HAWORTH SCHOOL DISTRICT HEALTH-RELATED CLOSURE PREPAREDNESS PLAN

Haworth School
205 Valley Road
Haworth, NJ 07641
201-384-5526 Ex. 35113
Dr. Peter Hughes, Superintendent

This plan has been developed to address a possibility of a health-related closure at our school for the purpose of qualifying as a day or days 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.

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Overview

We, at the Haworth Public School District, are committed to fostering and instilling a culture that personalizes learning, prepares students for college, careers, and life, and supports confident, responsible citizenship. In keeping with Haworth's commitment to providing 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.

Over the years, online learning has been woven into the fabric of our school community, and so the transition from a face-to-face to a fully-online learning environment does not present as significant a challenge for us as it may have in years past. Still, the adaptation of traditional lesson plans and materials for online learning purposes does require time, effort, and careful consideration. Additionally, the need for increased flexibility must be taken into account given the circumstances that would lead to such a closure (natural disaster, contagious illness, etc.).

The plan that follows incorporates best practices as suggested by research, and draws largely from our own past experiences with online learning, as well as the experiences of other schools that have transitioned to online learning due to emergency closures including schools around the world who have been impacted by the most recent flu.

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:

1. Limiting field trips and other events outside of the Northern Valley area
2. Keeping students home
3. Keeping students and teachers home
4. Keeping all students and staff home district-wide

To view a presentation of the plan and the aforementioned best practices: click here. Video here.

An Overview of the Daily Schedule: https://youtu.be/yc3n3pyyJNo

Haworth Virtual Homeroom Announcements/Community Wellness: "We can't control what is happening outside, but we can make sure that our kids feel the love and care through their touchscreens and keyboards!"
https://www.youtube.com/playlist?list=PLwaEAzHiGN6bJpjfjxCu49tS1MVb9LguD

Ensuring Equity and Access

Equitable Access to Technology:

All students will use online devices to access instruction using tools that are already familiar to the students. Currently, **all students in grades 5-8 have one-to-one laptops.**

In order to ensure that all K-4 students also have WiFi-enabled devices, a request form will be utilized to assess the needs and distribute devices to allow access. The form is distributed to all parents through our school app in all accessible languages. **WiFi-enabled devices are then distributed to all children that do not have them.**

If a **K-4 student does not have a device to use at home,** they are asked to fill out a form so that we can proactively arrange to supply a WiFi-enabled device in the case of a closure: **https://forms.gle/7erZxUmky3DxRBTa6**.

Devices will need availability of a microphone and camera such as a tablet device or laptop. WiFi-enabled ChromeBooks, Laptops, and iPads are all capable to deliver all online instruction.

Supporting ELL, Special Education, BSI and G&T Accommodations:

The schedule has built-in time for these resources to be provided through the use of Google "Meet", which will be arranged in the afternoons. Additionally, email and direct phone calls will be made to students to assist in their learning and check in on them emotionally. These supports will be provided in the afternoon and augment the normal instructional program given in the morning. Based on the IEP, we will provide services **to the most appropriate extent as possible. IEPs** may need to be adjusted accordingly. Compensatory services will be decided on a case by case scenario once school resumes.

Social and Emotional Supports:

Our school counselor and CST members will provide online appointments with students through an online sign-up in Google Calendars. Additionally, our emotional support staff will provide resources to the community to assist with wellness, self-care, and social opportunities to promote online social interactions in a positive way.

Haworth Homeroom Announcements will include sessions that will benefit the entire community focusing on personal health, management of anxiety, and notice of additional resources available to the community.

The School Day and Primary Technology Platforms

Elementary Schedule

K-4 Schedule - Suggested Schedule for Student Work	
Time	**Monday - Friday**
8:30 - 8:55	Haworth Homeroom (Family Homeroom Video Sent Daily)
9:00 - 12:00	The Core 4 (ELA, Math, Science, Social Studies)
12:00 - 1:00	Lunch
1:00 - 3:00	Enrichment Activities, G&T Activities, Independent Work, Special Education Supports with Aides and Related Services

- Instruction in K-2 will be delivered through **SeeSaw and Videos**.
- Grades 3 - 8 will use **Google Classroom, Google Meets, and Videos**.
- **All students will be provided a WiFi Device** that allows students to access the online tools.

