

North Arlington Public Schools



Public Health-Related School Closure Plan

Revised May 21, 2020

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Overview of Remote Instructional Plan

The New Jersey Department of Education (NJDOE) released a memo on March 5, 2020, which stated:

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.

Overview: In response to the directives of the NJDOH and the current outbreak of COVID-19, the North Arlington Public School District, in coordination with the Board of Education and local health officials, has developed a plan to provide families with the resources needed to continue students' learning as safely and seamlessly as possible. In the construction of this plan, safety of all staff and students was of utmost importance. The development of this home instruction service plan has been guided by the direct needs of our students as well as *N.J.S.A. 18A:7F-9*.

As per *N.J.A.C. 6A:16-10.1* school districts 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. It is important to note that, in the case of a public health situation, we will continue to work with the Bergen County and our Borough Health Departments to determine the appropriate course of action. Below are some proactive and reactive measures that may be implemented:

1. Limiting field trips and other events potentially exposing students or staff to COVID-19
2. Keeping students home
3. Keeping students and teachers home
4. Keeping all students and staff home district-wide

Remote Instruction Proposal: As a result of the North Arlington Public Schools closure by Executive Order 107, we have implemented the virtual school option, in alignment with county educational office approval. Instructional days are held as 4-hour sessions, providing students, teachers, and families additional time, as needed with the ability to deliver synchronous/asynchronous learning based on the unique circumstances of each household. Teachers are also provided with a lunch break and a one hour "Virtual Teachers' Lounge" in order to consult with colleagues, parents, refine instruction, contact building administrators, counselors, etc. All support staff and non-instructional staff members are provided with specific responsibilities to ensure that the optimal remote learning environment is being fostered to the best of all North Arlington Public School employees' abilities. In order to make informed decisions, the district has conducted numerous surveys involving staff as well as the greater community and has used this data to drive remote learning initiatives and make any necessary adjustments.

Demographic Profile: In the development of this plan, inventorying our resources and analyzing pertinent student population data drove all measures towards equitability. This data includes the percentage of our student counts for state funded pre-school, homeless, low socioeconomic (LSE), Students with Disabilities, and English Language Learners (ELLs) within our district (on file in Superintendent’s Office). Specific populations, such as homeless student counts, have been suppressed to protect privacy and our application for PEA (Preschool Expansion Aid) was denied so we are unable to include those counts. Currently, we serve 316 Special Education students, over 400 students who receive Free/Reduced Lunch (379 Free and 87 Reduced) and 80 ELL students. Additional data regarding home languages, adaptation to family needs and the dissemination of information is included throughout this plan.

Securing Equitable Instruction: All measurable data related to the needs of our community has been integrated in this plan. Specific numbers of populations by programs are highlighted throughout this plan, with the exception of those that are suppressed to protect student privacy. One piece of data that plays a pivotal role in this plan is the number of students’ whose primary home language is not English, which is just over five hundred and about half of which are Spanish-speaking. This understanding of our diverse community has always driven the way in which we disseminate information. For this reason, we developed our Device and Hotspot Sign-Out System, our “Grab-and-Go” Lunch Program, a Special Services Communication Plan and other resources/correspondence with availability in the native languages of our community members via Google Translate and direct correspondence in Spanish.

Access to equitable instruction for all students was at the forefront of all shared practices, responsibilities and the curation of materials. Prior to adopting online instruction, the North Arlington Public School District surveyed all families to gauge accessibility to the internet and devices with internet connectivity within each home prior to its inception. With the initial pool of survey participants, 99.3% of families indicated having internet access and 99% of families had personal devices that may be used for remote instruction. By reaching out directly to families, and providing access to additional devices, we found that some families did not fill out the survey; we were then able to provide devices and/or internet access to those families. Students without Wi-Fi access were identified and provided with a Wi-Fi hotspot by the district for the duration of the extended closing in order to engage with the work. All students in need have been issued a school device, to assure equal access to all online platforms being used by teachers to instruct students (i.e. IXL, Raz-Kids, Turnitin, LinkIt!, etc.) and monitor progress. Our Homeless Liaison also worked in coordination with building principals, instructional staff and the technology department to secure equitable resources for any student(s) in need, as per policy and regulation 5116. The Director of Special Services, the CST, as well as specific student service providers such as ELL and OT/PT were consulted to ensure all considerations were made when asking teachers to design remote instructional plans.

To support the development of well-rounded instructional plans that address the needs of all students, prior to extended quarantine, teachers were provided with two half-days of collaborative planning as well as one-on-one consultations as needed. All administrative, secretarial, support and instructional staff from grades PK-12 were provided with Remote Instruction Guidance which outlined the specific components of this plan. PK-2 instructional staff prepared lessons and learning activities to be communicated to students and parents via Class Dojo. Grades 3-12 instructional and support staff prepared lessons and learning activities to be communicated to students and parents via Google Classroom. These platforms have been used by teachers and students and are adaptable to remote instructional needs. Teachers who were not completely proficient in Google Classroom or ClassDojo were provided with a “peer coach” to provide ongoing support. These peer coaches consisted of

colleagues who volunteered to act as co-teachers; we could not be prouder of the teamwork of our staff. Furthermore, all building principals and assistant principals act as co-teachers in both Google Classroom and ClassDojo, in order to supervise and assist staff as needed.

