

# Northvale Public School



## Virtual Learning Plan

County Code: 03

District Code: 3730

Date Submitted to DOE: May 15, 2020

[www.northvaleschool.org](http://www.northvaleschool.org)

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## Overview

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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.

### **Virtual Learning Essential Employees**

Mr. Michael Pinajian	Superintendent
Mrs. Michelle Martino	Principal
Mrs. Nadine McGrath	Supervisor of Curriculum & Instruction
Ms. Kimberly Faustini	Supervisor of Special Education
Ms. Jennifer Lopez	Learning Disabilities Teacher Consultant
Mrs. Lindsay Noll	School Psychologist
Mrs. Debra Cicchetti	Social Worker
Mrs. Jeanne Griffin	School Counselor
Mrs. Kathy Dodds	School Counselor
Mrs. Joan Bohan	School Nurse
Mrs. Nathalie Covo	Principal's Secretary
Mrs. Robin Rudolph	School Secretary

## Demographic Profile

<b>District Name:</b> Northvale Public School District <a href="#">schools for this district</a>	<b>NCES District ID:</b> 3411820	<b>State District ID:</b> NJ-033730												
<b>Mailing Address:</b> 441 Tappan Road Northvale, NJ 07647	<b>Physical Address:</b> <a href="#">441 Tappan Road</a> <a href="#">Northvale, NJ 07647</a>	<b>Phone:</b> (201)768-8484												
<b>Type:</b> Local school district	<b>Status:</b> No change	<b>Total Schools:</b> 1												
<b>Supervisory Union #:</b> N/A	<b>Grade Span:</b> (grades KG - 8) <table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="background-color: #4F81BD; color: white;">KG</td> <td style="background-color: #FFD700;">1</td> <td style="background-color: #FFD700;">2</td> <td style="background-color: #FFD700;">3</td> <td style="background-color: #FFD700;">4</td> <td style="background-color: #FFD700;">5</td> <td style="background-color: #FFD700;">6</td> <td style="background-color: #FFD700;">7</td> <td style="background-color: #FFD700;">8</td> <td style="background-color: #4F81BD;"></td> <td style="background-color: #4F81BD;"></td> <td style="background-color: #4F81BD;"></td> </tr> </table>	KG	1	2	3	4	5	6	7	8				
KG	1	2	3	4	5	6	7	8						
<b>Website:</b> <a href="http://www.NORTHVALESCHOOL.ORG">http://www.NORTHVALESCHOOL.ORG</a>	<b>District Demographics:</b> <a href="#">School District Demographic Dashboard</a>													
<b>District Details (2018-2019 school year; Fiscal data from 2015-2016)</b>														
<b>Characteristics</b>		<a href="#">Show Less</a>												
<b>County:</b> Bergen County	<b>County ID:</b> 34003													
<b>Locale:</b> Suburb: Large (21)	<b>Total Students:</b>	534												
<b>CSA/CBSA:</b> 35620	<b>Classroom Teachers (FTE):</b>	47.00												
	<b>Student/Teacher Ratio:</b>	11.36												
	<b>ELL (formerly LEP) Students:</b>	30												
	<b>Students with IEPs:</b>	94												

## [NJ School Performance Report Demographic](#)

### Digital/Virtual Access

All students in the Northvale Public School have access to virtual instruction. Students in the seventh and eighth grades participate in the district's 1:1 Chromebook Initiative and use these devices daily for their virtual learning. A survey was conducted of the entire K-8 school community to ensure that parents had internet access from home and that students in grades K-6 had devices to use. Any family that reported a lack of device for their child was issued a Chromebook on loan by the district. Also, students who experience functionality issues with their device are issued a device on loan.

# Expectations and Requirements

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## 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*).
- Live instruction each week that should total no fewer than 60 minutes per class.
- Teachers are encouraged to meet in small groups via Google Meet live platform to assess progress and clarify questions for struggling learners.

## Virtual Learning Attendance Procedure

In order to keep our state reports accurate, we would like to ask that you submit your child(ren)'s attendance daily. We have enabled a feature in the parent portal on Genesis to allow you to do so. We ask that you complete this step daily by 11:00am. At that time, attendance reports will be run. Thank you very much for your cooperation.