Sample Middle School Schedule

5th and 6th Grade Schedule					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-8:55	Haworth Homeroom (Family Homeroom Video Sent Daily)				
9:00-9:45	ELA 1	ELA 1	ELA 1	ELA 1	ELA 1
9:25-9:45	ELA 2	ELA 2	ELA 2	ELA 2	ELA 2
9:50-10:10	MATH	MATH	MATH	MATH	MATH
10:15-10:35	SCI	SS	SCI	SS	STEAM
10:40-11:00	Library	Music	PE	Art	Spanish
11:00 - 12:00	Lunch				
12:00 - 3:00	Independent Work, Afternoon Enrichment, G&T, Special Education Supports, and Special Education Related Services				

Instructional Platforms For Each Grade Level Band

K-2 Instruction

- Haworth Homeroom is delivered as a link each morning – everyone can participate.

- Delivered through **SeeSaw**

- Students will submit, receive feedback, and check their assignments online.

- Enrichment and Special Area work will be put onto the SeeSaw platform.

- Scheduling of Special Education Supports, G&T, BSI, and ELL will occur in the afternoon.

3-4 Instruction

- Delivered primarily through **Google Classroom**

- Students will submit, receive feedback, and check their assignments online.

- Enrichment and Special Area work will be added to Google Classroom. Students can also participate in any of the **family enrichment** activities on our **enrichment calendar**.

- Scheduling of Special Education Supports, G&T, BSI, and ELL will occur in the afternoon.

3 – 8 Instruction

- **Blended Learning**
  - Delivered through **Google Classroom** – Asynchronous Instruction
  - **Google Hangouts** – In the Morning (Synchronous Instruction)

- Students will submit, receive feedback, and check their assignments online.

- **Enrichment and Special Area** work will be added to Google Classroom or available on our enrichment calendar.

- Scheduling of Special Education Supports, G&T, BSI, and ELL will occur in the afternoon.

Haworth Demographic Profile and Student Supports

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	30	48	34
1	44	31	50
2	48	46	30
3	49	48	42
4	47	50	56
5	49	50	49
6	47	44	51
7	49	49	44
8	50	49	47
Total	413	415	403

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.7%	47.2%	47.9%
Male	53.3%	52.8%	52.1%
Economically Disadvantaged Students	0.0%	0.0%	0.0%
Students with Disabilities	14.3%	14.0%	14.1%
English Learners	2.2%	2.2%	1.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	70.9%	73.0%	70.7%
Hispanic	5.8%	5.1%	5.5%
Black or African American	0.5%	0.7%	1.0%
Asian	13.8%	12.5%	12.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	9.0%	8.7%	9.7%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	95.0%
Korean	2.2%
Other Languages	2.7%

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	30	48	34

According to the above demographic data, the only areas of concern are in ensuring that the students with disabilities (14.1%) and ELL students (4 total) have continuation of support. In order to accomplish this, we have set up a schedule during the week that continues to provide teacher contact and support in the afternoons.

Expectations & Requirements

Expectations for Teachers

All teachers will:

- Clearly explain their expectations of students while engaged in online learning **at the onset** of the transition.

- Be ==flexible== in their assignments that they develop and assign
    - Teachers are <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
        - SeeSaw
    - 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 Meet, 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 ==timing,== pacing, and rigor in the online environment
    - Teachers (6-8) are <u>strongly encouraged</u> to post students' assignments and deadlines **for the week,** rather than posting new work every single day.
    - Teacher (K-5) <u>are strongly encouraged</u> to have a **daily** checklist of assignments
        - 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.
        - Instead of assigning 56-minutes worth of daily "work," teachers are encouraged to consider the time it will take students to read and understand instructions, to ask clarifying questions, to download and upload required materials, and so on.

