

Northvale Public School



Online Learning Contingency Plan

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Overview

We at the Northvale Public School are committed to fostering and instilling a culture that personalizes learning and supports confident, responsible citizenship. In keeping with our commitment to provide our students with an exceptional education, this online learning contingency plan has been developed to provide continuity in learning and instruction in the event of an extended school closure.

It is important to note that, in the case of a public health situation, we will be working with the Bergen County and Local Health Departments to determine the appropriate course of action. Below are some proactive and reactive social distancing measures that may be implemented.

Expectations and Requirements

Expectations for Teachers

All teachers will:

- Clearly explain their expectations of students while engaged in online learning **at the onset** of the transition.
- Be **flexible** in their assignments that they develop and assign
 - Teachers are to assign **asynchronous learning tasks** to students (i.e. learning tasks that **don't** have to be completed “live” or in real-time).
 - Example 1: Threaded discussion forums
 - Example 2: Brain Pop activities
- Recalibrate expectations for timing, pacing and rigor in the online environment
 - Teachers are encouraged to post a weekly schedule with daily assignments and tasks
 - This will provide students *and* teachers the opportunity to manage their time appropriately and will help to keep students from feeling overwhelmed with a new daily workload.
- Embrace **simplicity** in online learning tasks and lesson plans; in an online learning environment, **less is often more**.
 - Teachers are strongly encouraged to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?)
 - Teachers are strongly encouraged to limit the online tools and platforms to those that are already commonly used in class (e.g. [this short list](#) of commonly used digital tools).
 - Teachers are strongly encouraged to optimize high quality resources that are already at their disposal.
 - Teachers can find high quality content on YouTube, Khan Academy and other digital video libraries.
 - Teachers are strongly encouraged to collaborate with colleagues, to co-plan, to co-design lessons and to pool resources.

Requirements for Teachers

Teachers must:

- Clearly post online learning expectations for all of their classes on Google Classroom and/or teacher websites.
- Adhere to the aforementioned guidelines and best practices as closely as possible.
- Online instruction shall be consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Be available to answer questions during contractual hours (8:15 AM - 3:30 PM)
- Be "present" in the online learning tasks assigned to students -- through continuous feedback, discussion posts, and other pertinent online communication practices.
- Update student attendance (details *below*).

Taking Attendance

- Keep a daily log of students who have completed/not completed assignments.

Expectations for School Counselors

All counselors will:

- 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.
- Focus on parent education – What support do our parents need? What resources can be provided to them? What more can we do and think about to support our parents?
- Due to the very nature of an online learning environment, the provision of online counseling for significant emotional / mental health concerns presents serious logistical and ethical challenges. Many of our school counselors are currently in accommodations where they are unable to privately and confidentially meet with students or quickly access mental health services. The American School Counselor Association (ASCA) does not provide guidelines for school counselors in providing online counseling. In most cases, school counselors do not have immediate access to resources or a team in order to intervene quickly when needed in the online environment.
- Therefore, school counselors will refrain from providing individual online counseling for students experiencing significant mental health symptoms. In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the school counselor will immediately refer the concern to their school principal and the school psychologist / supervisor of special education. The principal and school psychologist/ supervisor of special education will follow protocol in terms of Child Protection.

- Assist with the compliance with 504 and IEP.
- Perform as many traditional tasks as possible

Requirements for Counselors

Counselors must:

- Reach out to parents / students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication
- Monitor and respond to student / parent email
- Monitor and respond to voicemail.
- Allow for additional meetings via phone or other real-time communication

Expectations for Administrators

All administrators will:

- Support teachers in their departments in the development and implementation of online instruction
- Facilitate collaboration, especially in the development of common online instructional resources
- Monitor attendance data and lessons
- Communicate with staff, parents, and students
- Continue to work on attainment of goals
- Prepare for the return to school transition
- Perform as many traditional tasks as possible

Requirements for Administrators

Administrators:

- Consistently and proactively communicate with our entire learning community
- Assist teachers with lesson and activity pacing and planning

