



LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s [April 28, 2021 broadcast](#), in March 2021 President Biden signed the Federal [American Rescue Plan \(ARP\) Act](#), Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's [funding comparison fact sheet](#).

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in [Volume 86, No. 76 of the Federal Register](#) by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy [announced](#) that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: Moorestown Township Public Schools

Date (mm/dd/yyyy): 06/15/2021

Date Revised (mm/dd/yyyy): 12/12/2023

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Universal and correct wearing of masks

- i. The District will follow NJDOH requirements for wearing masks. The District will evaluate guidance documents as updates are made to adjust local policies and practices.
- ii. The District will utilize CDC resources on proper mask wearing and staff will assist in training and reinforcement of proper mask wearing, if necessary.
- iii. PPE will be provided to staff and students when necessary. Staff and students are encouraged to bring their own PPE.

B. Physical distancing (e.g., including use of cohorts/podding)

- i. **Classrooms** - Physical distancing will be in accordance with guidelines at the time. Furniture will be adjusted accordingly to accommodate for distancing.
- ii. **Cafeterias (Lunch)** - Physical distancing will be in accordance with guidelines at the time. Furniture will be adjusted accordingly to accommodate for distancing. In certain circumstances, distancing will be accomplished by adding additional lunch periods and/or utilizing additional large space areas with dedicated HVAC, high air exchange rates, and enhanced filtration.

- iii. **Transportation** - Physical distancing will be in accordance with guidelines at the time. Buses will be sanitized as needed.
- iv. The District will evaluate guidance documents as updates are made to adjust local policies and practices.

C. Handwashing and respiratory etiquette

- i. Staff has been trained on proper handwashing practices and PPE as prescribed by the CDC and other infection control precautions.
- ii. CDC resources and guidance documents that promote proper handwashing etiquette were distributed.
- iii. Hand sanitizer is available in school buildings.

D. Cleaning and maintaining healthy facilities, including improving ventilation

- i. Facilities Cleaning Practices
 - a. **Cleaning Practices** - Classrooms and nursing suites will be cleaned daily in accordance with internal checklists which include high contact areas. Cafeterias will be cleaned daily and in between each use. Main offices, lobbies, vestibules, common area high touch points will be disinfected frequently. Playgrounds will be disinfected as needed. Deep cleaning will occur as needed and will include utilizing a district approved disinfectant in electrostatic sprayers or misters. Night custodial supervisor will inspect a required number of schools per night.
 - b. **Disinfectants and Sanitizers** - Primary and secondary disinfectants and sanitizers have been identified and are compliant with EPA.
 - c. **HVAC** - Routine daily, weekly, monthly, quarterly and annual maintenance will be performed in accordance with ASHRAE checklists.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments

- i. Contact tracing will be performed as required to NJDOH guidelines at that time.
- ii. The District, as required, will assist the local health department in conducting contact tracing activities.
- iii. The District will ensure adequate information and training is provided to the staff as necessary to enable staff to carry out responsibilities assigned to them.
- iv. The District will allow staff, students and families to self-report symptoms and/or suspected exposure.

F. Diagnostic and screening testing

- i. Diagnostic and screening testing will be performed in accordance with guidelines at that time. Staff will always be encouraged to self-report any COVID-19 symptoms. Based on the guidelines at the time of the illness, the district may then notify local health officials, other staff, and families as needed.

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

- i. **Staff Vaccinations** - In coordination with Rite Aid, an optional vaccination clinic was held for all staff members.
- ii. **Student Vaccinations** - In coordination with Rite Aid, an optional vaccination clinic was held.
- iii. **Additional ongoing efforts** - Local vaccination clinics are promoted on district sites. Annually in the fall, the district holds a vaccination clinic for staff.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

- i. The District special education department, cabinet, principals, district physician, school nurses, staff and parents have engaged in a process to meet the health and safety needs of students with IEPs, 504 plans, nursing services plans and specific requests.
- ii. The Director of Special Education/Child Study Teams will meet routinely with parents and SpEAC to review concerns.
- iii. The District will employ a dedicated, full-time mental health professional to work with students and families who have emergent needs related to COVID-19.
- iv. Students who need assistance with masking and/or physical redirection or prompting will be supported by the Child Study Team, behaviorist and other resources as warranted.
- v. Safe Return Plans from private and other Local Education Agencies that serve our students will be collected.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