Throughout the duration of remote instruction, in order to continue to provide staff with the support needed to implement equitable instructional practices, virtual professional development was provided in one and two-way audio/visual programs. These additional programs included EdPuzzle, Screencastify, FlipGrid, and Google Meet; each training was self-paced and provided interactive components to foster professional learning. Focus on refining differentiated practices and providing small group instruction and/or pull-out services remains at the forefront of the use of these tools. We are proud to say that direct services such as speech therapy are taking place. Each platform provides a different level of student-to-teacher interaction for all Gen. Ed. and Special Ed. teachers and was carefully vetted prior to district-wide rollout by the Administrative Team. Additionally, staff meetings and meetings for ELL, CST, and other Special Services have continued throughout virtual learning (ie. IEP Meetings, Academic Counseling, ELL Team Meetings, etcetera.)

Addressing ELL and Bilingual Needs: Our ESL department continues to routinely check-in with all students who receive services. This includes push-in services to the mainstream class, as well as direct messages to students offering individualized support. Additionally, our team has utilized the district-approved platforms including Screencastify, Flipgrid, Class Dojo, and Google Classroom to communicate with parents and provide tutorials related to online instruction. ClassDojo Translate enables families to translate all classroom announcements and messages into their preferred language. A Google Extension is also available to students and families. Teachers shared website translation options with parents and students. Staff members have assisted with translating during parent meetings.

Accommodations have been made in alignment with the district approved curriculum, Can-do descriptors, and WIDA levels. Resources were shared with teachers that allow for translation and virtual presentations. Additionally, all students in need have been provided with access to Chromebooks and Mifi devices. The aforementioned initiatives are closely monitored and refined during our virtual ESL Articulation Committee meetings. The ESL staff have, and continue to attend, numerous ELL meetings with other teachers and leaders throughout NJ. Teachers are encouraged to participate in webinars to enhance their understanding of ELL instructional support and improve virtual learning, including those who are currently enrolled in Sheltered Instruction remote courses.

Students with Specific Medical Needs: All instructional personnel have been directed to implement differentiation and modified instruction for all students, including students with IEPs/ 504s, and those who are medically fragile. With 316 students, 265 of whom are in district, in our Special Ed. population, the Director of Special Services and CST developed a Special Services Communication Plan to ensure families continued to receive all correspondence and services. During the period of public health-related school closures, North Arlington special education staff (which includes Special Education Teachers, Case Managers, and Related Service Providers) have provided special education services using a variety of strategies and online platforms. Distance Learning includes tools such as (Email, Classroom Dojo, Google Classroom, Google Meet, Flipgrid, Screencastify, EdPuzzle). Special education teachers are providing instruction as aligned to the student's IEP. Special education teachers collaborate with general education teachers about each student's progress. Progress is reported triannually at the PK-5 level and quarterly for grades 6-12. IEP goals and objective progress reports will be available via the parent portal on June 22, 2020. Special education teachers continue to fulfill

their traditional responsibilities by providing feedback on student work, reviewing student progress, reaching out to families, and providing additional support and materials as needed.

Case managers collaborate with general and special education teachers to monitor student academic progress and determine if accommodations or modifications need to be adjusted. Case managers are in constant communication with teachers. When students aren't engaged in remote learning activities, they are reaching out to families to check in. Case managers and service providers are also working with teachers to make virtual accommodations and modifications to help students meet with success. Case managers also collaborate with related service providers and determine if services need to be adjusted. Communication with parents to discuss student progress and any adjustments to the student's IEP has been ongoing. As well as offering parents alternative virtual IEP meetings in lieu of face-to-face meetings when such a meeting is scheduled while in a remote setting.

Related service providers are continuing to develop at-home plans for their students. These plans require students and parents to follow through on each student's plan for a number of minutes per week. Related Service Providers have recently started providing two-way sessions via Google Meet. Related Service providers review student progress and provide additional materials as needed. Related Service Providers continue to collaborate with families via email, phone conferencing, Google Classroom, Flipgrid, and Screencastify. Virtual office hours are also being utilized, as an additional accommodation for the varying schedules of our families.

Summer Programming Plan: Currently, North Arlington Public Schools are planning for in school, virtual, and a blended model of Extended School Year (ESY). Modifications have been made to the schedule in order to secure the safety of students and staff while maintaining the normal amount of instructional time provided by traditional ESY. The ESY program will begin on Wednesday, July 1st and run through Thursday, July 30th. The program will operate Monday through Thursday from 8am to 12pm. Remote learning plans will carry over into ESY in order to promote consistent learning strategies. Related Services will be provided during both traditional and virtual ESY. The schedule will be as follows, with flexible timelines implemented as needed:

Time	Activity
8:00 - 8:15	Arrival/Do Now
8:15 - 9:15	Maintenance of Reading Skills
9:15 - 9:30	Movement Break
9:30 - 10:30	Maintenance of Math Skills
10:30 - 11:00	Brunch
11:00 - 12:00	Life Skills

In order to measure potential learning loss for the following school year, teachers will develop an EOY assessment plan. Online platforms, such as LinkIt! will be used to provide data indicating student mastery of the NJSLs; this data will be used in lieu of the Spring NJSLA data that we will no longer have come September of 2020. Ongoing instructional support beyond ESY will be established with virtual learning in mind. The reinstatement of our IXL Summer Classroom as well as other avenues of enriching student learning and/or bridging learning gaps will continue to be explored based on student data. We will reallocate funds, as needed, to provide any additional staffing and/or instructional materials to address learning loss. As 21st Century Learning & Career and Technology standards have been further implemented throughout remote

instruction, we will review our curricular guides for specific virtual study skills (i.e. organizing Google Drive, sending/receiving Google Calendar invites, Color-coding Google Folders, etc.). Additionally, we will be introducing a STEAM class for secondary students come September. In light of the changing face of education, we will continue to strive to provide our students with the tools they need in order to be successful.