### DAILY ATTENDANCE

Please submit an attendance form EVERY DAY FOR EACH OF YOUR CHILDREN by 11:00am.

To log daily attendance for your child(ren), please follow these steps:

**Step 1** - Log into the Genesis Parent Portal

**Step 2** - From the main attendance screen, click "Notify Attendance Office" tab next to the Daily Attendance.

**Step 3** - Complete the form including if your child will be present or absent (participating in virtual learning for the day or not able to participate in virtual learning) and enter the date. You can only mark your child(ren) present for one day at a time. This needs to be completed daily. **It is also very helpful if you place a comment in the comment section. Even just one letter will send a notation to the teacher in her / his homeroom that makes it very easy to distinguish who is present and who is not.**

**Step 4** - Click "Submit to Office"

## Notify Attendance Office

*You may only notify the attendance office about today and/or future dates.*

Student will be:

On Date:

Up through and including (may leave blank):

  
  

Check off each student for whom this pertains:

- Student Name
- 
- 
- 

Check the box for each student. Select either present or absent and enter the date.

Please leave a brief reason for the attendance request:

Click Submit when done

Submit to Office

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

## ELL Instruction

Live lessons (see attached live lesson schedule) Google Classroom lessons - 20 minutes of work per day. These include videos of lessons for all grades, video recordings of vocabulary and novels, and worksheets created for google docs/slides. The lessons are interactive so that students without printers can access. Online resources are provided such as Quizlet for vocabulary, Quizizz practice (also live games), BrainPop classroom, DiscoveryEducation classroom, Flip Grid, Reading A-Z, Imagine Learning (for special education students), IXL practice for ELA, and Google Hangouts with students to provide support in content areas.

Parents receive email notifications as well as directions for logging onto all resources in English and translation. They are invited to Google Classrooms so that they receive notifications.

The district's IT technician is integral in addressing any technical issues. Worksheets are mailed home for students without printers and translated for students as necessary.

## 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

### Requirements for Child Study Team Members (CST)

CST Members:

- 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.

## 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:

- 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

## 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

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## 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

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### 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

<u>Tool</u>	<u>Use</u>	<u>More info</u>
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	<a href="https://drive.google.com">https://drive.google.com</a>
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.	<a href="https://drive.google.com">https://drive.google.com</a>
Google Sheets	Just like Google Docs, but for spreadsheets.	<a href="https://drive.google.com">https://drive.google.com</a>
Google Slides	Just like Google Docs, but for slide presentations.	<a href="https://drive.google.com">https://drive.google.com</a>
FlipGrid	FlipGrid is the newest tool on this list. It allows teachers to hold <b>asynchronous</b> 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.	<a href="https://flipgrid.com">https://flipgrid.com</a>
NoRedInk	Online activities to help students improve their grammar and writing skills.	<a href="https://www.noredink.com">https://www.noredink.com</a>
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.	<a href="https://padlet.com">https://padlet.com</a>
Quizizz	Online quizzing with immediate student/teacher feedback.	<a href="https://www.quizizz.com">Quizizz.com</a>
Mystery Science	Offers open-and-go lessons that inspire kids to love science. The hook, visuals, and activity have all been prepared for you.	<a href="https://mysteryscience.com/">https://mysteryscience.com/</a>
Brain Pop	Animated Educational Site for Kids - Science, Social Studies, English, Math, Arts & Music, Health, and Technology	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
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	<a href="https://www.peardeck.com/google-slides">https://www.peardeck.com/google-slides</a>

	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.	
Quizlet	Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games.	<a href="https://quizlet.com/">https://quizlet.com/</a>

## Online Lesson Structure and Examples

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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 - <a href="https://www.youtube.com/watch?v=lxjmR4pYIVU">https://www.youtube.com/watch?v=lxjmR4pYIVU</a>  Common Denominator Worksheet - <a href="http://www.dr-mikes-math-games-for-kids.com/common-denominator-worksheets.html">http://www.dr-mikes-math-games-for-kids.com/common-denominator-worksheets.html</a>	Teacher created quiz in Google Classroom  Student created video

# Additional Resources

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## 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!

