Englewood Cliffs School District

North Cliff School
Upper School
Englewood Cliffs, New Jersey

COVID-19 EMERGENCY

SCHOOL CLOSURE

& RESPONSE PLAN

www.englewoodcliffs.org

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Overarching Objective

The Englewood Cliffs School District is committed to its Mission Statement:

It is the mission of the Englewood Cliffs School District to strive for excellence in the academic, personal/social, and creative development of each individual student. This will be accomplished through the positive collaboration of the entire school learning community.
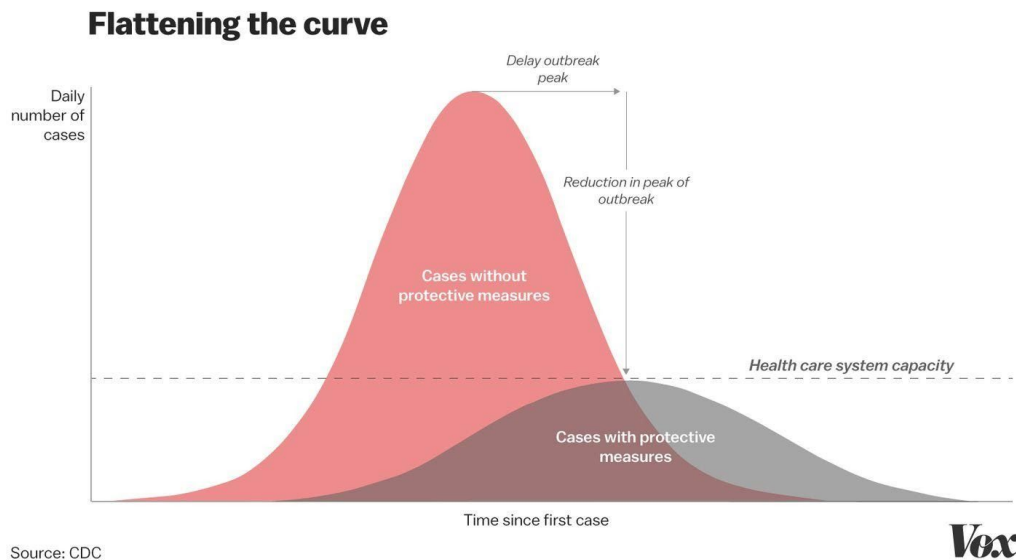
The district has continued to enhance its online/virtual learning capabilities and is confident that its current status in this methodology is strong and successful in facilitating the attainment of student learning objectives in a virtual environment. The Emergency School Closing Plan incorporates successful district initiatives in this regard, continuance of effective virtual learning methodologies, and the assurance of flexibility given the current serious health crisis facing the community, state, nation, and world.

Demographic Profile

The demographic profile of Englewood Cliffs was used to generate structures and expectations for virtual instruction, including special consideration of English Language Learners and Students with Disabilities. Currently, the district has a zero count in these areas: low socioeconomic status, state-funded pre-school, and homeless.

Additional District Actions/Preventive Measures

As the district continues to remain proactive with regard to the outbreak of Coronavirus (COVID-19) in our state, additional determinations have been made with regard to measures necessary to help with the national effort to keep the virus from spreading quickly. This strategy of preventing a spike in identified COVID-19 cases is called, "Flattening the curve." The goal is to slow down the rate at which people become ill from the virus to avoid overloading the US health system and is illustrated by this CDC-developed graphic:

Flattening the curve

Daily number of cases

Delay outbreak peak

Reduction in peak of outbreak

Cases without protective measures

Health care system capacity

Cases with protective measures

Time since first case

Source: CDC

Vox

Thus, the Englewood Cliffs School District has cancelled or postponed scheduled non-essential large group evening and school-based events through April 30th; including, but not limited to:

- Science Fair POSTPONED
- Daily and evening school-based assembly programs—CANCELLED
- Field Trips—CANCELLED
- Elementary Cultural Awareness Day—POSTPONED
- Recreational and Little League Sports- CANCELLED

Preemptive Measures to prepare for a potential school closing due to the COVID-19 health emergency:

1. A survey was disseminated to school families to ensure students had access to a technology device and the Internet.
2. A Coronavirus planning team was established for the district. The team consisted of district administrators, union leadership, and the district technology team.

Student Attendance

Student attendance will be tracked through email. If your child is unable to participate in school activities, please email your school nurse.

Please read the following from the NJDOE, "[a]ny day on which all 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 on 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." Because such instruction is being provided, all students can be recorded as present for applicable days unless the district knowingly determines a student was not participating in any such instruction during health-related school closures.

Instructional Schedule

The district will follow a Virtual School Day schedule (single session days for students) which will provide for the necessary four hours of instruction, plus time allotments for independent learning activities/homework. Each class will "meet" for the duration of their class period as if it were a single session schedule. The expectation for students is that they are doing the work for each subject the regular period times on the schedule below. Teachers and students will move through a regular period-based schedule. All teachers will remain available during their regular teaching periods to answer questions online. Teachers have prepared developmentally appropriate virtual learning methodologies and will strive to maintain a positive learning environment. Teachers will also maintain two office hours per day, where they will be directly accessible to students through email or Google classroom.

