcohol-based hand sanitizer and is currently in the process of purchasing sanitizer with alcohol-based products, as recommended by the CDC.	3/4/2020
TEACHER RESOURCES	The district provided teachers with resources on hygiene and Novel Coronavirus 2019 Information & Resources	3/4/2020
STUDENT ATTENDANCE MONITOR PROTOCOL	In response to CDC recommendations, the district disseminated a Student Attendance Monitor Protocol to be followed by each school nurse and monitored by each principal to ensure any students who exhibit symptoms, came in contact with others with symptoms or traveled to designated areas, were properly monitored and screened. STUDENT ATTENDANCE MONITOR PROTOCOL	3/4/2020
TECHNOLOGY & WIFI ACCESS	The district took a proactive approach to ensure that ANY student needing a computer or WIFI access will have these resources for virtual learning. A parent letter was sent to all families in English and Spanish along with a link to a Tele-Schooling Parent Survey . Paper copies of the Tele-Schooling survey were also provided and available. all schools. Translated hard copies remain available at main offices in English and Spanish. A MARSD Technology and Wifi Guidelines and Distribution Plan - Updated March 31, 2020 has been developed and shared with all staff and school community members, along with a schedule for chromebook and WIFI distribution in the event of a school closure.	3/6/2020

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

EMERGENCY INSTRUCTIONAL PLANS	MARSD Teachers were provided with this letter shared by Dr. Majka about planning for creating instructional content in the event of emergency closure	3/10/2020
EMERGENCY FOOD SERVICE PREPARATION	The Business Administrator, Assistant Business Administrator, School Security Specialist, and Food Service Manager developed a plan to feed all students in the event of a closure. A survey was disseminated to all students (hard copy) to assess the approximate stress on food services.	3/10/2020
TRAINING OF PRINCIPALS AND DISTRICT TECH LEADS	The district engaged building principals, Central Office Admin, and School-Based Technology Leads in a Virtual Learning School/District Planning Meeting Agenda - March 10, 2020 to develop processes and protocols for homeschooling due to Coronavirus. Online video capturing programs were reviewed from the compiled Classroom Video Recording Resources/Info and a selection was made for purchase by the district for flipped classroom learning experiences in the event of an extended school closure. School Principal and Technology Lead Virtual Learning Planning Meeting Minutes - March 10, 2020	3/10/2020
DISTRICT EMERGENCY PREPAREDNESS PLAN - COVID-19	Developed District Emergency Preparedness Plan - COVID-19 which includes parent and staff letters in the event of a school closure MARSD COVID-19 Emergency Preparedness Plan	3/10/2020
RELEASE TIME FOR TEACHERS TO DEVELOP LESSON PLANS	The district is planning teacher release time for the week of March 13th through a minimum school day schedule to allow teams of Prek-12 teachers to come together to develop lesson plans in the event of an extended school closure. Activities will include Blended Learning, with a balance of online and offline activities.	March 13th

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Equitable Access to Instruction for All Students

The Matawan-Aberdeen Regional School District is committed to ensuring equitable access to instruction for all students in the event of a school closure due to the COVID19. The [MARSD Virtual Learning Plan](#) has been developed to ensure the continuity of learning for all students in the event of an extended school closure. In addition the [Special Education- School Closure Remote Learning Plan](#) has been developed to support Special Education teachers.

As outlined in the [MARSD Virtual Learning Plan - Phase 1 - March 17 - April 17th](#), and the [MARSD Virtual Learning Plan - Phase 2 April 20th - June 2020](#) following protocol will be enacted in the event of a school closure:

- The Matawan-Aberdeen Regional School District is committed to ensuring equitable access to instruction for all students in the event of a school closure due to the COVID19. The district has developed the following Virtual Learning Plans for phase I and phase II of virtual learning for general and special education students.
- [MARSD Virtual Learning Plan - Phase II - Effective April 20 - June 23 2020](#)
 - We have increased “live” sessions with students
 - Added adjustments on the platform for accommodations and modifications to address ELs and students with IEPs and 504s
 - Provided additional supplemental resources to implement strategies and interventions specific to ELs proficiency levels, and student specific needs outlined in their IEP or 504
- Teachers were directed to create 20 days of emergency instructional plans for students in PreK-12.
- Plans will include flexible learning opportunities that provide differentiated instruction for diverse learners, including:
 - ELL
 - Special education/504
 - At-Risk
 - Gifted and talented
- **Grades PreK-3** are developing lessons that will be available as clickable links on a google template for up to 10 days. Lessons will be created for each content area in conjunction with other digital platforms that students are familiar with navigating, including: iReady, RAZ Kids, Reading A-Z, IXL, LearningAlly, Imagine Learning, ConnectEd, Reflex Math, Brain Pop, Mystery Science, etc.
- **Grades 4-12** are creating virtual lessons using Screencast that will be uploaded to Google Classroom in conjunction with other digital platforms that students are familiar with navigating, including: iReady, IXL, NewsEla, Learning Ally, Big Ideas, Gizmos, etc.
- **Related Arts:** MARSD will continue to provide comprehensive learning experiences for students by having digital resources, activities, and/assignments posted by teachers

