Pandemic Response: Understanding How to Apply For and Use CARES Act Funding

May 21, 2020
Today’s Presenters

• David Nash, Esq., LEGAL ONE Director
• Kathleen Ehling, Director, Office of Fiscal and Data Services, NJDOE
• Leslie Franks-McRae, Director, Office of Supplemental Educational Programs, NJDOE
• Martin Egan, Acting Director, Office of Grants Management, NJDOE
• Constance Webster, ESSA Nonpublic Ombudsman, Office of Inter-District Choice and Nonpublic Schools, NJDOE
• Rebecca Gold, Interim Director of Human Resources, Hamilton Township School District
Disclaimer

This presentation is intended as a summary of law only. It is not meant as legal advice. Please consult your attorney to obtain legal advice.
Housekeeping

• Please remember to type in your questions during the presentation. All questions will be shared with the NJDOE.

• We will build in time to address a few questions.

• The recording and handouts will be emailed to participants, along with a certificate of attendance, within 24 hours.

• The recording and handouts will be posted on the NJPSA website for anyone to access.
Goals for the Presentation

• Provide background on the ESSER Fund
• Discuss the allocation process
• Review the ESSER Fund Application
• Discuss allowable uses of ESSER funds
• Review equitable services requirements
• Review the monitoring requirements
• Best practices for utilizing available funding
Highlights / Examples

• **NJDOE May 11, 2020 Broadcast email** with key links

• Critical to have collaborative process – determine your needs

• Allowable Use #3 - Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

• Allowable Use #4 - Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

• Allowable Use #10 – Providing mental health services and supports.
New Jersey Department of Education

The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) Technical Assistance Session

Office of Fiscal and Data Services
Office of Supplemental Educational Programs
Office of Grants Management
Office of Nonpublic
Description and Background

• Coronavirus Aid, Relief, and Economic Security Act (CARES Act)

• Provides for $30.9 billion in funding for the US Department of Education
  • Secretary’s Reservation
  • Governor’s Fund (GEERF)
  • Elementary and Secondary School Education Relief Fund (ESSER)
  • Higher Education Relief
Description and Background

• Elementary and Secondary School Emergency Relief Fund (ESSER Fund)
  • CARES Act Section 18003
  • $13.5 billion
  • Allocated to States according to Title I, A proportion received the prior year (2019-2020)
    • 10% State level reservation (inclusive of 0.5% for administrative costs)
    • 90% allocated to LEAs by share of Title I, A
Timeline

- **Spring 2020**: The Department makes initial awards.
- **Spring 2021**: States return funds not awarded.
- **Sept. 30, 2021**: Last date the Department can make awards.
- **Spring/Summer 2021**: The Department makes reallocation awards.
- **Sept. 30, 2022**: Last date SEA, LEA, or other subgrantee can obligate funds.
- **SEAs**: Make awards as soon as practicable.
NJDOE Website

Schools & Districts

CARES ACT

CARES Act Education Stabilization Fund  Assessments
CARES Act Education Stabilization Fund

On March 27, 2020, President Trump signed the Coronavirus Aid, Relief, and Economic Security (CARES) Act. Among its many provisions, the Act includes specific funding sources for Local Education Agencies. Specifically, Section 18003 of the CARES Act establishes the Elementary Secondary School Emergency Relief Fund (ESSERF).

The core purpose of the Elementary and Secondary school Emergency Relief Fund is to provide direct money to school districts and provide funding to support areas impacted by the disruption and closure of schools from COVID-19.

CARES Act Elementary and Secondary School Emergency Relief (ESSER) Fund

- Overview
- Projected SEA and LEA Allocations
- Allowable Uses of Funds for LEAs
- Providing Equitable Services to Students and Teachers in Non-public Schools
- Release of ESSER Funds to LEAs
- Period of Grant Funding
Allocations
Allocations

• Elementary and Secondary School Emergency Relief Fund (ESSER Fund)
  • The SEA must allocate at least 90 percent of its total ESSER Fund grant by formula to LEAs.
  • SEA must determine each LEA’s ESSER allocation in proportion to the amount of funds the LEA received under Title I, A.

