

LEA Name: MIDLAND PARK PUBLIC SCHOOLS

Date: June 19, 2024 (Updated)

1. Universal and correct wearing of masks.

A review of current CDC guidelines stated that the federal COVID-19 PHE declaration ended on May 11, 2023. Most tools, like vaccines, treatments, and testing, will remain available. The CDC's ability to collect and share certain data will change and is updating its guidance to align with data changes. On March 7, 2022, Midland Park Public Schools made the wearing of facemasks optional for students and staff. This determination follows Governor Murphy's announcement as of that date, lifting the indoor facemask mandate in schools and childcare settings. It is our understanding the Governor's determination is reflective of the latest data regarding COVID-19 cases and statewide hospitalizations. The New Jersey Department of Health (NJDOH) is expected to release additional guidance regarding this issue to school districts shortly. Please know that should the data change and NJDOH recommendations indicate a return to the wearing of facemasks is necessary, we will revisit.

2. Social/Physical Distancing.

The district will continue to comply with guidance in this area as outlined by the governor, NJDOH, and the local health department as it pertains to the health and safety of students. A health and safety assessment prior to the opening of schools will be conducted to ensure compliance to state and local health guidance. At this time there are no restrictions on physical distancing for healthy students.

3. Handwashing and respiratory etiquette.

The district will continue to comply with guidance in this area as outlined by the governor, NJDOH, and the local health department as it pertains to the health and safety of students. District will continue to keep families informed of handwashing and respiratory etiquette requirements, i.e., handwashing or the use of hand sanitizers upon entering classrooms in the morning, before and after snack, after using restrooms, whenever soiled, or at any time. Facemasks (if required or worn by individual preference) will be changed as necessary due to sneezing, coughing, or runny nose.

4. Cleaning and maintaining healthy facilities, including improving ventilation.

The district will continue to comply with guidance in this area as outlined by the governor, NJDOH, and the local health department as it pertains to the health and safety of students. Every evening all learning spaces are cleaned and sanitized; deep cleaning of all classrooms is completed prior to the new school year; district will ensure adequate PPE, cleaning, and disinfecting supplies are on hand; two custodians are assigned in each building during lunch periods; buses are cleaned and sanitized after each route or field trip has been completed; HVAC replacement filters for all units are on hand; filters are changed at scheduled intervals not to exceed three months. State-of-the-art building management system (BMS) allows us to monitor all of our classrooms and additional learning areas. Buildings are monitored for outdoor temperature, fresh air intake and learning space temperature. Adjustments can be easily made if needed.

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

The district will continue to comply with guidance in this area as outlined by the governor, NJDOH, and the local health department as it pertains to the health and safety of students. Students with Individualized Education Plans (IEP) or having related issues will have their IEP or 504 Plan modified if necessary to include health-related modifications and accommodations. If a child has a disability or underlying medical issue and cannot receive a COVID-19 vaccine, the NJ State Department of Health or local DOH may require an accommodation for the student. District policies and guidelines will be established as further guidance is provided. The district has developed the Extended School Year (ESY) program to reach a greater number of students, especially those impacted by the pandemic. District remains sensitive to the mental health needs of students. In addition to their regularly scheduled appointments with students who require counseling per their IEP, counselors and Child Study.

6. Describe how the LEA will ensure continuity of services including but not limited to services to address students' academic needs and students' and staff social emotional mental health and other needs that may include student health and food services.

The LEA will ensure continuity of services to address student academic needs through the provision of virtual instruction for students under quarantine due to the impact of COVID-19. The district further provides home instruction as necessary on an individual, case-by-case basis. The district has increased its provision of elementary guidance services this year to aid in ensuring students' emotional needs are addressed through the hiring of an additional part-time counselor. 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. 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.

7. Describe how the LEA sought public comment on its plan and how it took those public comment into account in the development of its plan.

The district provided input surveys to families to access public comment on its reopening plans. All comments continue to be reviewed and considered as modifications to the plan are made. Each revision is posted on the district website under "Headlines" along with instructions for the public to provide comments on the plan, as seeking public comment is a critical variable in this effort. Administration continues to update families and community stakeholders through eblasts and other communication venues, encouraging all to contact them with concerns or comments to ensure the district plan remains relevant. As the district receives additional guidance from the state, NJDOH, and county that necessitates adjustment to this process, the district remains committed to compliance with all mandates.

8. 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.