- i. **Professional Development / SEL** - The district has scheduled several days of PD opportunities around health and wellness. Each I&RS Team will meet to review students to identify areas of need. A mental health professional will work with students and families who have emergent needs. Trending needs will be discussed with counselors and Administration. Following Tier Two strategies, forms will be available for students, parents, staff to complete.
- ii. **Food Services and IT** - In the event a school closure is necessary, the District will have access to meals similar to the prior school year. School-provided devices and services will be available at home. Devices will be available for staff members that are not typically

provided with them. Technical support will be provided by phone, email, and video conference. In-person repairs and support are anticipated to continue via a curbside drop-off.

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comments into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

- i. **During COVID outbreak:**
 - a. **May 18, 2021** - District Administration presented a brief overview of its “Fall Forward” plan to the community at a regularly scheduled Board of Education meeting. Public comment was sought at that time on the presentation and was considered throughout the development of the plan.
 - b. **June 2, 2021** - After the release of the plan template on May 24, 2021, District Administration compiled information into the template. The District scheduled a Parent Forum for June 2, 2021 to receive feedback on the plan and template.
 - c. **June 15, 2021** - District Administration will submit the plan to the Board of Education for approval. Public comment on the plan will be taken again at that time.
 - d. **July 2021** - District Administration will monitor changing guidance and update the community accordingly.
 - e. **August 17, 2021** - District Administration will present to the Board of Education any changes necessary to the plan based on changing guidance throughout July and August 2021.
- ii. **Ongoing Biannual Safe Return Plan Updates** - Public comment is sought via district website. Any comments made are reviewed and considered for plan updates.

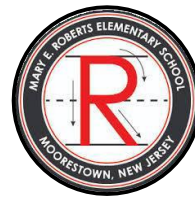
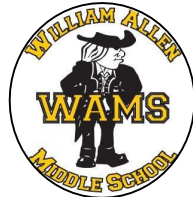
B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

- i. **Translation** - Translators have been identified throughout the District to assist with translating the document with parents that have limited English proficiency.
- ii. **Accessibility** - This document will be added to the District website after being run through an accessibility check that will make it ADA compliant. The District website includes information for website accessibility including contact information for those experiencing problems.

Moorestown Township Public Schools

September 19, 2023

2023-2024 Emergency Remote Instructional Plan



Moorestown Township Public Schools

Remote Learning Plan



- Plan takes effect for a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute public health-related closure of a district or school
- In the event of a mandated district/school closure, asynchronous learning will begin immediately. Virtual (synchronous) instruction will begin by the third day of closure to allow for any material pickup and device distribution
- Days of remote instruction under this plan will count toward the 180 day requirement



Moorestown Township Public Schools

Equitable Access and Opportunity Through Technology



- **Student Devices-** Pre-K and Kindergarten: Students will use a home device. Those who request a school-issued device will receive one.
 - Gr 1: Students will receive a school-issued device to take home
 - Grades 2-12: Students are 1 :1 and will take home their school-issued Chromebook or laptop
- District will work with families that do not have Internet access at home to help them find service and may loan a hotspot to families with no other options for broadband/internet service.
- Back to School forms included technology access survey to identify any families who will need technology assistance if needed

Moorestown Township Public Schools

Length of Remote Day

Preschool

-AM Session - 9:00 am -11:30 am

-PM Session - 12:30 am -3:00 pm

Elementary K-6 - 9:00 am-3:00pm

Secondary 7-12 - 8:30 am-2:30pm

Attendance will be monitored by teachers when students log on. All attendance information will be recorded in our SIS, Genesis, just like attendance for any typical day.

Board policy 5200 and procedures as outlined in the Board reviewed Student Handbooks guide how a student's attendance will factor into promotion, retention, graduation, and discipline and are available for parents to review at any time on our website. Handbooks are also disseminated annually.

If and when a student is not participating in online instruction and/or submitting assignments, teachers, nurses, counselors, and administration will make contact to parents via multiple methods (emails, phone calls, etc.) to ensure learning is taking place.