While various supports and plans are in place for all students, PK-12, there has been specific protocol established for 12th grade students, as we prepare them for post-secondary success. The guidance counselors and administrators have been currently monitoring seniors and their grades as it relates to graduation. The guidance counselors have contacted students/parents regarding the potential of non-graduation and have worked with teachers to provide synchronous and/or asynchronous instructional support. By modifying grading schedules and providing additional guidance regarding the modifications and accommodations outlined in our curricular guides, the Guidance Department as a whole has explored every avenue to foster student success. In the event that a student is still in danger of not passing, the Supervisor of Guidance will conduct the next round of notifications to students/parents of the potential of non-graduation. If a senior does not meet their graduation requirements, a meeting will be set up with the student, parents, guidance counselor and principal to set up a plan for online summer school in order to complete the graduation requirements and for the possibility of graduating in August. Educere is the online credit recovery program that is currently in place if/when seniors need to register for credit recovery due to non-graduation.

As per Administrative Order No. 2020-12, graduation ceremonies are planned to be held virtually using pre-recorded messages distributed via an online platform. Students will also be recognized by the community by publicly displaying banners and signs at various locations throughout the district. We are ready to adapt to additional guidelines from the NJDOE if in-person graduation options are permissible.

Academic Counseling Services: Our PK-12 Counseling Department has created a schedule to have contact with students who receive ongoing counseling services, prior to and during remote instruction. Remote communication platforms such as Google Classroom and Google Meets are being used to provide this support in addition to traditional phone calls and emails. All general updates and correspondence are provided to families across the district via Blackboard and Realtime. The Counseling Department has worked closely with the buildings principals to maintain timelines regarding scheduling, recommendations and advancement ceremonies at the elementary and secondary levels in preparation for potential summer support programs as well as the 2020-21 SY.

Lunch Services: In coordination with our food service vendor, Pomptonian, we developed a lunch program that aligned with the needs of our students and families. Lunch is available to all students at the NAHS cafeteria between the hours of 10:30 a.m. and 12:30 p.m. (Monday through Friday). All safety precautions, regarding food handling and distribution, are being followed by Pomptonian employees. Parents are also reminded to wear masks during pick up via the Superintendent's weekly emails. Additionally, both "Food Finder" and information for "Meals on Wheels" have been added to our district website. This provides families with specific locations where meals are being made available. Our district's Grab-and-Go menus and pick-up procedures are provided to parents in both English and Spanish. All principals continue to make themselves available to families who have any questions regarding the lunch program and safety protocol.

Communication with Parents/ Guardians: As highlighted throughout this plan, the North Arlington administration sends frequent communication to all parents during the extended school closure through the district website, Blackboard Messenger, direct email and Realtime. The Special Services Department coordinates communication with contracted services as well as all students in out-of-district schools regarding transportation and the rescheduling of meetings with the CST team. Our website utilizes *Google Translate* to ensure communication can take place with parents in their native language.

Remote Learning Schedules PK-12

Students and teachers must be logged into Google Classroom/ClassDojo during the times below. It is imperative to document time spent in Google Classroom/ ClassDojo by following the procedures highlighted in this guide.

Preschool AM

8:30 - 10:30 (ClassDojo Check-in/ Attendance taken in Realtime)

Preschool PM

10:30 - 12:30 (ClassDojo Check-in/ Attendance taken in Realtime)

12:30 - 1:15 Lunch

1:15 - 2:15 Teacher Lounge*

*Virtual Teachers' Lounge: This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.

GRADES K-2

Period 1 8:30 - 9:00 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)

Period 2 9:00 - 9:30 a.m.

Period 3 9:30 - 10:00 a.m.

Period 4 10:00 - 10:30 a.m.

Period 5 10:30 - 11:00 a.m.

Period 6 11:00 - 11:30 a.m.

Period 7 11:30 - 12:00 p.m.

Period 8 12:00 - 12:30 p.m.

Lunch 12:30 - 1:15 p.m.

Teacher Lounge* 1:15 - 2:15 p.m.

*Virtual Teachers' Lounge: This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.

GRADES 3-5

Period 1 8:30 - 9:00 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)

Period 2 9:00 - 9:30 a.m.

Period 3 9:30 - 10:00 a.m.

Period 4 10:00 - 10:30 a.m.

Period 5 10:30 - 11:00 a.m.

Period 6 11:00 - 11:30 a.m.

Period 7 11:30 - 12:00 p.m.

Period 8 12:00 - 12:30 p.m.