<b>Q: What if teachers are absent?</b>
A: Teacher's are to report absences using Frontline. Sub plans will be required as per usual.
<b>Q: What should my lessons look like?</b>
A: See sample lesson above. Staff should continue to submit lesson plans via Google.
<b>Q: What about homework?</b>
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.
<b>Q: What about assessments?</b>
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.
<b>Q: How are we meeting the needs of our students with special needs, including students with IEPs and 504 plans?</b>
A: We will continue to offer students extended time, support, accommodations and modifications for learning as directed by both IEP and 504 plans.
<b>Q: How are we ensuring equitable access to online learning for all students?</b>
A: We will provide all of our students with devices.
<b>Q: What should I do if anyone contacts me from the media?</b>
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"><li>● <b>Do</b> 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.)</li><li>● <b>Do</b> differentiate your lessons wherever appropriate.</li><li>● <b>Do</b> incorporate choice to better engage your students.</li><li>● <b>Do</b> 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.)</li><li>● <b>Do</b> be “present” for your students.</li><li>● <b>Do</b> communicate clearly. It’s okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats.</li><li>● <b>Do</b> support your students. Transitioning to online learning will affect different students in different ways. Listen to their needs, and support them whenever possible.</li><li>● <b>Do</b> collaborate with your colleagues. Pool your resources, learn from each other, and lean on each other.</li></ul>	<ul style="list-style-type: none"><li>● <b>Don't</b> 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!</li><li>● <b>Don't</b> assume that online lessons are “one-size-fits-all.”</li><li>● <b>Don't</b> be afraid to offer a menu of options.</li><li>● <b>Don't</b> forget to consider <a href="#">the UDL guidelines</a>. Students will encounter a whole new set of barriers to learning when transitioning online. UDL helps!</li><li>● <b>Don't</b> 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. “<a href="#">Teaching Online Is Different</a>.”</li><li>● <b>Don't</b> worry about over-communicating assignments, expectations, or deadlines.</li><li>● <b>Don't</b> assume that students will seamlessly transition to the online environment. This can be especially challenging for students who struggle with planning and time management.</li><li>● <b>Don't</b> work in a silo. There’s no need to make more work for yourself.</li></ul>

# 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

## 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.

<b>Grade Level: Kindergarten Live Instruction Schedule</b>	
<b>Teacher</b>	<b>Day and Time</b>
Astudillo	Monday: 11:30 AM -11:50 AM Wednesday: 9:30 AM -9:50 AM Friday: 12:30 PM -12:50 PM
Clarke	Tuesday: 9:30 AM- 9:50 AM Thursday: 10:00 AM-10:20 AM Friday: 9:00 AM -9:20 AM
Cooper	Monday: 1:00 PM-1:20 PM Wednesday: 10:00 AM-10:20 AM Friday: 11:15 AM -11:35 AM
Zara	<b>Reading/Math Resource</b> Monday/Tuesday/Thursday: 1:15 PM - 1:35 PM

<b>Grade Level: First Grade Live Instruction Schedule</b>	
<b>Teacher</b>	<b>Day and Time</b>
Kucheruck	Monday: 10:30 AM - 10:50 AM Wednesday: 11:30 AM - 11:50 AM Friday: 10:00 AM - 10:20 AM
Foglio	Monday: 10:30 AM - 10:50 AM Wednesday: 11:30 AM - 11:50 AM Friday: 9:30 AM-9:50 AM
Rumolo	Monday: 10:30 AM - 10:50 AM Wednesday: 11:30 AM - 11:50 AM Friday: 9:30 AM-9:50 AM
Scherer	Monday: 9:00 AM - 9:20 AM Wednesday: 10:00 AM - 11:00 AM Small Groups Friday: 9:00 AM - 9:20 AM
Zara	<b>Reading/Writing Resource</b> Monday/Tuesday/Thursday: 9:00 AM - 9:20 AM
Zwernemann	<b>Math Resource</b> Tuesday/Thursday: 10:00 AM - 10:30 AM

<b>Grade Level: Second Grade Live Instruction Schedule</b>	
<b>Teacher</b>	<b>Day and Time</b>
Inglese	Tuesday: 9:30 AM - 10:00 AM Thursday: 10:00 AM - 10:30 AM
Killeen	Tuesday: 10:00 AM - 10:30 AM Thursday: 9:00 AM - 9:30 AM
Russell	Tuesday: 9:00 AM - 9:30 AM