Moorestown Township Public Schools

Safe Delivery of Meals Plan



- District will utilize a centralized pick up site for weekly drive through pickup.
- Cafeteria staff will adhere to all Department of Health guidelines while preparing and distributing meals.
- Student eligibility will be determined based on State guidelines and data entered in our student information system.
- Meals served will be tracked utilizing Lunchtime for state reporting purposes.
- District will contact families that have limited transportation and assist on an as needed basis.

Moorestown Township Public Schools

Facilities and Transportation Plan



- Custodial, Maintenance, and certain Administrative staff will be identified as essential employees and approved as such
- Custodial, Maintenance, and Grounds personnel will be in the buildings providing cleaning and maintenance services on a daily basis.
- Buildings and Grounds personnel will perform regular “rounds” to identify issues within the building and update/repair as needed.
- Buildings will be put into “unoccupied” modes for controls, but the District will carefully manage setpoints to avoid pipe breaks, overcooling, humidity issues, etc.
- Transportation - Vehicles will be maintained and any significant projects will be performed. Vendor contracts will be reviewed and negotiated.

Pre-Kindergarten Full Remote Schedule



Sign In/Greeting

Morning Meeting

Movement/Song

Read Aloud

Activity- Math/Literacy/Science

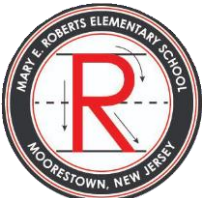
Small Group Breakout

Play/Communication

Closing Circle



Pre-Kindergarten Instructional Plan



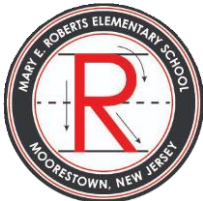
- Remote schedule would follow the in person schedule
- AM Preschool - 9:00-11:30 am; PM Preschool - 12:30-3:00 pm
- Specials and Related Services (if required) would be scheduled to complement instruction
- Instruction will be held through LIVE Google/Zoom/Class Dojo meetings with some small group/individual breakouttime included
- Parents/Guardians will be required to pick up student materials for remote learning
- Progress is monitored through our cloud based Teaching Strategies Gold platform in the key areas of early childhood development.

Grades K-3 Full Remote Schedule



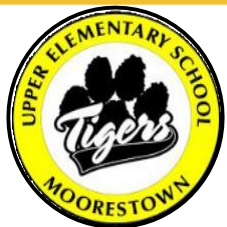
Morning Meeting	15 minutes
Word Study	30 minutes
Reading/Writing	60 minutes
Snack/Break	15 minutes
Special	40 minutes
Science/Social Studies	40 minutes
Lunch/Recess	60 minutes
Math	60 minutes
Independent Practice/Academic Extension	40 minutes

Grades K-3 Instructional Plan



- Remote schedule would follow the in person schedule
- Specials, Academic Support, Related Services would take place at the same time
- AM Preschool - 9:00-11:30 am; PM Preschool - 12:30-3:00 pm
- Morning Kindergarten - 9:00 - 11:45 am
- Instruction will be held through LIVE Google/Zoom meetings with some independent work time included
- Parents/Guardians will be required to pick up student materials for remote learning
- Assessment and progress-monitoring is met through the use of online curricular platforms, personalized learning tools, and teacher-generated resources.

UES Full Remote Schedule



Full Remote Model			
HR/MM			
	9:00	-	9:15
1	9:20	-	10:00
2	10:05	-	10:45
3	10:50	-	11:30
4 (Grade 5 Lunch/Break)	11:35	-	12:25
5 (Grade 6 Lunch/Break)	12:30	-	1:10
6 (Grade 4 Lunch/Break)	1:15	-	1:55
7	2:00	-	2:40
HR	2:45	-	3:00

Periods are 40 minutes long

5 minutes between periods

Grades 4-6 Instructional Plan

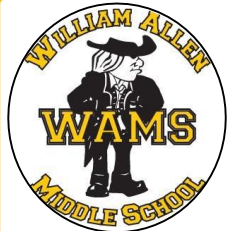
- Remote schedule will mirror the in person schedule.
- Homeroom/Morning Meeting will begin at 9:00 AM. Class periods are 40 minutes long and a 5 minute block is built in between periods to allow for a short break, and exit and entry to a new class Google Meet/Zoom.
- Specials, Academic Support, Related Services and Electives will be held during the same period as in-person
- Instruction will be held through LIVE Google/Zoom meetings with some independent work time included
- Teachers will use Google Classroom
- Parents/Guardians may be required to pick up student materials for Remote Learning for certain subjects.
- Student progress and learning will be continuously monitored and communicated to families through feedback given through Google Classroom, Genesis gradebook, as well as online curricular platforms and personalized learning tools.