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- **English Language Learners** - Combination of Communication with parents/guardians and students, depending upon age of children including RazKids, Imagine Learning, Google Classroom, etc.
- An accountability plan for teachers' online presence is being developed, i.e. hours of availability to monitor virtual classrooms, answering emails, updating classrooms websites, and instructional plans
- A [Tele-Schooling Parent Survey](#) was sent to all PreK-12 parents in Parent Portal to identify students who do not have access to devices and/or Internet at home.
- Chromebooks will be sent home with any student who does not own a device at home.
 - The district is working with Optimum to provide WiFi access codes for students who do not have Internet at home.
 - Chromebooks will be provided to district staff to use during an extended school closure. Chromebooks will include video and audio functionality
- The Matawan-Aberdeen Regional School District Board of Education has reviewed Policy # 2412 - [HOME INSTRUCTION DUE TO HEALTH CONDITION \(M\)](#) and will follow language of the policy and regulation in accordance with N.J.A.C. 6A:16-10.1.
- The Matawan-Aberdeen Regional School District has reviewed and been guided by Board Approved [District Policy 8451 - Control of Communicable Disease](#)

Student Attendance During Virtual Learning

- Describe the district's attendance policies, including how the district determines whether a student is present or absent, and how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will affect the student.
 - The district developed an attendance monitoring protocol for each school to monitor and track student "attendance" during virtual learning. Each school maintains a shared Google Spreadsheet in which teachers and admin have access to add the names of any student that did not demonstrate online activity for a period of 24 hours, did not complete or submit assignments by the established due date, and/or if a student did not complete and submit their weekly "Virtual Learning Reflection Log."
- Describe how the district is following up with the family when a student is not participating in online instruction and/or submitting assignments.
 - Once a student is added to the Student Attendance Monitoring Spreadsheet (noted above), the parent/guardian is contacted via phone or email to determine the reason for the lack of online activity. All family correspondence is then noted in our district's Student Information System (Realtime). Parent outreach is conducted by classroom teachers, building administration, and guidance counselors. In addition, the district, when warranted, will coordinate "Wellness Checks" if we have concerns and/or if the school is unable to make contact with a student's family.

Provision of Appropriate Special Education, ELLs and Related Services for Students with Disabilities

The Matawan Aberdeen Regional School District has created a district-wide emergency operation plan in the event we have a public health related school closure. How we service our students receiving special education and related services is a very important component to this plan. The New Jersey Department of Education recently released guidance on the 180 day requirement for schools and how the potential to close schools for coronavirus would impact that requirement. If schools are directed by the Monmouth County Regional Health Commission or the New Jersey Department of Health.(DOH) to close, the NJDOE will count virtual instruction towards the 180 day requirement. While information is coming in daily, the following guidelines for our Special Education population should be considered if the DOH was to mandate a closure.

Planned services for equitable access to instruction also addresses the provision of appropriate special education and related services for students with disabilities. The following protocol will be enacted in the event of a school closure under the direction of the Assistant Superintendent for Special Services and Programs:

- During Remote Instruction, ELL and SPED students will be provided with daily, differentiated instruction to meet their learning needs. Small group instruction will be provided via Google Meet in which the teacher and students can interact together using video and audio conferencing. In addition, students are enrolled in online programs designed to reinforce the application of strategies, skills and standards introduced by the teacher. Online Programs for ELs include Imagine Learning and iReady Reading Instructional Pathways. In addition to “live” virtual lessons via Google Meet, ESL and SPED teachers are recording daily lessons using Screencastify and posting the video lessons on our students’ learning platform (Google Classroom) so they can be viewed at any time by the students.
- ESL teachers to provide ESL video-lessons via Screencastify 5 X per week
- ESL teachers to provide small group virtual instruction (by ELP level) 3 X per week using Google Meet
- ESL lessons and activities will be posted on Seesaw (Gr. K-1) Google Classroom (Gr. 2-12)
- These sessions focus on:
 - guided reading, Raz-Kids, Orton-Gillingham lessons, Lindamood-Bell lessons, Foundations double-dose, and more. Additionally, students may also be assigned i-Ready lessons (BSI) or Imagine Learning (ESL).
- Eligible students receive both instruction and related services in accordance to their IEP/504

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- Students will be provided additional material (I.e. handouts, activities to support learning) via mail
- The district created the following [Special Education- School Closure Remote Learning Plan](#)
- Services will include speech, occupational therapy, physical therapy and counseling via use of platform
- Services will address and focus on IEP goals. Additionally; a focus on SEL skills, and transition skills will be imbedded
- Continued Check ins and communication with families will continue along with any parent meetings
- Special Education teachers should follow the [Special Education- School Closure Remote Learning Plan](#) has been developed to support Special Education teachers. In addition, on April 3rd, the following [PK-12 Self-Contained Teachers Virtual Learning Guideline Phase II](#) was shared with self-contained teaching staff.
- Students that participate in special education programming such as In Class Resource or Pull Out Resource Replacement will be provided with assignments that are differentiated and modified to meet the specific needs of the student and target. Any accommodations for students are posted privately where students and teaching staff only have access to view.
- Students that participate in special education programming such as In Class Resource or Pull Out Resource Replacement will be provided with assignments that are differentiated and modified to meet the specific needs of the student and target goals. Additionally, students will participate in virtual classroom lessons.
- Students participating in all self-contained programming will also be given assignments that they are able to access and engage in depending on skill level. This includes current platforms we are using (i.e. I-Ready; Unique Learning, and Rethink) along with any supplemental resources currently utilized in the classroom (i.e. Reading A-Z). Upon return, students participating in these programs will need to be assessed for regression and a determination made if compensatory services are warranted.
- It is imperative all parents receive student log-on information for them to access any online platform.
- Students receiving a multi-sensory reading program will be provided activities that maintain the progress they have made within the curriculum. Phase II will include an introduction of new instructional lessons when students return from spring break utilizing virtual classroom lessons.
- In accordance with DOE guidance, related services will not be provided virtually as student's should not "self treat". Compensatory related services will be provided upon the return to school pending the determination of regression of the skill set. Interactive packets with exercises that can be done at home will be provided by the treating therapist.
- In Phase II with the New Jersey Department of Education now permitting school districts to provide therapeutic services to Special Education students by means of teleconferencing. Further, the Matawan Aberdeen Regional School District will be requesting parents sign the [MARSD](#)

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

[Telepractice Agreement](#) to ensure parents are aware of the use of a virtual platform to maximize opportunities for students to engage in speech therapy, occupational therapy, physical therapy, and counseling services as much as possible per the student's individualized educational plan or 504 plan.

- Since every child is different, the length and frequency of each session may vary based upon a child's ability and need, with individualized therapeutic activities and support being offered as a component of each session.
- IEP timelines in regards to a student's evaluation will freeze during the period we are closed. Once we return to school, the period of time we are closed will be added to the timeline. An example, if we were closed for 10 days then the testing period will be extended by 10 days ie: Evaluation due April 1st it would then be due April 15th.
- All missed IEP meetings that were scheduled during a closure will be rescheduled within the time period we are closed. Example: if we are closed for two weeks, the case manager must reconvene that meeting within the first two weeks we are back in session.
- Child Study Team members are holding IEP meetings virtually utilizing googleMeet with parent agreement.
- Evaluations such as social worker psycho-social assessment which entails a parent interview and teacher input are being conducted. Additionally, any data and information that can be collected to begin the educational, psychological, and speech-language evaluations will be done remotely.