- Embrace ==simplicity== 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 limit the online tools and platforms to those that are already commonly used in class and that they are comfortable with

- Teachers are <u>strongly encouraged</u> to optimize high-quality resources that are already at their disposal.
  - Teachers can find high-quality content on YouTube, Khan Academy, SeeSaw 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.

Requirements for Teachers
Teachers must: ● Clearly post online learning expectations for all of their classes on Google Classroom/SeeSaw ● 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 online for three hours each weekday to provide real-time assistance to students and parents. Teachers should use Google Meet / Google Meet to set up online video conferences and to share the corresponding link with their classes. ● 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*).

Student and Staff Attendance

- **<mark>Check for student engagement.</mark>** If you can see that a student has read a post, reflected on a blog, logged-in, etc., that student should be marked present. **Participation is equivalent to daily attendance.** (Yes, just seeing that a student logged in and read a post is enough to mark them present. This is the same as in the physical classroom. If they show up, they are present.)
  - If a student **engages** with the assigned work, that student should be marked present for all the days associated with that work.
  - If a student **does not engage** with the assigned work, the teacher must access email/call the student to check student activity. If a student was active, he or she should be marked present on those days *even if that student did not submit the assigned work.*
- Attendance should be reported on the Google Doc by marking **ABSENT Students Only** shown from not engaging in the daily lessons.
  - **6-8 Student Attendance:** to record attendance first period and make sure it is updated daily. In addition, if a student is not present during the remaining periods of the day. Please make note of that in the google doc. Link Below: https://docs.google.com/document/d/16mNtIckIA11CtQ3GuVzFW64AxM7S4W9bn_FttMcpzvw/edit?usp=sharing
  - **K-5 Student Attendance** will update attendance once daily using this link: https://docs.google.com/document/d/16mNtIckIA11CtQ3GuVzFW64AxM7S4W9bn_FttMcpzvw/edit?usp=sharing
  - If a student does not submit work or post within 24 hours of the expected due date, you should email the student to better monitor and foster engagement, reach out to a counselor, and let the nurse know.
- You may need to revise the attendance based on when students submit work. Please let the main office know if you need to make revisions. If there are any issues with reporting your attendance, please contact the main office.

Expectations for Guidance 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.
- Make personal connections with classes to let them know they are being supported.
- Focus on Parent Education – what support do our parent's 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. 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 an administrator. The administrator will assist the counselor in following protocol to support the student.
- Assist with the compliance with 504, IEP, and Free and Reduced Lunch.
- Perform as many traditional tasks as possible

Requirements for Counselors
Counselors must: • Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Meet) • Monitor and respond to student/parent email • Monitor and respond to voicemail. • Allow for additional meetings via phone or other real-time communication (Google Meet) • Continue to utilize SAC to support referral to outside counseling if higher-tiered mental health support is advised.

Expectations for Administrators

All administrators will:

- **Support teachers** and **staff** in the development and delivery of online instruction

    - Business Administrator- Middle School Math and ELA teachers, Additional As Assigned by Superintendent
    - Principal - Elementary General Education Teachers
    - Supervisor of Special Education - Special Education Teachers, Counselor, Nursing Services, CST Members, Aides
    - Superintendent - Middle School Science and Social Studies teachers, STEAM, Special Area Teachers, Administrative Team in Special Projects
- Assist in e**nsuring classes are staffed properly, e**specially in the event of teacher absences
- **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 ● Designate predetermined blocks of time each weekday (a minimum of three hours) during which the learning community knows all critical emails and concerns will be addressed ● Assist teachers with lesson and activity pacing and planning

Essential Personnel That May Be in the Building: 2 Depending on Needs

Superintendent to Manage All Operations
Business Administrator to manage fiscal oversight and Process

Expectations for Administrative Assistants

All administrative assistants will:

- Maintain daily communication with administrators
- Continue to monitor the Main Office, CST, Business Office, and Superintendent's phone lines
- Attend to all email correspondence
- Perform as many traditional tasks as possible