North Cliff:

Period	Time
1	8:50-9:10
2	9:10-9:30
3	9:30-9:50
4	9:50-10:10
5	10:10-10:30
6 (snack)	10:30-10:50
7	10:50-11:10
8	11:10-11:30
9	11:30-11:50
10	11:50 - 12:10

Upper School

Period	Time
1	8:37-9:02
2	9:04-9:29
3	9:31-9:56
4	9:58-10:28
5	10:30-11:00
6	11:02-11:32
7	11:34-12:04
8	12:06-12:31
9/dismissal	12:33-12:47

Delivery of Instruction

- The district will utilize the "homework" section of the district website as the overall platform for housing various virtual learning platforms. The district is 1:1 for students in grades 3-8; students in grades PK-2 have computer access and will utilize identified programs, supported by pen-and-paper assignments.
- For collaborative classes, ESL, BSI, and special education, teachers will collaborate with general education teachers to ensure alignment of instruction as if school were in session, as they continue to provide instruction to students assigned to them.
- Based on an analysis of the district's recently-administered technology access survey, all students have technology devices and Internet access in the home environment, as supplemental devices have been provided to those in need.
- **All** teachers will develop lesson plans that include the district approved three "best practices" of quality virtual instruction, as agreed upon by administrators and teachers alike. Those three "best practices" are: clear and succinct learning **objectives** linked to standards and curriculum, a targeted method of facilitating **interaction** between and among students and/or teachers, and a targeted method of providing **feedback** to students.
- Administration reviews lesson plans to ensure fidelity of the above "best practices".

Guidelines for Virtual Learning/Home Instruction, and district belief statements

- As a district, we trust the educational expertise of our teachers in regards to providing a quality and meaningful experience for our students during unknown times.
- Teachers' lesson plans are a guide. Teachers are encouraged to spend the bulk of their planning time on devising the learning activities and making the students' learning experience as meaningful as possible.
- We believe in three core pillars of effective virtual instruction: clear objectives, method of interaction, and targeted feedback. We understand that interaction and feedback may look different for different groups of students based on their developmental levels.

Grade/Content	Delivery of Instruction & Resources
Pre-K	Teachers will utilize the homework website as the main hub. Teachers will create content specific packets in the subject areas of reading, writing, and math. In addition to packets, students will receive a menu of fine and gross motor activities as well as social emotional learning activities. Students will participate in hands-on learning using materials around their house to demonstrate their ability to: sort, classify, categorize, measure, etc.
Gr. K, 1-2	Teachers will utilize the homework website as the main hub. K-1: Teachers will create content specific packets in the core subject areas: ELA, Math, Science/Social Studies. Teachers will also assign skill-based work on IXL Math and leveled reading on RAZ-Kids programs. Social Studies and Science content will be delivered through Scholastic News and packets. Gr. 2: Teachers will follow a similar model as K-1 with the addition of daily email communication with parents. The daily email communication will include feedback from the day prior as well as learning activities for the upcoming day. Students will utilize their district approved digital platforms, including but not limited to: IXL, Raz-Kids, Scholastic News, and ReadWorks. Basic skills teachers will provide assignments via the homework website as well as paper and pencil to engage the students in learning tasks related to their content area. I&RS plans will be taken into consideration when designing lessons and basic skills assignments. The above includes special subject areas.
Gr. 3-8	Teachers will utilize the homework website as the main hub. Subject and/or grade specific Google classrooms may disseminate information, as well as assign materials. This will include all core subjects; ELA, Math, Social Studies, and Science, as well as Music, Art, Technology, Library/Educate to Innovate, World Language, and PE/Health. Supplemental classes such as GATE/ BSI will also have classes utilizing the homework website platform. While the homework website platform will be the main platform for instruction, a multitude of supplemental services, software, and resources will be utilized to ensure efficient and grade-appropriate instruction, including, but not limited to: IXL, BrainPop, Learning A-Z (Raz Kids and Reading A-Z), Think Central, my.hrw.com, Starfall, Wixie, Sumdog, Keyboarding Without Tears, and Code.org. The above includes special subject areas.

Expectations For Faculty and Staff

Expectations for Teachers

All teachers will:

- ● Clearly explain their expectations of students while engaged in online learning **at the onset** of the transition.
  - ● As professional educators, teachers will strive to evolve and expand their professional capacities to provide high quality virtual instruction.
- ● Be <mark>flexible</mark> in their assignments that they develop and assign.
  - ○ Teachers are <u>strongly encouraged</u> 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: EdPuzzle activities
  - ○ Teachers are <u>strongly encouraged</u> to make any **synchronous** (i.e. learning tasks that are completed "live" or in real-time) **learning tasks** available in an **asynchronous format**.
    - ■ Example 1: If a teacher facilitates a live discussion using video chat through Google Hangout, that discussion should be recorded so that other students can watch it at a later date.
  - ■ Example 2: If the class participates in a live chat-style discussion, a transcript of that chat should be available for other students to read and review at a later date.