_Although this is the formula used to allocate the funds the funds are NOT Title I, A funds._
Allocations

• The following are not part of FY 2019 Title I, A subgrant amounts used to calculate ESSER allocations:
  • FY 2017 or 2018 carryover funds
  • Funds reallocated to an LEA by the SEA
  • Funds an LEA received under ESEA section 1003 for school improvement
  • Funds an LEA received under ESEA section 1003A for direct student services
  • Funds an LEA received to carry over Title I, D Subpart 2
  • Reductions to an LEA’s FY 2019 Title I, Part A subgrant due to failure to meet MOE
  • Any adjustments from FY 2018 made by the SEA
  • FY 2019 Title I, A funds that an LEA declined
Allocations

• Per guidance issued by the US Department of Education:
  • Funds were set-aside from the 90% to cover any new or significantly expanding charter schools
  • Once student counts for the charter schools are finalized an adjustment will be made to all allocations
  • Final allocations will be made in early 2021
Allocations

- Per guidance issued by the US Department of Education:
  - ESSER funds are available for obligation through September 30, 2022 which includes the Tydings period (General Education Provisions Act 421(b)(1)).
  - The ESSER fund does **NOT** contain a supplanting prohibition. As a result, ESSER funds **may** take the place of State or local funds for allowable activities.
  - However, the program does contain a Maintenance of Effort (MOE) requirement, which is designed to keep States from substantially reducing their support for K-12 education.
Allocations

CARES Act Education Stabilization Fund

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Apply For
ESSER Funds
Allocations

• Allocations are available on the NJDOE website
ESSER Fund Application
## Project and Liquidation Periods

<table>
<thead>
<tr>
<th></th>
<th>CARE’s</th>
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<tbody>
<tr>
<td>Project Period</td>
<td>March 13, 2020 – Sept 30, 2022</td>
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<tr>
<td>Liquidation Period Ends</td>
<td>October 15, 2022</td>
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</table>
Live Demo

https://njdoe.mtwgms.org/NJDOEGmsWeb/logon.aspx
Allowable Uses

Use of Funds: A local educational agency that receives funds under this title may use the funds for any of the following:


2. Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.

3. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.

4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

5. Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.

6. Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.

7. Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.

   Explanation/Description: (88 of 250 maximum characters used)

   Purchase extra cleaning supplies and add extra people to work to disinfect the building.
Allowable Uses

8. Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals with Disabilities Education Act (20 U.S.C. 1401 et seq.) and how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements.

9. Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.

Explanation/Description (111 of 150 maximum characters used)

We will purchase more Chromebooks/Ipads so the children continue to be able to have a 1 on 1 for their usage.

10. Providing mental health services and supports.

11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

12. Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.
## Budget Pages

<table>
<thead>
<tr>
<th>Function &amp; Object</th>
<th>Expenditure Category</th>
<th>Description</th>
<th>Public</th>
<th>Non Public</th>
<th>Total Funds</th>
<th>Allowable Use</th>
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<tr>
<td>100 600</td>
<td>Software, Instructional</td>
<td>Purchase Chromebooks</td>
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<td>11519</td>
<td></td>
<td>11519 Purchasing supplies to sanitize and clean facilities. Purchasing educational technology.</td>
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<tr>
<td>100 600</td>
<td>Software, Instructional</td>
<td>Purchase IPADS</td>
<td></td>
<td>11190</td>
<td></td>
<td>11190 Purchasing supplies to sanitize and clean facilities. Purchasing educational technology.</td>
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<tr>
<td>100 600</td>
<td>Other</td>
<td>Cleaning supplies - Disinfectant</td>
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<td>6516</td>
<td></td>
<td>6516 Purchasing supplies to sanitize and clean facilities. Purchasing educational technology.</td>
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<td><strong>Total</strong></td>
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<td></td>
<td></td>
<td><strong>29225</strong></td>
<td><strong>29225</strong></td>
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ESSER Equitable Services
LEAs Obligation to Nonpublic Schools

• Under the CARES Act programs, an LEA must provide equitable services to all students and teachers in nonpublic schools:
  • That are located within the LEA sending area
  • Who are not for profit and
  • Are registered with the NJDOE

Note: Past participation in any federal program is not a requirement for a nonpublic school to receive an equitable share of CARES Act funding
LEA Control of Funds

• Services for non-public school students and teachers must be provided by the LEA directly or through a contract with another public or private entity.