The district utilized the template provided to develop a plan that was easily understandable to a variety of stakeholders. Each stage of the plan continues to be vetted by administration and members of the faculty for clarity, and the district keeps the needs of the varying stakeholders who will access the plan in mind. In addition, parents/families may request the plan to be provided in another language. Further, anyone with a disability will be provided with a plan in a customized format that corresponds to a special need.

9. Briefly describe any guidance professional learning and technical assistance opportunities the LEA will make available to its schools.

The district continues to provide professional development, in-district, out-of-district, and virtual, to its instructional staff. The district utilizes Google Classroom and employs a variety of software resources to meet instructional goals/objectives. Professional development is assigned by administration based on identified needs and district goals. Faculty members are encouraged to seek out their own PD based on established PLC's and PDP's. The district's technology staff works closely with teachers to ensure technical resources are integrated in the instructional environment to the maximum extent possible, thereby increasing student engagement. The district identified evolving technology and web-based platforms as a continued point of focus for staff. In response, the district created three school-based Website Liaisons to provide teachers with additional support in maintaining teacher webpages.

10. 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 individual closed containers or bags. We will set up a table outside at the kitchen door entrance that 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.

11. Transportation

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 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. 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. Students will be seated with one student per row and a row will be skipped between each child if 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.

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.

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.

12. Extra-Curricular

Extra-curricular activities will be offered through clubs. Clubs can be conducted after school while maintain social distancing and masks.

13. Childcare

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 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.

14. Community Programming

A Fall Continuing Education Brochure was developed annually and provided to the community. In the past, the program did not offer any Fall Day Trips or trips to Broadway shows, but offered 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 workstations. Social distancing will be mandated and face coverings required as recommended/mandated.

15. Extended Student Learning Opportunities: SOAR Program: Summer Opportunities for Acceleration and Remediation)

Midland Park’s summer SOAR Academy is a program that provides in-person acceleration and remediation opportunities in Reading, Writing, and Mathematics for K-6 students at no cost to school families. SOAR is open to all general education students who do not have an Individualized Education Program (IEP), as those students are provided with an Extended School Year (ESY) program. Principals have eblasted interest letters to school families and will use this information to staff the programs accurately. We strongly encourage all families to respond to their principal indicating interest in their child(s) participation in this valuable program and we thank you in advance for your cooperation. In addition, students in Grades 7-12 who have failed a course will be provided with summer remediation options through an online Support Lab supervised by certified teachers and parents will be contacted based on student need.

16. Essential Employees

Essential workers are defined as those who conduct a range of operations and services in industries that are essential to ensure the continuity of critical functions in the United States. Essential workers were originally described by the U.S. Department of Homeland Security’s Cybersecurity and Infrastructure Security Agency’s (CISA):“Guidance on the Essential Critical Infrastructure Workforce: Ensuring Community and National Resilience in COVID-19 Response, (Version 4.0; August 18, 2020)external icon.” This list maps the CISA guidance to standardized industry codes and titles for ease of use.

For our purposes, the following identifies district employees, names of which will be provided to the county office at the time of the LEA’s transition to remote or virtual learning.

If we should have to shut down again for any reason the information below will be considered.

17. 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. In school attendance will be taken and reported in Power School. Godwin School: Virtual attendance will be taken via Google Document and added to Power School. Highland School: Track A and B will also be created to record student attendance. 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 and Board policy with regard to attendance impact on promotion, graduation, retention, and discipline. Teachers and administrators contact parents when students are not participating in virtual instruction and/or submitting assignments.

Midland Park Jr. /Sr. High School: 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. Per 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.

- 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.

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:

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.
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.

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.

18. Student Growth and Learning

Synchronous and asynchronous virtual learning instructional plans have been developed and are continuously reviewed and modified. In the event of school closure, the district will follow a Virtual School Day schedule which to provide for the necessary four hours of instruction, and time allotments for independent learning activities/homework. Each class will "meet" for 30 minutes. The expectation for students is that they are doing the work for each subject the regular period times on the scheduled below. Teachers and students will move through a regular period-based schedule. All teachers will remain available during their regular teaching periods to answer questions online. Teachers have prepared additional learning methodologies and will strive to maintain a positive learning environment.