	Thursday: 9:30 AM - 10:00 AM
Scherer	Monday: 9:00 AM - 9:20 AM Wednesday: 10:00 AM - 11:00 AM Small Groups Friday: 9:00 AM - 9:20 AM
Zwernemann	<b>Writing Resource</b> Wednesday: 10:00 AM -10:30 AM <b>Reading Resource</b> Monday: 10:00 AM -10:30 AM <b>Math Resource</b> Friday: 10:00 AM -10:30 AM

<b>Grade Level: Third Grade Live Instruction Schedule</b>	
<b>Teacher</b>	<b>Day and Time</b>
Higgins	Monday: 10:00 AM Whole class Tuesday: 9:30-11:00 AM Math Groups Friday: 10:00 AM Whole class
Parvis	Tuesday: 8:45 AM - 9:15 AM Thursday: 10:00 AM - 10:30 AM
Vialonga	Tuesday: 10:15 AM - 10:45 AM Thursday: 10:15 AM -10:45 AM
Greco	<b>Reading Resource</b> Tuesday/Wednesday/Thursday: 1:00 PM - 1:20 PM
Zwernemann	<b>Math Resource</b> Monday: 11:00 AM - 11:30 AM <b>Writing Resource</b> Wednesday: 11:00 AM - 11:30 AM

<b>Grade Level: Fourth Grade Live Instruction Schedule</b>		
<b>Subject/Teacher</b>	<b>Day</b>	<b>Time</b>
Reading/Dimataris	Tuesday	4R: 10:30 AM - 10:45 AM 4H: 11:00 AM - 11:15 AM 4D: 11:30 AM - 11:45 AM
Language Arts/Reeves	Wednesday	4H 10:30 AM - 10:45 AM 4D 11:00 AM - 11:15 AM 4R: 11:30 AM - 11:45 AM
Math/Han	Thursday	4D: 10:30 AM - 10:45 AM 4R: 11:00 AM - 11:15 AM 4H: 11:30 AM - 11:45 AM
Science or Social Studies	Monday (Respective Homeroom Classes)	1:30 PM - 1:45 PM
Language Arts Resource	Monday	Greco: 11:00 AM - 11:20 AM

Reading Resource	Wednesday	Greco: 10:30 AM -11:00 AM
Math Resource	Thursday	Greco: 9:00 AM - 9:30 AM

<b>Grade Level: Fifth Grade Live Instruction Schedule</b>		
5th Grade Team	Tuesday	10:00-10:20am- LA 10:20-10:40am- Lit 10:40-11:00am- Math
5th Grade Team	Thursday	1:30-2:15pm- Geo/Science 2:15-2:30pm- Homeroom Check-In
Language Arts Resource	Tuesday	Sardanis: 1:15 PM -1:30 PM
Math Resource	Thursday	Sardanis: 9:30 AM - 10:00 AM

<b>Grade Level: Sixth Grade Live Instruction Schedule</b>		
<b>Subject/Teacher</b>	<b>Day</b>	<b>Time</b>
Social Studies/Flynn	Monday	9:45 AM-10:05 AM Section 1 (with Mrs. Helfman) 10:10 AM-10:30 AM Section 2 10:35 AM -10:55 AM Section 3
Math/Heyboer	Tuesday	10:35 AM-10:45 AM Math Section 1 10:50 AM -11:00 AM Math Section 2 (with Mrs. Ottomanelli) 10:50 AM -11:00 AM Math Resource Mrs. Helfman
Science/Heyboer	Tuesday	9:45 AM -9:55 AM Science Section 1 (with Mrs. Helfman) 10:00 AM -10:10 AM Science Section 2 10:15 AM-10:25 AM Science Section 3
Accelerated Math/Heyboer	Tuesday	11:05 AM-11:15 AM Math Section 3