Requirements for Administrative Assistants

Administrative Assistants:
  ● Continue to manage reports as well as other work delegated to them by administrators
  ● Engage in electronic-based professional development

Essential Personnel That May Be in the Building: 2 Depending on Needs

Secretary to the Superintendent to assist with oversight needs.
Accounts Payable Secretary to manage fiscal oversight and the processing of mission-critical financial obligations

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Expectations for Attendance Secretary

All attendance secretaries will:

- Check in with teachers to determine student absences
- Keep administration team informed about any absences lasting more than one day
- Perform as many traditional tasks as possible

Requirements for Attendance Secretaries

Attendance Secretaries:
  ● Consistently monitor student and teacher attendance through the logging in of RealTime
  ● Communicate teacher attendance to supervisory team daily

Expectations for Child Study Team (CST) Members

All Child Study Team members will:

- Case Manage:
    - Conduct scheduled meetings via conference call or google "Meet"
    - 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
- Counseling: Conduct counseling sessions via Google Meet. No group counseling will take place in order to ensure the confidentiality of all of our students.
- Social Skills: communicate skills to parents/students via email with links to videos and other interactive skill-based lessons. No groups will take place in order to ensure the confidentiality of all of our students.
- Speech: Conduct individual speech sessions via google Google Meet. No group speech sessions will take place in order to protect the confidentiality of all of our students.
- LDT-C: Will adapt materials and assignments for special education students in accordance with the accommodations and modifications listed in their IEPs
- Evaluations:
    - Social History assessments will be offered to be conducted via telephone or Google Meets. If a parent requests the meeting to be rescheduled in order to be held in person, CST will obtain this request in writing and accommodate the parent's needs by rescheduling the assessment
    - Ability, Achievement, and Speech-Language assessments will be rescheduled for when the psychologist, LDT-C, and Speech Pathologist are able to meet students in person. Scheduling will be based on projected return-to-school dates and communicated to parents via email.
    - All CST members with reports in progress will complete these remotely and the finished product will be sent to the parent via email or postal service by the original deadline.
    - If evaluations cannot be completed within the original deadlines, CST will obtain documented parental consent to extend timelines.
- OOD:
    - Case managers will contact out-of-district placements (schools) to determine if they are in session, remain in contact with said schools and communicate all new information to the families of students in alternative placements. Provide support as necessary.
    - Each of our out-of-district students attends a Region III program, and their calendar (including school closings) is synchronized with Haworth's calendar. In the unlikely event that Region III programs are closed and Haworth is in session, CST administration will coordinate with Region III administration to ensure continuity of services for those students.

- ○ Transportation: Our out-of-district students are transported by Region III contractors. Haworth administration receives all notices of service interruptions from Region III. We will communicate to all parents of out-of-district students receiving transportation if schools close. Haworth does not communicate directly with vendors.
- Medically-fragile students will be monitored via email contact between case manager and parents. Any medically-related guidance will be provided by the School Nurse.
- Speech/language and counseling sessions will be held once weekly for 30 minutes per student. A service hour log will be kept by our social workers and speech pathologist, and undelivered sessions will be provided when in-school sessions resume.
- Engage in Electronic-based Professional Development
- Perform as many traditional tasks as possible

Requirements for Child Study Team Members (CST)

CST Members: *If any tasks are specific to certain members of the team, these will be specified.*
- Case Management:
  - ○ Conduct scheduled meetings via conference call or Google Meets
  - ○ 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
  - ○ Counseling: Conduct counseling sessions via Google Meets
- Social Skills: communicate skills to parents/students via email with links to videos and other interactive skill-based lessons.
- Evaluations:
  - ○ Complete outstanding evaluation reports.
  - ○ Schedule evaluations virtually, as appropriate and to the best of our abilities. (If these cannot be completed, obtain documented parental consent to extend timelines.)
- Engage in Electronic-based Professional Development

Expectations for School Nurse

All nurses will:

- **Act as a liaison** between the health department, school administration, and parent community.
- **Coordinate with the school physician**
- **Assist the administration** with communications
- **Communicate with families**
- Perform as many traditional tasks as possible
- Ensure that **medically fragile students** have the appropriate health plans and supports in place.