19. Delivery of Instruction/Assessment

The district will utilize Google Classroom as the platform for virtual learning. The district is 1:1 for students in grades 3-12; students in grades PK-2 have computer access and will utilize identified programs, supported by pen-and-paper assignments. For the collaborative classes, ESL, BSI, and special education teachers will collaborate with general education teachers to ensure individual student lesson modifications and accommodations are provided. Resource Center teachers will provide instruction to students assigned to them. Based on an analysis of the district’s recently administered technology access survey, all students have technology device and Internet access in the home environment. For assessment purposes, teachers will post questions to Google Classroom to assess student understanding; they will be directed to refresh classroom often to view new posts. Teachers will open a Google Doc and have students type questions and answers in one document. For the Hearing-Impaired Program, Google Hangout/Meet will be utilized; Meet has a closed caption feature and maintains chat transcripts.

Grade/Content	Delivery of Instruction & Resources
<i>Pre-K</i>	Teachers will create content specific packets in the subject areas of reading, writing, and math. In addition to packets, students will receive a menu of fine and gross motor activities. Students will participate in hands on learning using materials around their house to demonstrate their ability to: sort, classify, categorize, measure, etc. Parents will check students in for attendance through Class Dojo, Remind app, or email notification.
<i>Gr. K, 1-2</i>	<p>K-1: Teachers will create content specific packets in the core subject areas: ELA, Math, Science, and Social Studies. Teachers will also assign skill-based work on IXL Math and leveled reading on RAZ-Kids programs. Social Studies and Science content will be delivered through Scholastic News online with follow-up activities provided by the teachers. Parents will check students in for attendance through Class Dojo, Remind app, or email notification. Online assignments will be tracked and checked daily and paper packets will be accompanied by a sign off sheet.</p> <p>Gr. 2: Teachers will follow a similar model as K-1 with the addition of Google Classroom assignments. Teachers will create assignments using the Google platform and interact with students through their responses. Students will have access to Spelling City, Mystery Science, Brain Pop Jr., Discovery Streaming, and Destiny Follett to enhance the learning environment. Parents will check students in for attendance through Class Dojo, Remind app, or email notification.</p> <p>Gr. K-2: Specialists, therapists, and basic skills teachers will provide assignments via, paper and pencil to engage the students in learning tasks related to their content area. IEPs and I&RS plans will be taken into consideration when designing therapy sessions and basic skills assignments.</p>
<i>Gr. 3-6</i>	Teachers will utilize subject specific Google classrooms to disseminate information as well as assign materials. This will include all core subjects; ELA, Math, Social Studies, and Science, as well as Music, Art, Computers, World Language, PE/Health, and Media Center instruction. Supplemental classes such as Enrichment/ BSI will also have classes utilizing the Google suite platform, which includes Docs, Slides, Forms, and Hangouts. While Google will be the main platform for instruction, a multitude of supplemental services, software, and

	<p>resources will be utilized to ensure efficient and grade-appropriate instruction, including, News ELA, NearPod, IXL Math, IXL ELA, Reflex Math, Common Lit, Discovery Streaming, Science Tec Book, Flip Grid, Flocabulary, Brain Pop, etc.</p> <p>Counseling services will be provided through student check-ins, and other service providers, i.e., OT/PT, will fulfill services through phone contact and inclusion in virtual classrooms.</p>
<i>Gr. 7-12 Chorus</i>	Written assignments will be posted on the Google Classroom for Chorus and HS Choir. These assignments would include written critique assignment of choral or vocal music performances on YouTube. The assignments would also include reading articles on vocal technique and answering questions. Students will complete and turn in these assignments via Google Doc. The Music Theory Class would complete composition assignments on the Music First Suite. These compositions are time stamped as to when they are turned in. The students would also complete assessments on the Music First Suite.
<i>Gr. 7-12 Band</i>	For band classes Music First software and google classroom will be used to transmit assignments and gather playing samples from students. The Music First Software is used throughout the year and all students have a unique log in that time stamps their playing and records their performances. Students would need to bring home their folders and instruments for this to work.
<i>Gr. 7-12 Broadcasting</i>	Students will join a Google classroom. Production students will work on script writing assignments. Students will utilize a Google doc to brainstorm ideas and write a split column script. The document will be shared and the instructor will provide feedback and comments on student progress. Students will access I movie app (free) and other editing apps on their phone/Chromebook and will edit remotely.
<i>School Counselors</i>	<p>All counselors will:</p> <ul style="list-style-type: none"> • Continue to check in with the students they know will need support during this time. • Take referrals from teachers about who to follow up with and check in on. • Make personal connections with classes to let them know they are being supported. • Focus on Parent Education: what support do parent's need, what resources can be provided to them, what more can we do to support our parents? • Assist with the compliance with 504, IEP, etc.
<i>Gr. 7-12 Specific Content Area Resources</i>	<p>Math</p> <ul style="list-style-type: none"> • Khan Academy videos • Upload PDF in Google Classroom • Close-captioned YouTube • AP Classroom • Ed Puzzle
	<p>Computer Science</p> <ul style="list-style-type: none"> • Code HS • Code Combat • Code.org • AP Classroom • CS Awesome
	English & Social Studies & World Language