Literature/Lanciotti	Wednesday	9:45 AM -9:55 AM Literature Section 1 10:00 AM -10:10 AM Literature Section 2 (with Ms.Errico) 10:15 AM -10:25 AM Literature Section 3
Language Arts/Lanciotti		10:35 AM-10:45 AM Language Arts Section 1 10:50 AM-11:00 AM Language Arts Section 2 11:05 AM -11:15 AM Language Arts Section 3 (with Mrs. Ottomanelli)
Helfman/ELA	Wednesday	10:00 AM - 10:10 AM

<b>Grade Levels: Seventh/Eighth Grade Live Instruction Schedule</b>		
<b>Subject</b>	<b>Day</b>	<b>Time</b>
Science 7	Monday	10:00 AM-10:30 AM
Science 8	Monday	11:00 AM -11:30 AM
Pull Out Support 7 (Ottomanelli)	Tuesday	10:00 AM - 10:30 AM
Spanish 7	Tuesday	10:00 AM-10:30 AM
Spanish 8	Tuesday	11:00 AM -11:30 AM
Pull Out Support 8	Tuesday	11:00 AM-10:30 AM
Social Studies 7	Wednesday	10:00 AM - 10:30 AM
Social Studies 8	Wednesday	11:00 AM - 11:30 AM
ELA 7	Thursday	10:00 AM- 10:30 AM
ELA 8	Thursday	11:00 AM - 11:30 AM
Math 7	Friday	10:00 AM-10:30 AM
Pre-Algebra 7	Friday	10:00 AM - 10:30 AM
Math 8	Friday	11:00 AM -11:30 AM
Algebra 8	Friday	11:00 AM-11:30 AM

<b>Magnani</b>	Monday	Weekly expectations and review	9:00 AM-9:15AM
	Tuesday	Math	10:00 AM-10:15AM
	Wednesday	Reading/Phonics	11:00AM-11:15AM
	Thursday	L.A.	12:00PM-12:15PM
	Friday	Literature	9:00AM-9:15AM

<b>ESL Class - Mrs. Endo Live Instruction Schedule</b>	Meeting Times
Kindergarten	Monday 10:00 AM -10:10 AM
1st grade	Tuesday 10:00 AM-10:10 AM
2nd grade	Wednesday 10:00 AM-10:10 AM
3rd grade	Thursday 10:00 AM-10:10 AM
Grades 5/6	Tues/Thurs/Fri 1:00 PM -1:30 PM
Grades 7/8	Mon/Wed 1:00 PM-1:30 PM

### Special Area Classes Live Instruction Schedule

Grade Levels	Art & Library	Music & Band	Tech & PE & STEAM	Enrichment/SDL
7-8	R 11:45-11:55	F 11:45-11:55	W 11:45-11:55	T 1:00-1:10
5-6	R 11:30-11:40	F 11:30-11:40	W 11:30-11:40	M Grade 5 12:45-12:55 T Grade 6 1:00-1:10
3-4	R 11:15-11:25	F 11:15-11:25	W 11:15-11:25	M 12:45 - 12:55
K-2	R 11:00-11:10	F 11:00-11:10	W 11:00-11:10	M 12:30-12:40



Virtual learning days will not follow the same schedule as when students are in the school building. Northvale Board of Education Policy 2481 Home Instruction directs that students shall be provided with no fewer than ten hours of instruction per week and no fewer than ten hours of additional learning experiences. During the virtual learning days, Kindergarten through grade eight teachers will provide instruction via teacher-made instructional videos, instructional videos created by other sources, and live video conferencing “check-for-understanding” sessions (see schedule above per grade level). In addition, teachers will provide students with additional learning experiences, including both online and offline assignments. Teachers may also assign projects that span over the course of several days. Teacher plans will indicate differentiation for students, modifications and accommodations for students with IEPs, 504 plans, and English Language Learners. (For more information see the Expectations sections above.) The Northvale Board of Education believes that standards of student behavior within a virtual learning environment must be achieved through positive cooperation between students, parents/guardians, and staff producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community. Adherence to appropriate online behavior in virtual classrooms includes, but is not limited to, the following:

- Students will not record, take screenshots, or share any part of their “virtual” learning environment without express permission granted by a teacher or administrator.
- Students will only use school-provided learning platforms or school-managed online accounts to share educationally-appropriate material. Sharing inappropriate material, images, links, or videos with any student, parent or Northvale Public School employee shall result in disciplinary action. This includes sharing inappropriate material during live Google Meet sessions.
- Students will be dressed in school-appropriate attire when attending a video classroom.
- Students will electronically communicate with teachers, administrators and other students in the subscribed formats below:
  - Student to Teacher - Schoology messages, Schoology/Google Classroom/Seesaw comments and discussion threads, district issued email (nvnet.org)
  - Student to Administrator – Schoology messages, district issued email
  - Student to Student – responses to Schoology/Google/Seesaw comments and discussion threads.