Lunch 12:30 - 1:15 p.m.

Teacher Lounge* 1:15 - 2:15 p.m.

*Virtual Teachers' Lounge: This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.

GRADE 6

Period 1	7:50 - 8:23 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:24 - 8:54 a.m.
Period 3	8:55 - 9:25 a.m.
Period 4	9:26 - 9:56 a.m.
Period 5	9:57 - 10:27 a.m. (Cycle Class)
Period 6	10:28 - 10:58 a.m.
Period 8	10:59 - 11:29 a.m.
Period 9	11:30 - 12:00 p.m.
Lunch	12:00 - 12:30 p.m.
Teacher Lounge*	12:30 - 1:30 p.m.

*Virtual Teachers' Lounge: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

GRADE 7

Period 1	7:50 - 8:23 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:24 - 8:54 a.m.
Period 3	8:55 - 9:25 a.m.
Period 4	9:26 - 9:56 a.m.
Period 5	9:57 - 10:27 a.m.
Period 6	10:28 - 10:58 a.m.
Period 8	10:59 - 11:29 a.m.
Period 9	11:30 - 12:00 p.m. (Cycle Class)
Lunch	12:00 - 12:30 p.m.
Teacher Lounge*	12:30 - 1:30 p.m.

*Virtual Teachers' Lounge: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

GRADE 8

Period 1	7:50 - 8:23 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:24 - 8:54 a.m.
Period 3	8:55 - 9:25 a.m.
Period 4	9:26 - 9:56 a.m.
Period 5	9:57 - 10:27 a.m.
Period 6	10:28 - 10:58 a.m.
Period 8	10:59 - 11:29 a.m. (Cycle Class)
Period 9	11:30 - 12:00 p.m.
Lunch	12:00 - 12:30 p.m.
Teacher Lounge*	12:30 - 1:30 p.m.

*Virtual Teachers' Lounge: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

GRADES 9-12

Period 1	7:50-8:23 a.m. (Google Check-in/ Attendance taken in Realtime in all classes)
Period 2	8:24 - 8:54 a.m.
Period 3	8:55 - 9:25 a.m.
Period 4	9:26 - 9:56 a.m.
Period 5	9:57 - 10:27 a.m.
Period 6/7	10:28 - 10:58 a.m.
Period 8	10:59 - 11:29 a.m.
Period 9	11:30 - 12:00 p.m.
Lunch	12:00 - 12:30 p.m.
Teacher Lounge*	12:30 - 1:30 p.m.

*Virtual Teachers' Lounge: *This time is allotted for teachers to refine remote instruction, prepare for future lessons, check student work as needed, reach out directly to administration, contact parents as needed, join discussions in the NASD Remote Instruction Classroom, etc.*

Preparation & Lunch Periods: Teachers may take “prep” and “lunch” periods during their designated times. It is only during these times that they should be logged out of Google Classroom during the instructional day. Virtual Teacher’s Lounge is assigned time to address teacher needs.

Length of Remote Learning Day to Maximize Student Growth: While we are adhering to a generalized schedule, differentiated instructional time will continue to be provided via flexible times, as needed, for class assignments, independent work, pull out services, and workshop modeling. The approved learning platforms (*please see Securing Equitable Instruction*) and professional development geared towards the implementation of said platforms has been provided and will be ongoing. We have established Virtual Help Desk Hours and Peer-to-Peer Support Desks to foster continued growth. Measures of student learning by grade bands will continue as indicated in the district-wide curriculum guides, as they align with the NJSLs, with an emphasis on modifications/accommodations as indicated in these guides to adjust learning based on student needs. Supplemental materials will continue to be explored and shared across the district (ie. Digital Learning Shared Drive, NASD Remote Classroom, Virtual Field Trip Guide, etcetera) using Google Apps to keep all staff in-sync remotely. In each grade band, virtual and remote learning plans are explicit to ensure teachers are creating lessons designed to maximize student growth and learning to the greatest extent possible via synchronous and asynchronous teaching strategies.

Staff Attendance/ Recording Sick Days

Instructional Staff Sick-Day Guidance: In the event that a teacher must utilize a sick-day, the absence must be entered in Aesop/Frontline. Please indicate “Substitute Not Needed” as administration will be arranging internal, remote coverage. Specifically, staff members assigned a navikings.org account, who are available for “virtual coverage,” will log into the absent teacher’s Google Classroom to oversee instruction.

Non-Instructional Staff Sick-Day Guidance: In the event that a staff member (i.e. Administrative Assistant, Supervisor, Custodian, etc.) must utilize a sick-day, the absence must be entered in Aesop/Frontline.

Student Attendance Plan

Logging Attendance: Students will also log into Realtime through a link located on the main school page by 9:00 a.m. each day. Correspondence will be sent to assist students and parents/guardians with the process of logging in. Student ID numbers are located on Student ID cards and are also in Realtime.

Following up with Non-Participants: If a student does not log into a class or submit any of the day’s assignments there are specific steps to be taken. The teacher will contact the parent/guardian of the student via email/phone and notify the student’s guidance counselor. If the teacher does not receive a response from the parent, the guidance counselor will follow up with an email/call to the parent/guardian and student if age appropriate. If the guidance counselor does not receive a response from the parent/guardian, the guidance counselor will notify the building administration. The appropriate administrator will attempt to make contact with the parent/guardian. The school administrator will coordinate wellness checks with the NAPD if a parent does not respond to multiple contact attempts. All procedures are followed in accordance with policy and regulation 5200 (Attendance) as well as policy and regulation 8462 (Reporting Potentially Missing or Abused Children).