Requirements for Nurses
Nurses: ● Consistent coordination of medical communications with New Jersey Department of Health, CDC, school community, and administration. ● Assist the administrative team in communicating with all community members ● Engage in electronic-based professional development

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Expectations for Media Specialists

All media specialists will:

- Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty
- Continue to support early reading with students K-2 (videos, links, etc)
- Support teachers, where appropriate, in developing instructional materials for students
- Perform as many traditional tasks as possible

Requirements for Media Specialist
Media Specialist: ● Analyze collection and develop a "weeding list" to implement upon return ● Reinforce/Support Research Projects/Papers for students grades 6-8

- Update the teachers on new recommendations
- Engage in electronic-based professional development

Expectations for Technicians

All technicians will:

- Provide remote support for faculty, staff, and students via phone and screen sharing.
- **Be available for device exchange/repair if necessary**
- Document every call in the helpdesk.
- Maintain communication with the administration
- 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 support.nvnet.org - Document calls via helpdesk tickets/School Dude   ○ Collect name, callback number, ID number (for students), description, and time spent for each call. - Monitor and respond to helpdesk tickets

Essential Personnel That May Be in the Building: 1 Depending on Needs

Technician to support the digital learning initiative and to trouble-shoot hardware concerns for students, teachers, and administration

Expectations for Instructional Aides

All instructional aides will:

- Maintain open communication with the teachers each of you work with on a daily basis
- Full-Time Aides:
    - Expected to be available for all online sessions of classes they assist
- Part-Time Paras:
    - Will report to the Google Meets of the classes they regularly attend
    - Communicate with assigned student(s); case manager, and teacher if needed.
- Aides *may* have the need to communicate with parents/guardians in a school closure such as this to support the **activity or task** the student is working on (i.e. clarifications; rewording; redirecting).
    - Any concerns should be forwarded to a certificated staff member (i.e. the student's teacher or case manager) to address that concern.
- May be sought out by the teacher, related service provider, case manager or administrator to research a topic or pull together items for a project/lesson that will be implemented when school is back in session.
- Perform as many traditional tasks as possible

Requirements for Instructional Aides

Paraprofessionals:
    ● Consistently provide support for current students via email, SeeSaw, Google Meet, Google Classroom or other school-based sites.
    ● Engage in electronic-based professional development
        ○ Safe Schools
        ○ KYTE Learning

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 (As designated by the Supervisor of Buildings and Grounds)
- 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
    ● Maintain communication with administration and staff
    ● Monitor and respond to building requests sent via email/telephone
    ● Document daily tasks performed during closure
    ● Stay current on emails and purchase orders
    ● Collaborate on a reinstatement plan to address all sanitation concerns

Essential Personnel That May Be in the Building: 2 Depending on Needs

Supervisor of Buildings and Grounds
Custodians

Instructional Resources for Digital Learning

Google Meets/Google Meet	Students with access to a device at home can log in for a lesson and class discussion using Google Meets or Google Meet Google
Google Classroom	Post assignments, make class announcements, hold a virtual discussion, and more. Google Classroom Overview Video http://classroom.google.com
Google Education Suite	Students can complete assignments using Docs, Slides, Sheets, and Drawings on the Education Suite. Work can be turned in through Google Classroom or shared to the teacher's drive. Free Google Education Resources-Templates and resources based on subjects at the bottom of the page Free Templates-
Pear Deck	This can be run synchronously with the students through Google Hangouts/Meet or it can be changed to student paced. -Create a Google Slide Presentation, then add the Pear Deck Add-On. -When installed select Pear Deck to add formative assessments and other options -Present through the Pear Deck option at the top of the screen -If you want to make the presentation student driven click the bottom three dots and select Turn-on Student paced
Flip Grid (If Cameras Stay On)	A free website where a teacher can post a video question for students. Students respond with their own short videos to create a virtual discussion.
ScreenCastify (Add On for Google Chrome)	Record your screen while you teach a short 5 minute lesson, saving automatically to Google Drive.
Ed Puzzle	Use videos online to teach a lesson. Students answer questions as the video plays.
Khan Academy	Use to share videos and lessons already premade by Khan Academy
Adobe Spark	Students can create all kinds of presentations using this software
Gimkit	Create a review assignment for students to complete. Hold a live game while using Google Meets Have students create their own review games
Quizziz	Create a review assignment for students to complete. Hold a live game while using Google Meets Have students create their own review games
Quizlet	Students can create flashcards for class