Student attendance will be taken each day. Students must sign-in on the attendance page by 11:00 am; however, they may complete work at any time during the day or evening. Attendance will be reported daily in Genesis by the assigned secretary. Teachers should reach out to the school counselor about students who are not attending or participating, so they can follow up with that student and plan for any support the student may need. Teachers are also encouraged to complete a Virtual Learning / Related Service Tracking form (see below) for students who are not consistently completing assigned work.

## **Extended School Year (ESY) Preliminary Plan**

**Special Education students eligible for ESY will receive the following through the district’s virtual platform to the best extent possible:**

1. Continuation of related service sessions with a certified provider as per recommendations in their IEP to include Occupational Therapy, Speech Therapy and Physical Therapy.
2. Instructional sessions with a special education teacher to work on maintaining IEP goals and objectives.
3. Additional recommended instruction as per recommendations in their IEP to include maintaining reading with a special education teacher through multi-sensory reading sessions.

**Related service sessions and academic instructional sessions may be held as individual and or group sessions and will be reviewed through IEP and on a case by case basis.**

**Sessions may include a combination of live and pre-recorded learning opportunities.**

**Services offered for ESY are:**

- **Virtual platform**
- **Dates: July 6<sup>th</sup>-31<sup>st</sup> between the hours of 8:45-11:45 a.m.**
- **160 minutes per week of live academic instruction by a special education teacher within a small group focused on Math, Reading, Writing skills.**
- **Related Services (OT, PT, Speech) will be offered. Sessions may be small group or individual as deemed by IEP and therapist recommendations.**
- **Multi-sensory reading sessions by certified reading specialist to total 60 minutes per week for recommended students.**

## **Special Education and Students With IEPs**

**The district will deliver remote/virtual instruction to implement IEPs for students with disabilities to the greatest extent possible including accessible materials and platforms.**

- **Providing live class instruction from their special education teachers for Resource Room , in-class support, and self-contained.**
- **Utilizing aides to provide additional 1:1 support for students and assisting in task completion.**
- **Making sure all tests and work is modified as per the IEP by special education teachers.**
- **Teachers have designated google classrooms that are designed to support students with the support as per IEP (pull out support class).**
- **Providing students with devices needed to access classes and teacher communications.**

**The methods used to document IEP implementation including the tracking of student progress and the provision of accommodations and modifications include:**

- **Virtual Tracking Forms have been created to track students progress, missing assignments, attendance to live class, and monitor supports needed.**
- **Aide support provided is documented for students using their support.**
- **All tests, assignments, quizzes are modified and provided extended time as per the IEP.**

**Case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible, including:**

- Case managers communicate with their families via email, phone correspondence, and google meets.
- Case managers check in with families when students virtual tracking forms show that they have not participated in related services, academic instruction, or assignments.
- Case managers offer additional support to families if they communicate struggles with the virtual platform (extra teaching time, aide support, modifications to work, pass fail options).

The district conducts virtual IEP meetings, evaluation, and other meetings to identify, evaluate, and/or reevaluate students with disabilities through:

- IEP meetings, initial determination meetings, and all meetings are held through zoom or google meet platforms.
- Social History evaluations conducted via google meet or phone.
- Written reports from teachers, evaluators, Doctors, current therapists and parents are used to determine eligibility, classification and placement and new IEP goals and objectives.
- Student work samples are used as part of evaluations and recommendations for IEP goals, placement and services.
- Student intakes and informal assessments between student and evaluator that are being used for eligibility, classification and placement/programming decisions. I.E: speech assessments (informal scales, questionnaires, online games, pictures) are presented virtually to the student with therapist asking for information and observing and assessing student answers.