- ● Recalibrate expectations for <mark>timing,</mark> pacing, and rigor in the online environment
  - ○ Teachers are <u>strongly encouraged</u> to post students' assignments daily..
    - ■ This will help students manage their time, so their learning experience will mimic a traditional school day

- ● Embrace <mark>simplicity</mark> in online learning tasks and lesson plans; in an online learning environment, **less is often *more*.**
  - ○ Teachers are <u>strongly encouraged</u> to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?)
  - ○ Teachers are <u>strongly encouraged</u> to optimize high-quality resources that are already at their disposal.
    - ■ Teachers can find high-quality content on SchoolTube, Khan Academy, and other digital video libraries.
    - ■ Teachers are <u>strongly encouraged</u> to collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources.

- ● Be "present" in the online learning tasks assigned to students through continuous feedback, discussion posts, and other pertinent online communication practices.

Expectations for Administrators/Supervisors (6 people)

All administrators/supervisors 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 lesson planning.
- 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, including but not limited to: facilitating meetings and communicating with the entire learning community.

Expectations for Administrative Assistants (4 people)

All administrative assistants will:

- Maintain daily communication with administrators.
- Respond to all email correspondence.
- Perform as many traditional tasks as possible.
- Assist with attendance.
- Assist parents with Parent Portal.
- Continue to manage reports as well as other work delegated to them by administrators.
- Engage in electronic-based professional development.

Expectations for School Counselor (1 person)

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.
- Make personal connections with classes to let them know they are being supported.
- 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. The principal and school psychologist will follow protocol in terms of Child Protection.
● Assist with the compliance of 504 Plans.
● Perform as many traditional tasks as possible.

Expectations for Nurses (2 people)

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 regarding attendance and inform administration of any absences over one day.
● Perform as many traditional tasks as possible.

Expectations for technicians: (2 people)
All technicians will:
● Provide remote support for faculty, staff, and students via phone and screen sharing.
● Document every call in the helpdesk.
● Maintain real-time communication with the Tech Team.
● Perform as many traditional tasks as possible, including monitoring and responding to emails and phone calls.
● Ensure all district issued devices are updated to enable staff to enhance their repertoire of virtual instructional strategies.

Special Education

The delivery of special education and related services will be in accordance with the students individual needs including modifications, accommodations, and goals & objectives. In class support teachers will provide the appropriate modifications and accommodations for their students based on the general education teachers' lesson plans. Special education and general education teachers will conference with each other via email, phone, or google meet.

Case Managers and Related Service Providers: Speech, OT, PT, Behavioral Consultation, Social Skills & Counseling (5 people)

Services will be provided as follows:
- Combination of on-line and paper-based activities, based on students IEP goals and objectives, which will be sent via email (i.e., Brain Pop, Brain Pop Jr, etc.) by individual service providers for OT, PT, speech, counseling, social skills, and behavioral consultation services. Parent consultation along with virtual services (google meet/google hangout/zoom) will be utilized to meet the students needs.
- Service providers will be in contact with parents via email and may utilize phone conferencing if available to ensure continuity of services.
- Service providers will be available during their office hours and will be periodically checking emails throughout the regular school day.
- Case managers will write reports and IEPs for their students. They will check in with their families to assist them with any needs they may have.
- IEP meetings will be scheduled and held remotely (via google meet/hangout/zoom or phone) according to required timelines for all in district special education students. IEP meetings for students who attend out of district placements will be scheduled in conjunction with the other schools availability.
- CST secretary, in conjunction with case managers, will possibly reschedule eligibility meetings with parent consent to extend compliance timelines.
- Case managers will be in contact with out of district schools' case managers in order to ensure that instruction is delivered in accordance to the student's IEP.
- Case managers and CST secretaries will perform as many of the traditional tasks as possible during distance learning.
- CST secretary to continue as many traditional tasks as possible.
- All transportation for students in out of district placements will be discontinued while the district is closed.

ESP's (10 people)
- Maintain open communication with the teachers you work with.
- Engage in electronic-based professional development (Safe Schools, etc.)
- Complete tasks on the list provided to you from the Supervisor of Special Education
- Check in daily with the Supervisor of Special Education.
- Provide virtual support for your student via email, google meet, google classroom, or zoom, if applicable for your student.

Increased Cleaning/Disinfecting of School Environments

Enhanced school cleanliness protocols and procedures for cleaning and disinfecting frequently-touched surfaces and objects has been in effect. The district' custodial staff have received direction to increase the following:

All desktops, light switches, door handles, restroom fixtures, computer keyboards, and lockers are to be disinfected daily. Most of the above-mentioned areas are being disinfected multiple times each day.

Signage has been placed in all restrooms explaining the proper procedure for proper washing of hands. Additional hand sanitizer dispensers have been installed. The district has a sufficient supply of disinfectant products in our buildings, and additional orders have been placed.