Students with Disabilities

- Describe the delivery of remote/virtual instruction to implement Individualized Education Plans (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms.
 - We have increased "live" sessions with students
 - Added adjustments on the platform for accommodations and modifications to address ELs and students with IEPs and 504s
 - Provided additional supplemental resources to implement strategies and interventions specific to ELs proficiency levels, and student specific needs outlined in their IEP or 504
 - The district developed the [Special Education- School Closure Remote Learning Plan](#)
- Describe the methods used to document IEP implementation including the tracking of services, student progress as well as the provision of accommodations and modifications.
 - Eligible students receive both instruction and related services in accordance to their IEP/504
 - Students will be provided additional material (I.e. handouts, activities to support learning) via mail
 - Services will address and focus on IEP goals. Additionally; a focus on SEL skills, and transition skills will be imbedded

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- Describe how case managers follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.
 - Continued Check ins and communication with families will continue along with any parent meetings
- Describe how the district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities
 - Services will include speech, occupational therapy, physical therapy and counseling via use of platform

English Language Learners

- Describe the provision of ESL and bilingual education to meet the needs of ELL.
 - During Remote Instruction, ELL and SPED students will be provided with daily, differentiated instruction to meet their learning needs. Small group instruction will be provided via Google Meet in which the teacher and students can interact together using video and audio conferencing. In addition, students are enrolled in online programs designed to reinforce the application of strategies, skills and standards introduced by the teacher. Online Programs for ELs include Imagine Learning and iReady Reading Instructional Pathways. In addition to “live” virtual lessons via Google Meet, ESL and SPED teachers are recording daily lessons using Screencastify and posting the video lessons on our students’ learning platform (Google Classroom) so they can be viewed at any time by the students.
- Describe how the district communicates with ELL families, including the translation of materials and directions.
 - The district communicates with families using a variety of methods including the use of an application called “*Talking Points*,” a nonprofit organization focused on promoting family engagement for underserved multilingual families. The *Talking Points* App translates messages into hundreds of different languages. Families receive messages in their home languages, then educators message families with TalkingPoints web or mobile app. Content and analytics support for teachers to provide engaging, helpful, and relevant information for families.
 - The district has dedicated “translators” for various languages and school and district administrators coordinate with the approved district translators to share letters, correspondence and other materials requiring translation
 - The district records weekly messages to families in both English and Spanish
 - The district has developed an ELL Family Resource Newsletter to support ELL families with strategies, information and tips to support them in the virtual learning process.

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- Describe how the district uses alternate methods of instruction, differentiation, access to technology, and strategies to troubleshoot ELL access challenges.
 - The district has invested in the purchase of online resources specifically designed to support ELLs. Examples of online programs include Imagine Learning and iReady which provide personalized, adaptive online instructional pathways that students can access 24/7. ELL teachers have access to the student performance data from these online platforms and use this information to craft small group virtual lessons via Google Meet. ELL teachers also push out differentiated lessons to individual ELL students, using the iReady Instructional Pathway, based upon specific areas of English Language deficiency.
 - All ELL students were provided with a camera-enabled Chromebook and Wifi HotSpot to ensure equal access during virtual learning.
 - The district utilizes Google Apps for Education and the Google Classroom platform in which ELL teachers can post ELL specific lessons and resources.
 - The district “ELL Coaches” provide virtual support to ELL teachers through bi-weekly Zoom meetings.
 - ESL teachers meet with ESL students each week in small groups, differentiated by English Language Proficiency level using Google Hangouts/Meet.
 - The district website, www.marsd.org continues to be updated with family resource links, including resources specific to ELLs and SPED.

Summer Programming

- Assessment of learning loss and an initial plan for potentially addressing learning loss
 - The district will administer the iReady Math and ELA Diagnostic Assessment to students in Grades K-5 in June 2020 to identify gaps in skills, standards, and concepts inform summer identification, planning and instruction. Students in Grades 6-12 will complete regular assessments of learning prior to the end of the school year to determine summer interventions. At the HS level, teachers and administrators are tracking students in need of summer Credit Recovery through Educere
- Provide a preliminary outline for the provision of summer services, including Extended School Year (ESY) for students with disabilities including how ESY will be delivered.
 - As a result of the continued restrictions imposed on schools by Executive Order No. 107, the Summer 2020 ESY Program will run exclusively through a virtual platform. This will allow for continued delivery of a wide range of individualized academic experiences and services while maintaining the health and safety of students and staff.
 - ESY will run on Monday through Friday from July 20th to August 28th, from 8:30 am to 11:30 am. The program will run in a similar mixed-delivery format to

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

that currently being used for remote learning and individualized instruction according to your child's program. Teachers will use a variety of at-home activities related to IEP goals, pre-recorded lessons and live face to face virtual lessons to deliver instruction to students.