## Virtual Learning Progress Assessment Guidelines

### Grades K-2

- Standards based grading practices will continue
- Utilize Genesis as you normally would
- When it comes to the report card, be flexible with your grading as this is a different type of learning style for both you and your students. Comments should be the focus of the evaluation.
- Be sure to try all strategies necessary to support a student throughout the Trimester
- Communicate with parents and students directly about task expectations, break down of assignments and due dates
- If students complete assignments beyond deadlines, they should not be penalized. The goal is for students to complete work to the best of their ability.
- Provide ongoing feedback on individual student assignments. Feedback should be specific and provide specific information regarding the goal of the assignment.

### Grades 3-8

- Standards based grading practices will continue for grades 3 & 4
- Input grades into Genesis throughout Trimester 3. We will include a lengthy comments section in the Trimester 3 report card to parents that includes progress made through the virtual learning platform.
- Mark work not handed in as Missing (M)
- Mark work not completed as Incomplete (INC)

- Marking an M or INC results in a student receiving a zero, therefore, it is important you consult with guidance and/or case managers for both missing and incomplete work to ensure he/she is supported in the best way possible
- Your grades should mirror your Trimester 2 and 3 grades in amount and types of assignments
- Be flexible with your grading as this is a different type of learning environment for both you and your students
- Be sure to try all strategies necessary to support a student
- Communicate with parents and students directly about task expectations, break down of assignments and due dates
- If students complete assignments beyond deadlines, they should not be penalized. The goal is for students to complete work to the best of their ability.
- Provide ongoing feedback on individual student assignments. Feedback should be specific and provide specific information regarding the goal of the assignment.

### **Special Areas**

- Grade students in Genesis as you typically would
- Remind students that participation is required
- Grades should be based on participation not ability level
- Mark work not handed in as Missing (M)
- Mark worked not completed as Incomplete (INC)
- Marking an M or INC results in a student receiving a zero, therefore, it is important you consult with guidance and/or case managers for both missing and incomplete work to ensure he/she is supported in the best way possible
- Your grades should mirror your Trimester 2 and 3 grades in amount and types of assignments
- Be flexible with your grading as this is a different type of learning environment for both you and your students
- Be sure to try all strategies necessary to support a student
- Communicate with parents and students directly about task expectations, break down of assignments and due dates
- If students complete assignments beyond deadlines, they should not be penalized. The goal is for students to complete work to the best of their ability.
- Provide ongoing feedback on individual student assignments. Feedback should be specific and provide specific information regarding the goal of the assignment.

### **Special Education**

- Modify grading as you see fit based on the IEP needs of the child
- Same as the general education section. Be prepared to mark missing assignments as (M) and incomplete as (INC). DO NOT mark M or INC without discussing it with the case manager or supervisor
- Consider grading certain incomplete assignments as complete (focusing on the goal of the assignments) and grade what is done due to pacing and organizational difficulties students may have with the online platform.
- Make sure all modifications in the IEP are used when grading. Students may need to access more mods than they typically need in the classroom.
- This is the time that reduction of assignments, extended time, and open book may need to be incorporated when grading.

- Be sure we have used all strategies necessary to support a student to include communicating with students/parents directly about task expectations, break down of assignments and due dates.

## **ELL**

- Consider grading certain incomplete assignments as complete (focusing on the goal of the assignments) and grade what is done due to pacing and organizational difficulties students may have with the online platform
- Modify grading as you see fit based on the needs of the child
- Be sure to try all strategies necessary to support a student
- Continue to utilize the [ELL Grading Recommendations](#) for Trimester 3 Report Cards

## **For All Teachers**

If you are concerned about a particular student, please reach out to the following:

- Special Education Students: Contact individual case manager
- General Education Students: Contact Jeanne Griffin for grades 1, 3, 5, 7 and 8 or Kathy Dodds for grades K, 2, 4, and 6