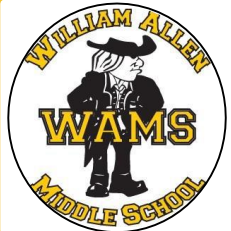
WAMS Full Remote Schedule

Full Remote Model

PD.	Start	End
HR	8:30AM	8:34AM
1	8:39AM	9:14AM
2	9:19AM	9:54AM
Move Break	9:57AM	10:07AM
3	10:10AM	10:45AM
4	10:50AM	11:25AM
5 (7th Lunch)	11:30AM	12:05 PM
6 (8th Lunch)	12:10 PM	12:45 PM
7	12:50 PM	1:25 PM
8	1:30 PM	2:05 PM
Scheduled Extra-Help, Clubs & Meetings	2:10 PM	2:30 PM

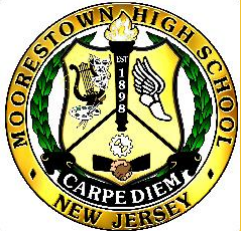


WAMS Instructional Plan



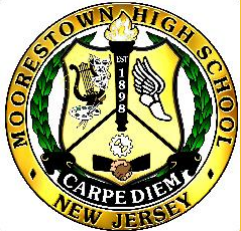
- Remote schedule will mirror the in person schedule. Student day will begin at 8:30 AM. Class periods will be 35 minutes long and a 5 minute block is built in between periods to allow for a short break, and exit and entry to a new class Google Meet/Zoom.
- Students will receive an additional 10 minute move break between 2nd and 3rd period to allow for students to move away from their computers to refresh and reset.
- A lunch break is also scheduled for all students, to give them a natural break in their day, much like their regular schedule.
- Parents/Guardians may be required to pick up student materials for Remote Learning for certain subjects.
- Teachers will use Google Classroom
- Instruction will be held through LIVE Google/Zoom meetings with some independent work time included
- Student progress and learning will be continuously monitored and communicated to families through feedback given through Google Classroom, Genesis gradebook, as well as online curricular platforms and personalized learning tools.

MHS Full Remote Schedule



A LUNCH			B LUNCH			C LUNCH			D LUNCH			E LUNCH		
START	PERIOD	END	START	PERIOD	END	START	PERIOD	END	START	PERIOD	END	START	PERIOD	END
8:30	1	9:04	8:30	1	9:04	8:30	1	9:04	8:30	1	9:04	8:30	1	9:04
9:08	2	9:42	9:08	2	9:42	9:08	2	9:42	9:08	2	9:42	9:08	2	9:42
9:46	3	10:20	9:46	3	10:20	9:46	3	10:20	9:46	3	10:20	9:46	3	10:20
10:24	LUNCH	10:50	10:24	4	10:58	10:24	4	10:58	10:24	4	10:58	10:24	4	10:58
10:54	5	11:28	11:02	LUNCH	11:28	11:02	6	11:36	11:02	6	11:36	11:02	6	11:36
11:32	7	12:06	11:32	7	12:06	11:40	LUNCH	12:06	11:40	8	12:14	11:40	8	12:14
12:10	9	12:44	12:10	9	12:44	12:10	9	12:44	12:18	LUNCH	12:44	12:18	10	12:52
12:48	11	1:22	12:48	11	1:22	12:48	11	1:22	12:48	11	1:22	12:56	LUNCH	1:22
1:26	12	2:00	1:26	12	2:00	1:26	12	2:00	1:26	12	2:00	1:26	12	2:00
2:04	14	2:30	2:04	14	2:30	2:04	14	2:30	2:04	14	2:30	2:04	14	2:30

MHS Instructional Plan



- Students will use the schedule as it corresponds to their daily routine, including following lunches and lab periods.
- Remote schedule will mirror the in person schedule. Student day will begin at 8:30 AM. Class periods will be 34 minutes long and a 5 minute block is built in between periods to allow for a short break, and exit and entry to a new class Google Meet/Zoom.
- A lunch break is also scheduled for all students, to give them a natural break in their day, much like their regular schedule.
- Parents/Guardians may be required to pick up student materials for Remote Learning for certain subjects.
- Teachers will use Google Classroom
- Instruction will be held through LIVE Google/Zoom meetings with some independent work time included
- Student progress and learning will be continuously monitored and communicated to families through feedback given through Google Classroom, Genesis gradebook, as well as online curricular platforms and personalized learning tools.