Student Sick-Day Guidance: Please email your assigned building secretary to report student sickness during the school closure. A reason, diagnosis, doctor’s note(s), will all be logged through this correspondence. School Nurses will monitor and communicate with parents regarding any student sickness.

Responsibilities of Instructional and Non-Instructional Staff

1. **Superintendent of Schools:** The Superintendent shall serve as Chief Executive and Administrative Officer of the district by implementing policies established by the Board of Education and by discharging the duties imposed on his office by law. The Superintendent will remain in communication with the Board of Education, district staff, and families regularly via email and/or Blackboard. The Superintendent will also provide updates on the school closure as information becomes available.
 - a. **Confidential Secretaries to the Superintendent:** Continue to manage work delegated by the Superintendent.
 - i. Prepare all pertinent documents related to Board meetings and agendas
 - ii. Adjust Aesop/Frontline Absence Management System as needed
 - iii. Create and assign positions to new staff, transfer staff in CSI, terminate positions for resigned staff from CSI
 - iv. Prepare HIB letters
2. **School Business Administrator/Board Secretary:** Continue to monitor the budgetary needs of the North Arlington School District.
 - i. Reconcile payroll accounts, monitor accounts payable/accounts receivable, continue communication with the district architect, monitor food service and child nutrition, facilitate all online banking transfers, prepare/reviewing board minutes, and monitor all central office staff
 - b. **Confidential Secretary to the School Business Administrator/Board Secretary:** Continue to manage work delegated by the School Business Administrator/Board Secretary.
 - i. Monitor and prepare PaySchools Reports and prepare all mandatory Direct Certification, Application Verification, Reimbursement Certification, CEP Site Data Collection, and Administrative Review Reports for SNEARS.
 - ii. Prepare Board Meeting Minutes and update cafeteria banking and spreadsheets.
 - iii. Attend to all email correspondence
 - iv. Maintain daily communication with administrators
 - c. **Accounts Payable (Purchasing):** Continue to manage responsibilities and reports delegated by administration.
 - i. Process entries for the M-1 State Report as well as prepare bills for payment.
 - ii. Review all Ed Data orders and work with Ed Data, to process district orders and review all custodial orders.
 - iii. Attend to all email correspondence
 - iv. Maintain daily communication with administrators
 - d. **Accounts Payable (Payment and Distribution):** Continue to manage responsibilities and reports delegated by administration.
 - i. Work in CSI, update vendor information, track approvals, send PO's to vendors via email and set up payments
 - ii. Continue to check email and contact vendors as needed to obtain necessary information for payment.

- e. **Accounts Manager:** Continue to address all payroll, pension, health benefits, and Frontline Time and Attendance email and issues.
 - i. General payroll processing will continue to follow all established schedules for timesheet submissions, data entry, and banking for direct deposit.
 - ii. Paper checks will be mailed.
 - iii. General accounting reconciliations will proceed on a timely basis
 - f. **Supervisor of Buildings and Grounds:** Continue to address all buildings and grounds needs of the district
 - i. Supervise the custodial staff while buildings are being disinfected
 - ii. Remain on call 24/7 for fire alarms/ HVAC/ water sensors/plumbing needs
 - iii. Continue close contact with the district architect while construction continues on the new Middle School building
3. **Director of Technology:** Provide remote technological support to district staff and parents as needed
- a. **Computer Technician:** Continue to report to the Director of Technology and provide remote technological support to instructional and non-instructional staff
 - i. Michael Asmus (masmus@navikings.org) and Robert Silkowski (rsilkowski@navikings.org) will be available via email to assist in resetting passwords or problem-solving browsers and/or computer issues as best as possible.
4. **Director of Special Education:** Remain in communication with staff throughout the day and monitor instructional activities specifically pertaining to students with special needs.
- i. Will be overseeing the scheduling/rescheduling of IEP and 504 meetings and evaluations.
 - ii. Overseeing modifications/accommodations in lesson plans
 - iii. Collaborate with building administration in the oversight of special education programming and staff
 - iv. Collaborate with Out of District Schools and vendors regarding programming and related services including transportation for students with IEPs
 - v. Work with Bergen County Special Services to ensure the delivery of 192/193 services to students parentally placed in Non-Public Schools
 - vi. Work with case managers and families to ensure the needs of medically fragile students are being met
- b. **CST Members: School Psychologists, Social Workers, LDTC, Speech, OT/PT**
 - i. Respond to questions and help troubleshoot any issues that may arise
 - ii. Be available during the half-day scheduled hours for your home school via email, phone, and in Realtime
 - iii. If any tasks are specific to certain members of the team, these will be specified
 - 1. Engage in Electronic-based Professional Development: Participate in remote professional development (i.e. webinars, online classes)
 - a. Collaborate with other staff members to integrate what was learned into professional practice
 - 2. Case Management: Conduct scheduled meetings via conference call or access to google hangout, when possible, otherwise reschedule meetings for return to school
 - a. Establish parent consent to extend compliance deadlines for rescheduled meetings and extended evaluation/testing dates, as the need arises based upon current required timelines