Expectations for Administrative Assistants / Secretaries

All administrative assistants/secretaries will:

- Maintain daily communication with administrators
- Attend to all email correspondence
- Perform as many traditional tasks as possible

Requirements for Administrative Assistants/Secretaries

Administrative Assistants/Secretaries:

- Continue to manage reports as well as other work delegated to them by administrators

Expectations for Child Study Team (CST) Members

All Child Study Team members will:

- Case Management:
 - Reschedule meetings with parent consent to extend compliance deadlines.
 - Complete outstanding IEPs
 - Schedule upcoming meetings, complete letters of invitation and send letters of invitation via email
- Evaluations:
 - Complete outstanding evaluation reports.
- Perform as many traditional tasks as possible

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 - Schedule upcoming meetings, complete letters of invitation and send letters of invitation via email
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Expectations for Related Service Providers

All Related Service Providers will:

- Maintain and/or update Real-Time Portal frequency and duration of services
- Create shared Google Sheets in anticipation of missed sessions
- Create a shared folder of resources to give parents with assignments, tasks or activities

Requirements for Related Service Providers

Related Service Providers:

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- Create shared Google Sheets in anticipation of missed sessions
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Expectations for Nurses

All nurses will:

- Act as a liaison between the health department and school administration
- Coordinate with the school physician
- Assist the administration with communications
- Communicate with families
- Perform as many traditional tasks as possible

Requirements for Nurses

Nurses:

- Consistent coordination of medical communications with New Jersey Department of Health, CDC, school community and administration.

Expectations for Media Specialists

All media specialists will:

- Develop library tools/resources for students and faculty
- Support teachers, where appropriate, in developing instructional materials for students
- Perform as many traditional tasks as possible

Requirements for Media Specialist

Media Specialist:

- Communicate with administration regarding school subscriptions and instructional materials

Expectations for Technicians

All technicians will:

- Provide remote support for faculty, staff, and students via email and phone.
- Perform as many traditional tasks as possible

Requirements for Technicians (Remote Support)

Technicians:

- Monitor and respond to email
- Monitor and respond to phone calls and voicemail
- Provide remote support for faculty, staff and students via email and phone

Expectations for Maintenance and Custodial Staff

All maintenance and custodial staff will:

- Most likely these staff members will be asked to report to work on a modified schedule
- We will be cleaning classrooms, performing building checks, prepping outside fields.
- Boiler logs will be required
- Disinfecting school building

Requirements for Custodial Staff

Custodial Staff:

- Boilers must be checked every 3 hours as per NJ State law
- Monitor SchoolDudes
- Stay current on emails and purchase orders
- Collaborate on a reinstatement plan to address all sanitation concerns

Ideas and Exemplars

Ideas for Online Learning

Basic Instructional Practices:

- All classroom communications
 - Expectations for online learning
 - All assignment instructions, relevant links, resources, and deadlines
- Online Discussion
 - Students watch a video or read a text and respond via Discussion on Google Classroom
- Online Assessments
 - Students watch a video or read a text and take an assessment
- Students read and comment on a text and respond to each others' comments in Google Docs
- Students collaborate on Google Docs, Sheets, Slides, etc.
 - This might be a collaborative writing assignment, a peer review task, research project, etc.
- Students watch a video with comprehension questions
- Students create presentations using Google Slides or interactive presentations via PearDeck
- Students collaborate using Padlet
- Students participate in online assessments -- or, create their own online assessments -- using Kahoot, Quizziz and Quizlet.
- Utilize online learning platforms such as Go Math, Big Ideas, Raz Kids etc.