- ESY will run 30'day remotely; Monday thru Friday between 8:30- 11:30 via virtual platform
- Eligible students receive both instruction and related services in accordance to their IEP/504
- Students will be provided additional material (I.e. handouts, activities to support learning) via mail
- Services will include speech, occupational therapy, physical therapy and counseling via use of platform
- Services will address and focus on IEP goals. Additionally; a focus on SEL skills, and transition skills will be in imbedded

21st Century programs

- Assessment of credit loss or shortages for high school seniors and an initial plan to address credit recovery
 - The district has maintained a listing of all students that are in need of “credit recovery” at the high school level, including seniors. Any student in need of credit recovery will be enrolled in Educere (<https://www.educere.net/>) for Summer 2020 credit recovery.
- Assessment of learning loss and an initial plan for potentially addressing learning loss ▪ STEM or other programs using reallocated grant funds
 - The district is planning to run the following Summer 2020 Programs using a virtual platform:
 - **At-Risk / Credit Recovery - Gr. 6-12**
 - This will be offered through a virtual platform in which students will have the opportunity to meet with content area teachers for support and review of standards/skills
 - **ESY - For all eligible SPED students**

● Title 1 extended learning programs

- Cliffwood and Lloyd Road Elementary are designated as “Schoolwide Title 1.” Given the “schoolwide” Title 1 status, all students at these schools are eligible to attend the **Title 1 Virtual Summer Program**. As a result of the current COVID-19 Pandemic, and the continued restrictions imposed on schools by Executive Order No. 107, the program will run exclusively through a virtual platform. This will allow for continued delivery of a wide range of individualized small group academic experiences, while maintaining the health and safety of students and

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

staff.

- The Title 1 Virtual Summer Program will run on Monday through Friday from July 20th to August 28th. Although final plans and schedules are in development, students will have designated schedules for virtual (“live”) teacher-led small group instruction between the hours of 8:30 AM -11:30 AM, using Google Meet. In addition to virtual small group instruction, Title 1 teachers will provide recorded video lessons and independent practice activities designed to reinforce skills previously introduced. Students will continue to utilize their personalized iReady Instructional Pathway for self-paced independent practice, as well as other supplemental resources that will allow teachers to target specific skills and standards in the areas of Language Arts Literacy or Mathematics.
- **Reallocated Title 1 Funds** - Cliffwood and Lloyd Road School will utilize Title 1 Reallocated funding to purchase STEM supplies, including Dash and Dot Robots, Coding materials and other resources to support the Summer 2020 Title 1 Summer Program
- To ease the transition to summer, Title 1 teachers will continue to utilize the online platforms you and your child have become familiar with during virtual learning (Seesaw or Google Classroom) as the main platform for the posting of daily lessons and activities, directions and links to independent practice assignments, and other important updates and information.

- **Preliminary Plans for Class of 2020 graduation ceremonies**

- The staff at **Matawan Regional High School** is hard at work planning end-of-year activities, including graduation, so that the Class of 2020 will receive the recognition it so richly deserves. A committee has been hard at work planning a number of festivities, including an MRHS virtual graduation, an in-person diploma recognition program, and/or a scaled graduation ceremony, pending state and NJDOE directives. Additionally, MRHS is planning a Virtual Senior Awards Ceremony, a Summer Prom, and an "MRHS Class of 2020" celebratory website!
- The **MAMS** Administrative Team has been working equally as hard with district and community stakeholders to finalize a plan to celebrate our 8th grade students as they prepare to embark on the next chapter of their educational journey. As we await further guidance from the state and the NJDOE regarding end of year celebrations, the MAMS Team has been planning a virtual promotion ceremony that follows the format of our traditional graduation ceremony, as well as the possibility of an in-person Diploma recognition program.
- The **Lloyd Road School** administrative team have been working diligently to solidify plans for the fifth grade promotion ceremony. Their plans include a promotion video to recognize all of our 5th grade students, including Special Subject award recipients. On June 22nd, the day of the Lloyd Road scheduled promotion ceremony, we will release a video at 10:00 a.m. to our students and their families that can be viewed at home.