• Funds may not go directly to a non-public school.
Consultation

• An LEA is responsible for initiating the consultation process.
• An LEA must contact officials in all non-public schools located within the LEA to notify them of the opportunity for equitable services provided under the CARES Act programs.
• All consultation can be done virtually
• Nonpublic school contacts can be found at:
  • [New Jersey School Directory](#)
Affirmation of Consultation

• An LEA must maintain and provide to the SEA a written affirmation of consultation signed by both the district and non-public school official.

Affirmation of Consultation

• Signed forms should be emailed to: CARESActConsultation@doe.nj.gov
Affirmation of Consultation

• If a non-public school declines to participate in the CARES Act programs an LEA refuses the equitable share in the application.

• If a nonpublic does not respond to an LEA’s effort to make contact, the LEA has no further responsibility to provide equitable services. If this occurs, an LEA must be able to demonstrate that it made a good faith effort to contact the non-public school.
Allowable Uses
Allowable Uses

- LEAs may use funds for **any activity authorized** by:
  - ESEA
  - IDEA
  - The Adult Education and Family Literacy Act
  - Perkins
  - McKinney-Vento

*In addition to these broad uses, funds may be used for...*

- **NOTE:** These funds are **NOT** subject to a supplement not supplant requirement.
Allowable Uses

<table>
<thead>
<tr>
<th>Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.</th>
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</thead>
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<tr>
<td>Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.</td>
</tr>
<tr>
<td>Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.</td>
</tr>
<tr>
<td>Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.</td>
</tr>
</tbody>
</table>
Allowable Uses

• Convene district leadership teams to review and revise, as necessary, remote learning plans and emergency preparedness plans to ensure the needs of all students.

• Work with community-based organizations to identify needs and provide support for students experiencing homelessness during coronavirus including, but not limited to, immunizations, food, medical and dental services (as appropriate), eyeglasses and hearing aids, counseling services to address anxiety, and mental health issues.

• Provide professional development to teachers and staff members on the use of technology and delivering virtual instruction and services to support students, including students with disabilities and/or language needs.
Allowable Uses

• Offer training to parents and families on how to provide and/or support instruction in the home.

• Survey the technology needs for students to ensure access to virtual instruction as appropriate. New Jersey Department of Education Updated: 5/12/2020

• Provide professional development for teachers on using universal screening or benchmark assessments, differentiating core instruction and the delivery of skill specific interventions.

• Provide experienced coaches to guide teachers in the delivery of content.

• Provide alternate means of engagement such as game-based instruction, virtual tours, dance.
Allowable Uses

• Provide virtual externships for CTE teachers.
• Provide virtual supports to enhance career exploration (via career information systems such as Naviance) for students and their parents/guardians.
• Develop employability skill development tutorials for students.
• Hire consultants to transform/upgrade CTE programs to meet industry standards.
• Support the development of sector partnerships for CTE programs.
Allowable Uses

Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and services delivery will meet the needs of each population.