- b. Complete outstanding IEPs to the extent possible
 - c. Schedule upcoming meetings, complete letters of invitation, and send letters of invitation via email
 - d. Complete outstanding evaluation reports for students who have been tested prior to closure period
3. Counseling: Available to consult with students, parents, and staff
4. Speech/Social Skills: Communicate strategies and skills to parents/students via email as needed
- a. Therapists will check in with parents via Class Dojo and/or email to provide guidance and answer questions.
 - b. Participate in scheduled meetings via conference call or access to google hangout, when possible, otherwise participate in rescheduling of meetings for return to school
 - c. Refer to case management requirements for students who are case managed.
 - d. Complete PLAAFP and annual goals for students on caseload by the due date.
 - e. Distribute packets of two weeks individualized speech and language activities prior to closure and facilitate parent participation in planned learning activities via email and Class Dojo.

5. **Principals/ Assistant Principals:** All building-based administration will remain in communication with their staff throughout the day and monitor instructional activities.

- i. Support teachers in their departments in the development and implementation of online instruction
- ii. Assist the supervisors in ensuring classes are staffed properly, especially in the event of teacher absences
- iii. Facilitate collaboration, especially in the development of common online instructional resources
- iv. Monitor attendance data and lessons
- v. Communicate with staff, parents, and students
- vi. Continue to work on attainment of goals
- vii. Prepare for the return to school transition
- viii. Perform as many traditional tasks as possible

b. **Administrative Assistants:** Continue to manage reports as well as work delegated to them by administrators

- i. Maintain daily communication with administrators
- ii. Attend to all email correspondence
- iii. Perform as many traditional tasks as possible
- iv. Consistently monitor student and teacher attendance through Realtime
- v. Communicate teacher attendance to supervisory team daily

6. **Athletic Director:** Support coaches and advisors in the development and implementation of online, remote communication with students.
 - i. Assist coaches ensuring that all schedules are updated.
 - ii. Monitor cancellations of athletic events and practices.
 - iii. Communicate regularly with staff, parents, and students.
 - iv. Communicate regularly with conference schools and officials.
 - v. Communicate with the school nurse and athletic trainer.
 - vi. Prepare for transition back to school.
 - vii. Perform as many traditional tasks as possible.
 - viii. For updated practice and game schedules see athletic schedule link: [Athletic Schedule](#)
 - b. **Athletic Trainer:** Remain available via email to discuss any questions parents or students may have regarding athletic injuries, injury prevention measures and rehabilitation protocols of current injuries
 - c. **Coaches:** Continue to communicate with their team through Google Classroom and Edmodo.
 - i. Perform as many traditional responsibilities as possible
 - ii. Provide remote instruction to develop students' athletic skills
-
7. **Supervisor of Guidance PK-12:** Continue to support the guidance counselor with their responsibilities during remote instruction
 - i. Will monitor student attendance in coordination with the building principals
 - ii. Communicate with staff, parents, and students
 - iii. Prepare for the return to school transition
 - iv. Perform as many traditional tasks as possible
 - v. Will be available if a crisis situation arises with a student.
 - vi. Serve a resource for staff, students and parents
 - vii. Monitor the Guidance Google Classrooms
 - b. **School Counselors:** Continue to fulfill responsibilities under the directive of the Supervisor of Guidance PK-12.
 - i. Contact students who are absent and not participating with their instruction
 - ii. Assist students with their instruction (logging on to Google Classroom, time management, study tips, organization)
 - iii. Will check in with the students they know will need support during this time
 - iv. Send out announcements via Google Classroom
 - v. Communicate with teachers regarding student progress or concerns
 - vi. Assist with the compliance of 504, ELL, and Free and Reduced Lunch
 - vii. Perform as many traditional tasks as possible
 - viii. Will monitor and respond to student/parent emails.
 - ix. Will make referrals to students/parents for resources needed for mental health symptoms.
 - x. In the event of a serious concern about a student, the guidance counselor will immediately refer the concern to the Supervisor of Guidance.

8. **Supervisors of Curriculum & Instruction PK-12:** The Supervisor of Curriculum & Instruction (PK-8) and the Supervisor of Instruction (9-12) will support instructional goals and practices of teachers.
 - a. Support teachers in the development and implementation of online instruction
 - b. In collaboration with the Principals/Assistant Principals, ensure classes are staffed properly, especially in the event of teacher absences
 - c. Facilitate collaboration, especially in the development of common online instructional resources
 - d. Monitor lesson planning and development
 - e. Share materials and resources to support teachers' instructional goals
 - f. Perform as many traditional tasks as possible

9. **Library Media Specialist:** Provide ongoing support for teachers and students in regard to electronic based media lessons
 - a. Develop library tools/resources for students and faculty
 - b. Support teachers, where appropriate, in developing instructional materials for students
 - c. Perform as many traditional tasks as possible