	<ul style="list-style-type: none"> • Online text or textbook • AP Classroom • Newsela • Documents uploaded to Google Drive • Google Hangouts
	Physical Education/Health <ul style="list-style-type: none"> • Online Red Cross Books
	Art <ul style="list-style-type: none"> • YouTube • Google Art Project • Pixlr • metmuseum.org, moma.org, Sketchpad.io
	Science <ul style="list-style-type: none"> • Pearson classroom for quizzes and animation. • Newsela for reading comprehension activities. • Discovery education techbook for videos, readings, activities.

20. 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. At this time, it has been determined that a digital divide does not exist within the district.

21. Addressing Special Education Needs

<i>Addressing Special Education Needs/Related Service Providers</i>	<p>The Child Study Team will review each special education student’s Individual Education Plan and his or her 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 district’s 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</p>
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	<p>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 that will support growth and achievement that 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. Inventions 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> <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 influences 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>
504 Plans	<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.</p>

	<p>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>
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22. Addressing English Language Learners

<i>English Language Learners (ELL)</i>	Due to student enrollment, ELL 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 ELL 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. Communication with families is maintained by teachers, guidance counselors, and administration. Universal Design for Learning and sheltered instruction are included as alternate methods. Professional development opportunities are provided to teachers with regard to culturally-responsive teaching. The MPBOE’s Diversity, Equity, and Inclusion Committee is also responsive to efforts in this regard.
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Reopening Taskforce/Pandemic Response Committee Members/Titles
Ms. Danielle Bache, Godwin School Principal
Ms. Ann Marie Bruder, Director of Special Services
Mr. Nicholas Capuano, Midland Park Jr./Sr. High School Principal
Dr. Marie Cirasella, Superintendent
Mr. Kevin Smith, Supervisor of Buildings & Grounds
Ms. Karen Corcoran, School Nurse
Ms. Mallory Lieberman, MPEA President
Mr. Brian McCourt, MPBOE President
Mr. Jason Whelpley, Midland Park Jr./Sr. Assistant Principal
Mr. Peter Galasso, Highland School Principal
Ms. Stacy Garvey, Business Administrator
Ms. Rasheeda Garcia, BCSS HIP/SHIP Principal
Chief Michael Powderly, Midland Park Police Department, Officer Jason Tillson, MPPD/SRO
Mr. Michael Rau, Office of Emergency Management Coordinator

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
Danielle Bache, Principal
Christine Carr, Media Specialist
Lauren Fenning, School Nurse
Kristie Fucarino, Gr. 1 Teacher
Suzanne Kelly, BSI Teacher
Mallory Lieberman, K Teacher
Diana Ragone, K Teacher
Ashley Schweiderek, Gr. 2 Teacher
Patti Sicree, Speech Teacher
Michael Winters, MPEA Representative

Highland Reopening Taskforce/Pandemic Response School-Based Subcommittee
Jenna Abballe, Gr. 4 Teacher
Michele Callesano, Secretary to the Principal
Christine Carr, Media Center Teacher
Peter Galasso, Principal
Maureen O'Hara, BSI Teacher
Lori Thiemann, Gr. 5 Teacher

MPHS Reopening Taskforce/Pandemic Response School-Based Subcommittee
<i>Administrators</i>
Nick Capuano- Jr. Sr. High Principal
Jason Whelpley – Assistant Principal/Athletic Director
Melissa Brockway – SHIP Supervisor
<i>Teachers</i>
David Marks – Music teacher/MPEA Vice President
Danielle Vandenberghe – Math/Computer teacher
Deb Marks – Physics Teacher
Nancy Stewart – Social Studies teacher
Hanora Bellucco – Economics Teacher
Paul Marino – Gr. 8 Social Studies Teacher/Student Government Advisor
Jacqueline Goodell – Gr. 7 Social Studies Teacher
Yana Seminara – Teacher
Therese Seiders – Special Education Teacher
Nancy DeRitter – Science, Special Education Teacher

Eileen Ietto – Speech Therapist
Karen Corcoran – School Nurse
Beth Kasbarian- Representative for Continuing Education