Commonly Used Tools to Support Online Learning at Northvale

Tool	Use	More info
Google Classroom	Google Classroom is a free web service, developed by Google for schools, that aims to simplify creating, distributing, and grading assignments in a paperless way. The primary purpose of Google Classroom is to streamline the process of sharing files between teachers and students	https://drive.google.com
Google Docs	Just like Microsoft Word, but web-based and collaborative. Students can view, comment on, and edit the same documents. Great for peer review, for holding small group discussions <i>literally on the document</i> that's being read, etc.	https://drive.google.com
Google Sheets	Just like Google Docs, but for spreadsheets.	https://drive.google.com
Google Slides	Just like Google Docs, but for slide presentations.	https://drive.google.com
FlipGrid	FlipGrid is the newest tool on this list. It allows teachers to hold asynchronous video-based discussions online. In other words, a teacher can post a discussion prompt, and students can use video (their laptop cameras, or other videos they create) to reply. Teachers can also adjust the settings so that students can view and reply to their peers' videos -- making this a powerful tool for online discussion that doesn't require students to be present in realtime.	https://flipgrid.com
NoRedInk	Online activities to help students improve their grammar and writing skills.	https://www.noredink.com
Padlet	A collaborative tool that's often described as a "digital bulletin board." Students can create "post-its" on this board for the entire class to see and respond to. Great for brainstorming, and for short discussions.	https://padlet.com
Quizizz	Online quizzing with immediate student/teacher feedback.	Quizizz.com
Mystery Science	Offers open-and-go lessons that inspire kids to love science. The hook, visuals, and activity have all been prepared for you.	https://mysteryscience.com/
Brain Pop	Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	https://www.brainpop.com/
Pear Deck	Pear Deck Slides are very similar to a PowerPoint or Google Slides presentation. But instead of simply static, informational slides, you get to create Interactive Slides that let every student respond to your questions or prompts. When you present your Deck, students get a unique Join Code to enter your presentation right from their own devices.	https://www.peardeck.com/google-slides
Quizlet	Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.	https://quizlet.com/

Online Lesson Structure and Examples

This template can be used to help you brainstorm as you transition from traditional (face-to-face) classroom instruction to online learning. **(You are strongly encouraged to use this template. It can be done in a Google Doc and then linked to your lesson plan sheet in Google daily.)**

Subject Areas/ Grade	Instructional Goal(s)/NJSL S	Est. Time to Complete	Description of Learning Activities	Tech Tools Used to Facilitate Instruction	Instructional Materials/Resources Used	Assessment(s)
Math/ Grade 3	Students will learn how to determine the common denominator NJSL S: 3.NF	40 min.	Students will be assigned to watch an online video from Khan Academy on Common Denominators and then complete a practice worksheet followed by a short quiz. Students will then be assigned to work in pairs using Google Hangouts to record themselves teaching each other how to compare fractions using common denominators .	Google Classroom to post video, assignment and quiz. Google Hangout for student project and teacher office hours for extra help	Khan Academy Common Denominator Video - https://www.youtube.com/watch?v=lxjmR4pYIVU Common Denominator Worksheet - http://www.dr-mikes-math-games-for-kids.com/common-denominator-worksheet.html	Teacher created quiz in Google Classroom Student created video

Additional Resources

Frequently Asked Questions

Note: This section of our manual will be **continuously** updated in the event of a school closure. As questions come in, they will be posted here and answered!

Q: What if teachers are absent?

A: Teacher's are to report absences using Frontline. Sub plans will be required as per usual.

Q: What should my lessons look like?

A: See sample lesson above. Staff should continue to submit lesson plans via Google.

Q: What about homework?

A: Independent work will be assigned to support student learning; however, it may differ slightly in the sense that it will be due in accordance with our asynchronous learning tasks.

Q: What about assessments?

A: Assignments and assessments may be given during an extended period of school closure. Feedback will be provided to students electronically, and when the situation warrants it, grades will be entered into Genesis.

Q: How are we meeting the needs of our students with special needs, including students with IEPs and 504 plans?

A: We will continue to offer students extended time, support, accommodations and modifications for learning as directed by both IEP and 504 plans.

Q: How are we ensuring equitable access to online learning for all students?

A: We will provide all of our students with devices.

Q: What should I do if anyone contacts me from the media?

A: All staff are asked to refrain from speaking to the media and to direct all inquiries to the superintendent's office. Parents will be communicated with through the Superintendent, through the district website, and by dialing 201-768-8484 for emergency announcements.