# **Addressing Learning Loss**

## **Virtual Learning/Related Services Tracking Form**

### **Instructions to Staff Member:**

- This form must be completed for all students who are not completing work and/or attending live sessions during the school closure.
- To complete, go to “File” then “Make a Copy.”
- Rename the document the student’s last name VLF (ie. McGrath VLF)
- If you are on a grade level team and share a student, reach out to your grade level colleagues and complete this form as a team.
- If you are thinking of filling out this form in the future, reach out to your grade level colleagues to find out if one has already been completed for the student. If so, have that colleague share the form with you and add to it.
- Consider this form an ongoing document. The form can be updated as often as you would like, but must be updated bi-weekly for a student. Do not fill out a new form for the same student.
- Once you have completed **OR** updated the form, please share it with Nadine McGrath (all general education students) or Kim Faustini (all special education students) via Google.
- Proofread this form before sharing it. There should be no spelling errors and all information must be accurate.
- If a student is missing work due to a hardship such as COVID-19 or a death in the family, excuse this student from work. You may put “Exempt” as the Genesis grade. However, continue to document missing or incomplete work using this tracking form. If you are unsure if a student is suffering from a hardship, please be sure to reach out to guidance or the child’s case manager before completing or updating this form.
- This form will be used to assess students and accurately place students in classes for 2020-2021 that are supported by both a general education and special education teacher.

Student’s Name: \_\_\_\_\_

Grade Level/Homeroom: \_\_\_\_\_

Teacher(s) Completing Form: \_\_\_\_\_

**Check all that apply.**

IEP \_\_\_\_\_ Case Manager: \_\_\_\_\_

504 \_\_\_\_\_

ESL \_\_\_\_\_

BSIP \_\_\_\_\_

Behavior Plan \_\_\_\_\_

Counseling Services \_\_\_\_\_ Counselor: \_\_\_\_\_

Livestream Opportunities:

1. Always\_\_\_\_ sometimes\_\_\_\_ never\_\_\_\_ participates in online learning activities.
2. List dates of attendance for the livestream below.

Independent Assignments:

(Assignments that must be handed in or follow up activities that can be documented and graded or checked as complete.)

1. Always\_\_\_\_ sometimes\_\_\_\_ never\_\_\_\_ turns in assignments for credit.
2. Always\_\_\_\_ sometimes\_\_\_\_ never\_\_\_\_ requires modifications to assignments.
3. List assignment(s) given, expectations, modifications given, and any correspondence between student/or parent below.

Modifications:

(Please check all that apply: **IEP, 504, or general education** students)

Extended time: \_\_\_\_\_ Reduction of assignment/s: \_\_\_\_\_ Elimination of assignment/s: \_\_\_\_\_

1:1 support through email or google meet: \_\_\_\_\_ Parent consult: \_\_\_\_\_

Additional counseling services: \_\_\_\_\_ Organizational Strategies: \_\_\_\_\_ Other: \_\_\_\_\_

Specific Academic Concerns: (List concerns within each subject)

Subject	Areas of Weakness
Literature	
Language Arts	
Math	
Science	
Social Studies	
Special Area(s)	
Other:	

Is the student in danger of failing a subject area for the trimester or school year? (If yes, please explain) \_\_\_\_\_

If the student has an IEP or 504, was the case manager or guidance contacted or included about student or parent concerns? Yes \_\_\_ No \_\_\_

Social/Emotional Concerns: (List any social/emotional concerns)

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Parent Contact: (List any parent contact made):

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Related Services (To be completed by related services providers only)

Related Service Provider Table	Livestream sessions offered but either <i>declined</i> or <i>did not accept</i> :	Pre-recorded lessons, assignments, tasks, etc... <i>not</i> completed or recieved
Speech & language	Dates:	Assignments:
Occupational Therapy	Dates:	Assignments:
Physical Therapy	Dates:	Assignments:
Behavior Consultation	Dates:	Assignments:
Counseling	Dates:	Assignments:

## Virtual Promotion Ceremony

The district has contracted with Dynamic Productions USA for its eighth grade virtual promotion ceremony. The administrative team has worked diligently with the production company, recording speeches, providing creative input, and photographs to be included in the final product. The ceremony will be accessible to all school community members on the evening of June 16, 2020. Student, parents, and staff members will watch the ceremony (virtually) at that time. Distribution of diplomas and awards will be conducted at a later date, following all New Jersey Social Distancing Guidelines and Restrictions.