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Provisions for Equity in Technology & Wifi Access

- Describe the district's plan for measuring and addressing any ongoing digital divide that continues to exist, whether it be network access or lack of sufficient access to devices.
 - The Matawan-Aberdeen Regional School District was successfully able to provide EVERY student with a chromebook (with camera) and wifi access. Wifi access was provided through a combination of township wide broadband access (Optimum), and through the purchase of Wifi hotspots for areas within the township of Matawan and Aberdeen that Optimum wifi connection was weak or unavailable.
 - A [MARSD Technology and Wifi Guidelines and Distribution Plan - Updated March 31, 2020](#) has been developed and shared with all staff and school community members, along with a schedule for chromebook and WIFI distribution in the event of a school closure.

Provision for Student Wellness

- Counselors, school social workers, and school psychologists will maintain a list of students currently receiving counseling and support.
- Staff will phone families and students to ensure student safety and well-being.
- Staff will maintain documentation of contacts made during closure.
- Staff will maintain all resources to refer families to should the need arise.

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Provision of School Nutrition Benefits

To address the provision of school nutrition benefits for eligible students, the district identified the following students as Free or Reduced:

SCHOOL	NUMBER of FREE & REDUCED
Cambridge Park Preschool	30 Students
Ravine Drive Elementary School	83 Students
Strathmore Elementary School	76 Students
Cliffwood Elementary School	136 Students
Lloyd Road Elementary School	167 Students
Matawan-Aberdeen Middle School	267 Students
Matawan Regional High School	280 Students

Safe delivery of meals

On March 6, 2020, the district developed and disseminated a [Breakfast and Lunch Parent Survey](#).

Upon guidance from the Department of Health and [interim Guidance for Administrators of US Childcare Programs and K-12 Schools](#) the Matawan-Aberdeen Regional School District developed the following:

[Breakfast and Lunch Distribution Plan](#) - disseminated on March 10, 2020.

[Breakfast and Lunch Distribution Plan Process](#) - disseminated on March 13, 2020 and updated on March 31st in a new community correspondence letter from Dr. Majka.

On March 31, 2020, the district updated the Breakfast and Lunch Distribution Process and Schedule and disseminated the following letter to the school community. Effective April 6, 2020, the [MARSD Breakfast/lunch Distribution Process Updated Version Effective 4.6.2020](#) will be utilized moving forward. This new plan was shared with staff, parents, and the school community and is posted on our website.

- Provide an updated plan for the continued safe delivery of meals to students.
 - Upon guidance from the Department of Health and [interim Guidance for Administrators of US Childcare Programs and K-12 Schools](#) the Matawan-Aberdeen Regional School District developed a Meal Distribution Plan to ensure ANY family needing a meal has access to meals in a safe and efficient manner.

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

- On March 6, 2020, the district developed and disseminated a [Breakfast and Lunch Parent Survey](#).
- On March 31, 2020, the district updated the Breakfast and Lunch Distribution Process and Schedule and disseminated the following [MARSD Breakfast/lunch Distribution Process Updated Version Effective 4.6.2020](#) to the school community and posted on the district's website.

School Cleanliness and Disinfection Protocols

Beginning the week of March 2, 2020, in addition to the district's routine cleaning protocol, the custodial staff was directed to begin treating high-touch areas, including but not limited to desks, doorknobs, tables, computer keyboards, phones, lockers, water fountains, pencil sharpeners, all dispensers, and lunch tables with a heavy-duty disinfectant used when communicable/infectious diseases are reported, such as flu. Additionally, disinfectant sprays were purchased and being used to clean larger areas, including auditoriums, gymnasiums, cafeterias, etc.

Students, teachers, and parents emailed reminders to follow the public health recommendation for being 24-hours fever free before returning to school. Additional reminders include:

- Cover your coughs and sneezes with a tissue or into your sleeve, not your hands.
- Avoid touching your eyes, nose and mouth.
- Wash hands often for at least 20 seconds, especially after coughing or sneezing. Use alcohol based hand sanitizer if soap and water are not available.
- Stay home if you're sick, especially with a fever.
- Avoid people who are sick.
- Clean and disinfect frequently touched surfaces and objects.

Response and Recovery

The goal of Response and Recovery is to ensure that the critical action plans developed during the district's preparedness stage are fully implemented, then prepare to return to learning and restore the infrastructure of the school as quickly as possible. Focus remains on students, staff, families, and the physical plant, and the district is prepared to take the necessary time needed for recovery. School staff may be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff, and responders. One of the major goals of recovery is to provide a caring and supportive school environment.

Matawan-Aberdeen Regional School District
 COVID-19 Public Health Closure Plan

Communication Chain of Command

Essential Employee Listing

The Matawan-Aberdeen Regional School District developed the following [MARSD Essential Employee Guidance and Information MEMO](#) to clarify roles and expectations of essential employees.