Planning for and coordinating during long-term closures, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the IDEA and how to ensure other educational services can continue to be provided with all Federal, State and local requirements.
Allowable Uses

• Implement district level plans that include the following components for all students:
  • Ensuring students have access to full-functioning technology and assistive technology;
  • Providing consultation, coaching, and support to parents and families of students, including students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care;
  • Adopting best practices in instruction, academic, and behavioral support of students with disabilities;
  • Adopting best practices in remote/virtual instructional practices;
  • Coordinating the delivery of instruction and services throughout the district; and
  • Ensuring Child Study Teams and case managers fulfill responsibilities during the period of school closures. o Timely notifications to parents such as a change in policy, when school will resume and with what restrictions.
Allowable Uses

• Provide professional development for district staff on the unique needs of students experiencing homelessness.
• Provide additional instructional services to address gaps in learning.
• Provide professional development on coordinating resources to accommodate high needs interventions.
• Increase the number of contracted staff members to provide services to students.
• Deliver training and professional development on best practices in delivering instruction, academic, and behavioral supports.
• Provide increased outreach through community-based organizations and district personnel to address issues such as food insecurity and medical needs.
• Contract additional staff or outside vendors to provide counseling to address anxiety and mental health for at-risk students.
Allowable Uses

• Review district level plans to ensure issues facing students experiencing homelessness are addressed such as access to virtual instructional, internet access, and technology.

• Purchase supplies such as backpacks and school supplies necessary for remote instruction such as notebooks, pens/pencils, paper for students experiencing homelessness.

• Provide compensatory education services and compensatory related services through contracts with related service providers.

• Increase budgets beyond contractual obligations for related service providers employed by the LEA.

• Provide additional instructional and academic opportunities, such as summer academies, tutoring, enrichment programs, online intervention programs, or extension activities offered to students in addition to the services included in a student’s IEP.
Allowable Uses

Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.

Purchasing supplies to sanitize and clean the facilities of a local education agency, including buildings operated by such agency.
Allowable Uses

• Purchase cleaning supplies, and/or sanitizing stations and supplies for schools and administrative buildings, as well as for staff.

• Provide linguistically appropriate brochures or pamphlets to be sent home to parents/families of students with disabilities that include personal hygiene and social distancing best practices.

• Provide brochures and/or training for families on best practices for social distancing and limiting the spread of the virus in multiple languages.

• Provide training to paraprofessionals and classroom/teacher aides on how to support students with hygiene best practices.

• Purchase disinfectant materials needed specifically for CTE lab equipment and supplies.
Allowable Uses

• Contract with agencies and/or hire staff to assist with training students to utilize and maintain hygiene best practices.

• Provide professional development for staff in developing tiered interventions and supports for students to maintain best hygiene practices and social distancing recommendations.

• Provide items of clothing or hygiene products for students in need; e.g. students experiencing homelessness.

• Hire staff to clean and sanitize buildings, grounds, and classrooms.

• Install sanitization stations in the schools.

• Training for educators, students, parents and guardians on the need for good nutrition, clean water, extended food planning/rationing, participation in healthy activities such as school, yoga, board games, and other healthy social diversions while in quarantine.
Allowable Uses

Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
Allowable Uses

• Ensure access to technology and the internet during periods of virtual learning by contracting with internet service providers; e.g. mobile hotspots and chrome books.

• Deliver ongoing professional development for teachers and staff on effective instructional practices, including implementation of student IEPs during periods of virtual learning.

• Offer after-school hours or summer programs to provide supplemental instruction for at-risk students.

• Provide parent training and ongoing consultation to facilitate effective support of students in the home during periods of virtual and remote learning.

• Establish a collaborative team of district personnel and stakeholders to create, implement, and review action plans around system preparedness.

• Purchase assistive technology devices (AT) and/or related components to ensure student devices can be provided, repaired, and replaced.
Allowable Uses

• Review district level plans to ensure issues facing students experiencing homelessness are addressed such as access to virtual instructional, internet access, and technology.

• Contract directly with internet providers to ensure internet access for students.

• Provide professional development to all staff on delivering intervention services remotely.

• Deliver ongoing professional development for teachers and staff on effective instructional practices, including implementation of student IEPs during periods of virtual learning.

• Offer after-school hours or summer programs to provide supplemental instruction.