Addressing Special Education Needs



- MTPS will provide remote instruction to implement IEP requirements to the greatest extent possible
- Via digital devices, students will have access to learning/services with their scheduled teachers and/or related service providers via synchronous and/or asynchronous modalities.. District paraprofessionals will also assist with student interaction. Platforms will include GoogleMeet, Google Classroom and Zoom, as appropriate.
- To document IEP implementation (tracking of services, student progress), attendance, teacher/therapist observation, work samples and data will be collected to ensure that progress is being made towards IEP goals and objectives. Provision of accommodations/modifications will be monitored by the classroom teacher as outlined in student's IEP.
- Case managers will adhere to regular calendar and hold meetings in line with Annual Reviews, reevaluation and assess/revise. In addition, they will contact families via telephone, virtual meetings and email. Phone logs will be maintained. Goals and Objectives will continue to be progress monitored and shared with families.
- Procedures to conduct IEP Meetings, evaluations, to identify, evaluate, or re-evaluate students will remain on the same timeline and expectations as outlined in the NJ Special Education code. Virtual meetings may replace in-person meetings.
- As the event leading to the need for emergency remote instruction evolves, and small groups of students can return to in person learning, students whose IEP requirements are best met with in person learning and delivery of services would be a prioritized group to return to full in person or hybrid instruction, as allowable.

Moorestown Township Public Schools

Addressing English Language Learner Needs



-The district's has an ESL program which is aligned to the State and Federal requirements to meet the needs of ELLs.

-ELL teachers and students will have access to instructional technology and materials that will assist in differentiating instruction and ensure access to grade level content. The ELL teachers collaborate with the general education teachers to differentiate materials and support instruction. All students are provided with 1:1 devices to ensure access to instruction with non-ELL peers and support by their ELL teacher.

-Communication with ELL families occurs through the use of phone apps, world language staff, and interpreting service providers. Literacy level appropriate information is provided in all native languages spoken.

-As the event leading to the need for emergency remote instruction evolves, and small groups of students can return to in person learning, EL learners would be a prioritized group to return to full in person or hybrid instruction, as allowable

-The district's professional development plan includes training for staff on strategies to support learning growth, culturally responsive practices, and addressing the SEL needs of students, including trauma-informed practices

Moorestown Township Public Schools

Social & Emotional Wellness of Students & Staff



- Social and Emotional Learning and Character Education Programming (SEL) is incorporated into the instructional schedule K-12
- The district offers access to mental health services through CARE Solace and Magellan Employment Assistance for both students and their families, as well as staff and their families. Both services have digital platforms that can be accessed during a remote learning period.
- A District Mental Health Specialist, schools counselors, and CST are available to support students. These specialist would continue to work with students within their current caseload. District would communicate any adjustments to the referral and identification process to staff and administration.
- The district's professional development plan includes training for staff on strategies to support learning growth, culturally responsive practices, and addressing the SEL needs of students, including trauma-informed practices

Moorestown Township Public Schools

Beyond the School Day Programming



- Title 1 afterschool programming, and Home Instruction, would continue virtually during a remote instruction period
- Credit Recovery, as needed to meet graduation requirements, would be offered through online instructional platforms for high school students.
- In person extracurricular programs and extended day (childcare) programs would be suspended while school buildings are closed. Extracurricular activities, such as clubs, that can meet virtually will resume as the district can support with supervision and appropriate content.
- In the event of extended closure, the district will look to provide parent education to support student success with remote learning, and look for opportunities to partner with community organizations to resources.

Moorestown Township Public Schools

Essential Employees



Moorestown has identified staff members who are considered “essential employees”.

Upon a transition to remote or virtual instruction, the Director of Human Resources will provide a list to the County Superintendent’s office