The following levels of leadership have been established to provide distinct channels of communication during the Response and Recovery period of a school closure.

Area	Responsibility	Activities/Actions
Chief School Administrator	Superintendent	<ul style="list-style-type: none"> ● Prioritize district preparation activity and timelines for completion ● Keep the Board of Education informed of preparation activities and developing situations ● Handle media communications to have them assist in communicating about preparedness ● Collect questions received by the district as a means of assessing community concerns, the nature of the concerns, and what can be done in response to address ● Assure reliable communication practices throughout the district
Building Administration	Principals Assistant Principals	<ul style="list-style-type: none"> ● Supervise teacher entry/exit out of building to retrieve instructional materials and close/pack up classrooms for the summer ● Supervise the planning and preparation for summer programming ● Monitor Virtual Learning ● Process Purchase Orders and other conduct other essential School Business
Central Office Administration	Directors, Assistant BA	<ul style="list-style-type: none"> ● Supervise, plan and prepare for summer programming ● Monitor Virtual Learning ● Prepare Grant Applications ● Support building administrators ● Prepare for Fall opening ● Supervise Curriculum

Matawan-Aberdeen Regional School District
 COVID-19 Public Health Closure Plan

		updates/revisions <ul style="list-style-type: none"> ● Process Purchase Orders and other conduct other essential District Business
Clerical Staff	Secretaries Central Registrar	<ul style="list-style-type: none"> ● Support building administration in supervising teacher entry/exit out of building to retrieve instructional materials and close/pack up classrooms for the summer ● Support building administration in supervising the planning and preparation for summer programming ● Support building administration in monitoring Virtual Learning ● Process Purchase Orders and other conduct other essential School Business
Personnel	Director of Personnel	<ul style="list-style-type: none"> ● Anticipate absences of staff up to 40% ● Consider tiered system of reporting ● Consider competition of subs with other districts ● Consider possibility of absence due to “fear” of contagion ● Establish surveillance system of absences and establish “tipping point” for deciding school closings ● Discuss the scenarios of the needs of staff without sufficient personal illness and family illness days
Facilities	Director of Facilities	<ul style="list-style-type: none"> ● Meeting discussion and reminders about use of universal precautions and sanitizing efforts during clean-up ● Assure stockpiling of sanitary supplies before “rush” caused by the imminence of illness ● Bus sanitizing (AM and PM)
Transportation	Transportation Coordinator	<ul style="list-style-type: none"> ● Staffing coverage for drivers and aides ● Coverage for contracted routes affected by absences ● Effects of illness of high-risk students on transportation staff ● Anticipation of mechanic illness fuel

Matawan-Aberdeen Regional School District
 COVID-19 Public Health Closure Plan

		<p>delivery delays</p> <ul style="list-style-type: none"> ● Consider policy for the transportation of sick children
Business Office	Business Administrator	<ul style="list-style-type: none"> ● Allocation of funds for the stockpiling/purchase of tissues, masks, hand sanitizers, etc. ● Assure operation of payroll and accounts payable departments ● Plan to meet with food service staff to discuss food safety, food preparation, provision of meals to free/reduced families if schools are closed
Food Service	Food Service Manager	<ul style="list-style-type: none"> ● Ensure additional steps are taken to minimize direct contact with people. Ensure staff are washing hands frequently and added safety materials such as disposable gloves and masks should be allocated to employees in direct contact with customers. ● Established emergency communications will be followed as outlined in the districts bio-security plan (BOE Policy 8506). ● The workplace will be monitored for employees who have been exposed to pandemic influenza, are suspected to be ill or become ill at the worksite. Sick leave shall be taken for any employee who is ill or suspected of being ill. When a previously ill person is no longer infectious and can return to work, the district may require a full release from a physician. ● Communicate and educate employees. Develop and disseminate materials covering pandemic fundamentals, personal and family protection, and response strategies.
Health Services	Head Nurse	<ul style="list-style-type: none"> ● Meet with Health Services staff to review hygiene communication, exclusion, and reporting practices ● Establish district web link on Pandemic Flu to provide current and accurate