Dos and Don'ts

DO	DON'T
<ul style="list-style-type: none">● Do continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all <i>key</i> regardless of the online or offline format of the class.)● Do differentiate your lessons wherever appropriate.● Do incorporate choice to better engage your students.● Do use the principles of Universal Design for Learning to eliminate barriers to learning for all of your students. (UDL can be <i>especially</i> helpful when planning for online instruction.)● Do be “present” for your students.● Do communicate clearly. It’s okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats.● Do support your students. Transitioning to online learning will affect different students in different ways. Listen to their needs, and support them whenever possible.● Do collaborate with your colleagues. Pool your resources, learn from each other, and lean on each other.	<ul style="list-style-type: none">● Don't assign the same exact task again and again (e.g. “read and reflect, read and reflect, read and reflect, read and reflect”). Student engagement is critical, both online and offline. Keep it fresh!● Don't assume that online lessons are “one-size-fits-all.”● Don't be afraid to offer a menu of options.● Don't forget to consider the UDL guidelines. Students will encounter a whole new set of barriers to learning when transitioning online. UDL helps!● Don't forget to engage with students as they participate in the assignments you've posted. Interacting in online discussions, providing immediate feedback, and building a strong online-classroom-culture is essential. This is reflected in the research, e.g. “Teaching Online Is Different.”● Don't worry about over-communicating assignments, expectations, or deadlines.● Don't assume that students will seamlessly transition to the online environment. This can be especially challenging for students who struggle with planning and time management.● Don't work in a silo. There's no need to make more work for yourself.

Professional Development

24/7 Online PD

If you're interested in learning more about a digital tool that you noticed on our list of "commonly used digital tools @ Northvale," you have the following resources at your disposal:

- **Official website help section**
 - Most digital tools prioritize ease-of-use. (It's in their best interest to do so, because they want to be used by educators everywhere.) So the best place to begin is usually on the official website, or within the tool itself. Most tools prompt users to complete a "getting started" tutorial when using them for the first time. Otherwise, check out the "help" section.
- **YouTube tutorials**
 - A quick [YouTube](#) search can go a long way. Educators across the world post video tutorials on YouTube showcasing how they use digital tools in their classrooms. If you're looking for practical advice about how tools are *actually* being used in practice, try searching YouTube.

New Jersey State Requirements

From memo from Lamont O. Repollet, Ed.D. Commissioner of Education, sent on 3/5/20:

Requirements to Implement a Public Health-Related School Closure

NJDOH guidance identifies school closure as a potential strategy to limit transmission within a community. In the event a board of education is provided a written directive by either the NJDOH or the health officer of the jurisdiction to institute a public health-related closure, the board of education may utilize home instruction to provide instructional services to enrolled students. The provision of home instruction services should be guided by N.J.A.C. 6A:16-10.1 and may include direct services, online instruction, services provided through contract with another district board of education, or any other means developed by the district to meet the needs of its students. **Any day in which students impacted by a public health-related closure have access to home instruction services provided consistent with the guidance in this memo will count as a day in which the board of education has provided public school facilities toward its compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9.**

Minimum Standards	
The school district shall establish a written plan for delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.	This online learning contingency plan represents the district's written plan for continued delivery of instruction, for maintaining records of delivery of instruction, and for monitoring student progress -- specifically, through teachers' lesson plans, student attendance, and participation in online learning activities.
The teacher providing instruction shall be a certified teacher.	This is consistent with the online learning contingency plan. Certified teachers will be providing instruction.
The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.	The online learning contingency plan was designed to enable teachers to continue student learning and academic progress, as per the curriculum and New Jersey State Learning Standards, to the greatest extent possible.
For a student with disabilities, the home instruction shall be consistent with the student's individualized education plan (IEP) to the extent appropriate and shall meet the New Jersey Student Learning Standards.	As per the online learning contingency plan, teachers are required to provide online instruction that is consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.