10. **Nurses:** Maintain daily communication with administrators and fulfill remote duties under the directive of administration.
 - a. Attend to all email correspondence
 - b. Perform as many traditional tasks as possible
 - c. Maintain daily communication with administrators
 - d. Attend to all email correspondence
 - e. Consistent coordination of medical communications with New Jersey Department of Health, CDC, school physician, school community, and administration.
 - f. Engage in electronic-based professional development

11. **Teachers & Teacher Aides:** Teachers will continue to instruct students as seamlessly as possible and adhere to all guidelines highlighted in this plan (*see pages 13-14).
 - a. Clearly post online learning expectations for all classes through ClassDojo and Google Classroom
 - b. Design instruction that is consistent with IEPs/ Section 504 Plans to the extent appropriate, address all subgroup modifications and accommodations and shall meet the NJSLS
 - c. Be flexible in their development of assignments/ assessments
 - i. Assign asynchronous learning tasks as appropriate
 1. Example: IXL Assignments that are ongoing and self-paced to be reviewed at a later date
 - ii. Design synchronous tasks so that students are able to revisit key information
 1. Example: If the class participates in a Google Discussion, students should be able to reread and access that discussion at any time.
 - d. Recalibrate expectations for the online teaching environment
 - e. Be available online for four hours each weekday to provide real-time assistance to students and parents.
 - f. Update student attendance as highlighted in this plan (*see pages 13-14).
 - g. Personalized instruction includes ESL/ELL, special education, at-risk, on grade level and gifted and talented students.

12. **Custodial Staff** (*District-wide / Essential*) – Seventeen Custodians will be performing the following duties district wide, on a modified schedule, in conjunction with their regular day-to-day duties:
 - a. Wipe down handrails and door knobs using a water bleach mix/ Wipe down all desks and chairs

- b. Spray and disinfect all bathrooms/ Spray and sanitize all lockers/ Mop and disinfect all floors
 - c. Clean all windows and door glass/ Clean and disinfect all classrooms/ Clean and cubbies and storage spaces/ Clean all gym mats and wall mats/ Clean and disinfect all hallways
 - d. Spray and wipe down all lunch tables/ Spray all garbage cans
 - e. Spray and wipe down all laptops, smart boards, chrome books, I-pads, and desktops
 - f. Each bus will be cleaned using a bleach water mix.
 - g. Handrails, seats, windows, seatbelts, and dashboards will be wiped down and disinfected.
 - h. Adhere to any other cleaning matters or obligations deemed necessary
 - i. Check boilers every 3 hours, as per NJ State Law
13. **Food Workers** (*Building-based / Essential*) - Three Pomptonian Food Workers (Chef, Manager and Food Service Director) will work on a modified schedule to provide “Grab and Go” lunches to FRLP students and will perform all applicable duties:
- a. Provide menus to be disseminated to families on a weekly basis
 - i. Bi-lingual menus and directives
 - b. In coordination with custodians, assure all cleanliness precautions are taken
 - c. Field parent questions regarding food prep and allergies
 - d. In coordination with the Superintendent, facilitate food pick-up times for students

Transportation Services: As a result of the district closure, transportation services have been suspended. Communication regarding the transportation of students attending out-of-district schools is facilitated by the Special Services Department. Vendors are contacted through Special Services, Superintendent of Schools, or designee.

Access to Schools and Facilities: All school/ district buildings have been closed, and all district ID cards have been suspended until further notice. Staff access to the building is to be arranged by district administration, in alignment with executive orders. Additionally, the school district facilities are not available for use by outside organizations. These measures are being taken for a variety of reasons, including, but not limited to the ability for our custodial and maintenance staff to complete the necessary cleaning and disinfecting regimen.

Remote Instruction Procedures for Teachers

1. Teachers/ Co-Teachers/ Teacher Aides will log into Class Dojo (PK-2) or Google Classroom (3-12) and greet the class and let students know how long they will be available to provide instructional guidance. The beginning of class will be used to take attendance. All recorded attendance will be documented in Realtime by period.
 - a. Example: “Good morning Period 1. Today we will be learning about _____. Class is now officially in session. Please reply to this post with the word ‘Present’ so that I may take attendance. Thank you.”
 - b. As with any in-person school day, attendance is of the utmost importance and allows us to ensure, to the best of our abilities, that students are present in a safe learning environment. All absences should be recorded in Realtime. In the event of a Realtime malfunction, student absences should be emailed to designated building personnel.

2. Teachers/ Co-Teachers/ Teacher Aides will be responsible for remaining within their “virtual classrooms” for the duration of the assigned period. It is expected that teachers will provide timely guidance and feedback as they would in the traditional classroom setting.
 - a. Example: “I will be available for all questions from 7:50 a.m. to 8:23 a.m. I have opened a ‘public’ comment strand and also have my email open for one-on-one questions. Please get into your Google Slide Groups and continue your projects. I will be logging into all Slide Shows throughout the period.”