• Review district level plans to ensure issues facing students experiencing homelessness are addressed such as access to virtual instructional, internet access, and technology.
Allowable Uses

- Ensure access to technology and the internet during periods of virtual learning by contracting with internet service providers; e.g. mobile hotspots and chrome books.
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- Offer after-school hours or summer programs to provide supplemental instruction for at-risk students.
- Provide parent training and ongoing consultation to facilitate effective support of students in the home during periods of virtual and remote learning.
- Establish a collaborative team of district personnel and stakeholders to create, implement, and review action plans around system preparedness.
- Purchase assistive technology devices (AT) and/or related components to ensure student devices can be provided, repaired, and replaced.
Allowable Uses

Providing mental health services and supports.
Allowable Uses

• Provide professional development for staff regarding mental health impacts of COVID 19 and aggressive social distancing on students.

• Hire contracted staff to provide direct mental health or support services to students.

• Acquire licenses for online or downloadable content that supports the mental health needs of students.

• Acquire HIPAA/FERPA compliant virtual and remote platforms for the delivery of counseling services.

• Contract with community mental partners and agencies to provide assessment and evaluation services to determine mental health needs of students and their families.
Allowable Uses

• Provide counseling, telehealth, mentoring, and therapeutic services and supports, to address non-academic skills that impact learning, such as anxiety, behavioral supports, drug abuse, suicide prevention, and bullying strategies.

• Provide professional development for staff on providing tiered mental health supports to students.

• Contract with community partners to enhance tiered mental health supports and interventions for students.

• Hire counseling staff to implement tiered mental health supports and interventions for students.

• Provide training and resources to parents, students, community members on the recognition and prevention of coercion, violence, abuse, human trafficking and abuse.
Allowable Uses

Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
Allowable Uses

• Deliver services during extended school year programs and/or summer enrichment programs for all students.

• Provide tutoring programs outside normal school hours to address student needs.

• Provide compensatory educational services to students with disabilities.

• Deliver extension activities outside normal school hours to support a successful return to school. • Provide extra supports aligned to the district’s regular education program, which may include services to assist preschool children in the transition from early childhood education programs to elementary school programs (also, the transition from elementary to middle school and middle school to high school).
Non-allowable Uses

• Subsidizing or offsetting executive salaries and benefits of individuals not employed by the SEA or LEA.

• Expenditures related to state or local teacher or faculty unions or associations.

• Bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
Monitoring

- NJDOE Risk Assessment Tool will be modified to include the ESSER Funds.

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<th>Indicator Variables¹</th>
<th>Data Source: Performance Reports</th>
<th>Category</th>
<th>Points</th>
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<td>The LEA met the target or the goal for the proficiency rate</td>
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<table>
<thead>
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<td></td>
</tr>
</tbody>
</table>
Monitoring

• Depending on the score from the risk assessment tool LEAs will receive:

  - Collaborative Monitoring
  - Desk Monitoring
  - Self-Assessment
Identifying Needs for Planning
Identifying Needs for Planning

I  Identify Current Status
   (Explore “What Is”)

II  Gather & Analyze Data
    (Identify “Gaps”)

III  Make Funding Decision
     (Prioritize “Needs”)

Physical School Buildings
Physical Safety
Health (Physical & Mental)
Academic Success for ALL students
Other Considerations
The Planning Checklist

**PHYSICAL SCHOOL BUILDINGS:**
- Inspect facilities to assess need for repairs or modifications to prevent spread (e.g., place protective barriers around secretaries, cashiers, and other staff who interact with the general public; replace—or place protective barriers between—sinks in bathrooms, etc.)
- Arrange appropriate seating in classrooms, offices, cafeterias, auditoriums, etc.
- Maintain appropriate spacing in hallways, in stairwells, in gyms, on playgrounds, etc.
- Adjust drop-off and pick-up times
The Planning Checklist

ACADEMIC SUCCESS FOR ALL STUDENTS:
- Develop contingency plans to address: additional COVID-19-related school closures; individual students affected by illness, quarantine and/or family decisions not to resend to school.
- Communicate expectations for curriculum and instruction to students, families, and staff
- Explore extended learning opportunities (e.g., summer school, after-school programs) to mitigate learning loss and support credit recovery
The Planning Checklist