Matawan-Aberdeen Regional School District
 COVID-19 Public Health Closure Plan

		<p>information to the community</p> <ul style="list-style-type: none"> ● Establish process for monitoring student absenteeism rates across the district and students sent home who display symptoms of the virus. ● Generate daily report for the “Pandemic Proactive Response Committee” on student and staff absenteeism
Curriculum	Assistant Superintendent of Curriculum & Instruction	<ul style="list-style-type: none"> ● Consider ways to continue to deliver curricula in the event of increasing absences and school closings ● Identify remote instructional sources and paper materials to be used by families to maintain levels of instruction ● Prepare information bulletins for staff and parents in concert with other district staff
Community Education	Assistant Superintendent of Special Services and Programs	<ul style="list-style-type: none"> ● Meet with mental health staff to review anticipated flu effects, illness, and death of family members, students, and staff ● Identify vulnerable populations and discuss plans to assist ● Discuss methods for identifying families or family members traveling to/from high-risk areas ● Consider cultural needs of students, family, and staff during illness
Technology Coordination	Director of Technology/Manager of Information Systems	<ul style="list-style-type: none"> ● Discuss implications for the use of technology to access district functions with reduced staff or from remote locations

Communication to Board of Education

The Matawan-Aberdeen Regional School District Superintendent, Dr. Joseph Majka continues to communicate daily with the Board of Education President to apprise the board of ongoing guidance and updates from state agencies.

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Communication to Parents

In an effort to keep families informed of district actions and provisions during this emergency, a dedicated space on the district website has been created and updated daily. The following letters have been disseminated to the community:

- [March 3rd Parent Letter from Dr. Majka](#)
- [March 10th Parent Letter from Dr. Majka](#)
- [Novel Coronavirus 2019 Parent Information & Resources Website Update](#)
- [March 13th Parent Email from Dr. Majka](#)
- [March 13th Parent/Staff Letter from Dr. Majka](#)
- [March 16th Parent/Community Letter from Dr. Majka](#)
- [March 19th Parent Letter from Dr. Majka](#)
- [March 24th Parent/Community Letter from Dr. Majka](#)
- [March 26th Parent Letter from Dr. Majka](#)
- [March 31st Parent/Community Letter from Dr. Majka](#)

- [April 2nd Parent/Community Letter from Dr. Majka](#)

In the event of school closure, additional communication to families will be provided via SchoolWires, District website, email blast, robo-call, text messages, and updates on the district's Twitter page [@MARS DNJ](#)

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Communication to Staff

In an effort to keep faculty and staff informed of the district's actions and provisions during this emergency, emails were regularly sent from the Central Office. These emails also provided instructions on how to best serve our students during a potential emergency closure. Please see the links for district-wide faculty communication:

- [March 3rd Staff Letter from Dr. Majka](#)
- [Novel Coronavirus 2019 Parent Information & Resources Website Update](#)
- [March 10th Staff Letter from Dr. Majka](#)
- [March 3rd Email to Staff from Dr. Majka](#)
- [March 13th Parent/Staff Letter from Dr. Majka](#)
- [MARSD Staff Update Letter - Monday March 16, 2020](#)
- [March 19th Letter to Staff from Dr. Majka](#)
- [March 24th Letter to Staff from Dr. Majka](#)
- [April 2nd Staff Letter from Dr. Majka](#)

In the event of school closure, additional communication to staff will be provided via SchoolWires, District website, email blast, updates to the district website, and via the district's Twitter account [@MARSDNJ](#)

Additional Resources

State and county departments also provide frequent updates. Please check with your local health agencies regularly.

<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-for-schools.html>

General Information

<https://www.cdc.gov/coronavirus/2019-ncov/index.html>

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/index.html>

Prevention and Treatment

<https://www.cdc.gov/coronavirus/2019-ncov/about/prevention-treatment.html>

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan

Travel

<https://www.cdc.gov/coronavirus/2019-ncov/travelers/index.html>

Planning for a Possible COVID-19 Outbreak in the U.S.

<https://www.cdc.gov/coronavirus/2019-ncov/specific-groups/guidance-business-response.html>

Pandemic Flu Checklist for K-12 Administrators (applicable to COVID-19)

<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-k-12-school-administrators-item2.pdf>

Getting Your Workplace Ready for Pandemic Flu

<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/gr-pan-flu-work-set.pdf>

Resources from the National Association of School Nurses:

Guidance for School Nurses

Emergency Preparedness for Pandemic for Superintendents and Principals

Matawan-Aberdeen Regional School District
COVID-19 Public Health Closure Plan