 - b. Example of familiar tools to accomplish this include the following:
 - i. Google Classroom Comments/ Tagged Responses
 - ii. Collaborative Google Docs with Student/Teacher Feedback
 - iii. Collaborative Google Slides with Student/Teacher Feedback
 - iv. Demonstrative Videos with Student/Peer Responses
 - v. Submitted Recordings of Student Responses
 - vi. Google Forms as Assessments/ Polling/ Closure
 - vii. Teacher-created Videos Modelling Instruction

 - c. Web-Based Applications- IXL/EdPuzzle/Raz-Kids
 - i. Skill based
 - ii. Accountable - time spent on programs/data
 - iii. Individualized instruction

3. Physical Education: Teachers not currently in health will shift to a health focus while in a virtual day mode. Physical Education/Health teachers will take a grade level focus that is in the curriculum (9, 10, 11, 12) and focus lessons on hygiene and germ transmission prevention as well as lessons that complement the work they have already done with mindfulness, stress reduction, and mental health awareness.
 - a. Students should also be encouraged to log physical activity/exercise at home if they are otherwise healthy as a supplemental activity.
 - b. Exercise log or alternate written assignments such as when students are excused from gym.

4. Electives/Cycles/Specials: Alternate assignments that can be completed at home, as though a student is on home instruction. The focus of these classes should be individual performance and creation. Students can create and post-performance videos of music, a visual arts work, or a meal cooked and share with their teacher for feedback.
 - a. Art - Post alternate assignments that may span multiple instructional periods and check in on student progress during each assigned period.
 - b. Instrumental Music - Utilize Smart Music and/or have students submit practice/listening logs.
5. Updates and ongoing guidance regarding instructional procedures can also be accessed via the NASD Remote Instruction Classroom (Class Code: cdkgps2) and the [PK-12 Remote Instruction Guidance](#) presentation.
6. Teachers will share online tools for learning in this Shared Google Sheet: [NASD PK-12 Shared Online Resources for Remote Learning](#)
 - a. Examples include the following:

<u>Tool</u>	<u>Use</u>	<u>More info</u>
ActivelyLearn	ActivelyLearn enables teachers to import texts (any PDF or Word Doc, so this is perfect for articles, textbook pages, readings, etc.) and to embed questions within those texts for students to respond to. If you've used EdPuzzle before, you can think of ActivelyLearn as the same thing, but for readings instead of videos.	http://www.activelylearn.com
Class Dojo	Class Dojo is an online behavior management system intended to foster positive student behaviors and classroom culture. Students earn 'Dojo Points' based on their classroom conduct. Teachers use Class Dojo to keep parents up to date on student progress and classroom happenings. Class Dojo is completely free for users and can be used for both synchronous and asynchronous learning.	https://www.classdojo.com/
EDpuzzle	EdPuzzle enables teachers to import videos from YouTube, and to embed questions throughout the video that students will be prompted to respond to as they watch.	https://edpuzzle.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
Google Meet	Google Meet is a video conferencing app. It	https://meet.google.com/

	enables users to make video calls with users per video meeting and/or phone conferences. This is a tool that can be used for synchronous learning, direct instruction, “pull-out” services and conferencing.	
IXL	IXL is a website (with app versions for Chrome, iOS, and Android) with thousands of math, language, social studies, science, and Spanish practice questions and modules for grades K-12.	https://www.ixl.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
Raz-Kids	Raz-Kids is a program that provides comprehensive leveled reading resources for students. It includes hundreds of eBooks offered at 29 different levels of reading difficulty.	https://www.raz-kids.com/
Screencastify	Screencastify is a simple video screen capture software (aka. screencast recorder) for Chrome. It is able to record all screen activity inside a tab, including audio. Just press record and the content of your tab is recorded. This is an asynchronous learning tool.	https://www.screencastify.com/
Quizizz	Online quizzing with immediate student/teacher feedback.	Quizizz.com

Bias and Stigma associated with COVID-19: Understanding that COVID-19 could bring unwanted bias or stigma upon certain ethnic and religious groups, our district will be hyper-aware of student behavior and utilize educational strategies to prevent or combat bias and stigma associated with the virus. The following link has been posted on our district website to educate the community: <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>

Mental Health and COVID-19: In an effort to support the mental health of our staff, students and families, the administration, in coordination with the Guidance Department, has shared resources via our district website, provided SEL resources for teachers connected to the NJSLS, and continues to explore remote materials connected to Stigma-Free Initiatives.

Frequently Asked Questions

Q: What should my lessons look like?
A: Teacher lesson plans will be submitted using the Remote Instruction Lesson Plan Template. Modifications for all subgroups must be made (i.e. G&T, ELL, IEP, Section 504).
Q: I'm going to need a lot of help with the tech stuff. Is there someone I can call?
A: In the event of a technical difficulty (i.e. logging into Google Classroom or ClassDojo or accessing Realtime) teachers must contact their building principal, Director of Technology, Michael Asmus, and Computer Technician, Rob Silkowski immediately for assistance and report any lapse in instructional time.
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: How are we meeting the needs of our students with special needs, including students with IEPs and Section 504 plans?
A: As stated above will continue to offer students extended time, support, accommodations and modifications for learning as directed by both IEP and Section 504 Plans. CST, Aides, Special Education Co-Teachers, SWDs, and other specialists have been instructed to aid in the development remote learning activities.
Q: How are we ensuring equitable access to online learning for all students?
A: We will provide all of our students with devices and, in cases where it is needed, Internet access.
Q: How are we meeting the requirement to continue to offer school nutrition benefits or services to identified students?
A: Please see the information included at the beginning of this plan for guidance.
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 and staff will be communicated with via Blackboard and emails, with approval from the Office of the Superintendent.