**HEALTH (PHYSICAL & SOCIAL-EMOTIONAL):**
- Determine how to assess students’ social-emotional well-being when schools reopen: assess students who show signs of mental health concerns, including trauma
- Provide guidance to staff on how to reestablish safe and secure classroom environments
- Offer safe spaces for students and staff to share feelings and experiences related to COVID-19
- Incorporate trauma-informed practices and social emotional learning into classroom instruction in a manner that supports equity and inclusion and reflects cultural responsiveness
OTHER OPERATIONAL CONSIDERATIONS:

ACTIVITIES AND EVENTS: (Decide which of the following to postpone, cancel, hold in person in a modified manner, or hold virtually):
- Athletics
- Extracurricular activities
- Social activities (e.g., dances, proms)
- Other activities (e.g., orientations, open houses)

ATTENDANCE & ENROLLMENT: (Consider adjusting student and staff attendance policies – e.g., excused and unexcused absences)
- Develop policies for students and staff who do not report due to COVID-19 infection, quarantine, or safety concerns
The Planning Checklist

OTHER OPERATIONAL CONSIDERATIONS:

FOOD: (Determine whether vendors meet health and safety requirements at the federal and state levels)
- Contact vendors to confirm ability to supply needed items and, if so, timetables for future deliveries
- Inspect stored food products and discard any expired or unsafe items

HUMAN RESOURCES:
- Determine hiring needs for existing positions or new/additional positions
- Develop remote recruitment and hiring practices as needed
The Planning Checklist

OTHER OPERATIONAL CONSIDERATIONS:

TECHNOLOGY:

- Survey students, families, and staff about: access to and usage of technology at home (e.g., devices, software/apps, internet); experiences with online learning during school closures; additional equipment and/or training needed
- Close equipment gaps among students, families, and staff in the event of additional school closure
- Create a process for the safe return of equipment, if district decides to collect
- Provide training on instructional technology to students, families, and staff
Thank You!

New Jersey Department of Education Website
http://www.state.nj.us/education/

Kathy Ehling, Director, Office of Fiscal and Data Services
Leslie Franks McRae, Director, Office of Supplemental Educational Programs
Marty Egan, Director, Office of Grants Management
Constance Webster, Ph.D., ESEA Nonpublic Ombudsman

Email us @ TitleOne@doe.nj.gov
Upcoming Free Webinar

- **Pandemic Response: Graduation and School Closing – Key Legal and Health Considerations**
  May 26, 2020; 3:30 pm – 4:45 pm

- Presenters: David Nash, Esq., LEGAL ONE Director; Wayne Yankus, MD; Robert Schwartz, Esq., NJPSA Chief Legal Counsel; Andrew Schwartz, Esq., NJPSA Legal Counsel
Pandemic Response Series Webinars

- Pandemic Response Series – Archived (FREE)
  - March 18 – Coronavirus and Our Schools (Recording)
  - March 30 – Pandemic Response: Defining Essential Personnel and Functions (Recording and PowerPoint)
  - April 1 Pandemic Response: Meeting the Needs of Special Education Students (Recording – PowerPoint)
  - April 2 Pandemic Response: Addressing HIB and Discrimination Claims (Recording and PowerPoint)
Pandemic Response Series Webinars

- Pandemic Response Series – Archived (FREE)
  - April 6 Pandemic Response: Addressing Student Counseling and Mental Health Needs (Recording and Handouts)
  - April 8 Pandemic Response: Addressing FERPA and Student Privacy Issues (Recording and Materials)
  - April 23 Pandemic Response: New NJDOE Guidance on Observation and Evaluation (Recording and PowerPoint)
  - May 7 Pandemic Response: Next Steps Now that We Know Schools Are Close for Remainder of School Year May 8, 2020 – (Recording and PowerPoint)
  - May 8 Pandemic Response: Addressing the Needs of Homeless Students (Recording and PowerPoint)
Conclusion

• Thank you for choosing professional development with LEGAL ONE!

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