Kahoot	Create a review assignment for formative assessment Hold a live game using Google Meets (lag could be an issue) Have students create their own review games Distance Learning Guide Premium Account Offer Due to School Closings
Brain Pop	Assign videos, quizzes, etc. Students can create their own Brain Pop
IXL	Assign work based on Core standards for ELA, Math, Social Studies
Gizmos	Science and math simulations that can be assigned to your classes Register with this link-https://www.explorelearning.com/index.cfm?method=cUser.dspRegister&regcode=2VVM-U SQU
Flocabulary	Assign a video, vocabulary cards, read and respond, a quiz, or a lyric lab
BreakoutEDU Student Log in https://student.breakoutedu.com/login	Assign students a digital Breakout through the class option Assign students a digital Breakout design as a project
Big Ideas Math	Math assignments
Newsela	Student can read nonfiction literature, answer quiz questions, Power Words, and respond to an open ended question
Quicktime (Computer Application)	Record your screen and voice while presenting a lesson. Files can be saved to your Google Drive and shared through Google Classroom.
iMovie (Computer Application)	Students can use iMovie to create a project. Ex.) Book preview, Newscast, Book Review, A book movie trailer, etc.
Garageband (Computer Application)	Students can create podcasts for a class project
Canva	Great for creating infographics
Padlet	Create a wall, shelf, canvas, backchannel communication, stream, map, grid or timeline. (Basic version is limited to the number of Padlets allowed, as well as, size of the Padlet)
Wakelet	Create or access a collection of articles, pictures, and other resources for your classes
Mystery Science	Share lessons/videos with a simple link on your school website

Frequently Asked Questions

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

Q: What if teachers are absent?
A: Teacher's are to report absences using AESOP and to his or her grade level teachers to help fill in. The administrators and other grade level teachers will help to fill in as well or provide notice to students.
Q: What should my lessons look like?
A: Use your same lesson plan format and upload them to the Lesson Plan Folder as usual.
Q: I'm going to need a lot of help with the tech stuff. Is there someone I can call?
A: Please see the section on Live Support. This will provide you with the name and time that a variety of staff members can be contacted to support your success throughout an extended closure.
Q: What about homework?
A: Independent work will be assigned to support student learning; however, it may differ slightly in the sense that it will be due in accordance with our asynchronous learning tasks.
Q: What about assessments?
A: Assignments and assessments may be given during an extended period of school closure. Feedback will be provided to students electronically, and when the situation warrants it, grades will be entered into RealTime.
Q: How are we meeting the needs of our students with special needs, including students with IEPs and 504 plans?
A: We will continue to offer students extended time, support, accommodations and modifications for learning as directed by both IEP and 504 plans. Additionally, classroom aides will attend the Google Meets with students and assist in separate sessions afterwards.
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: N/A for Haworth
Q: What should I do if anyone contacts me from the media?
A: All staff are asked to refrain from speaking to the media as per policy and to direct all inquiries to

the superintendent's office. Only the Superintendent or Board President are designated liaisons to the media.

Parents will be communicated with by our ParentSquare App (instant message) and E-Blast/Reverse 911 systems to both their primary and secondary numbers and through the district website.

Professional Development - 24/7 Online PD

If you're interested in learning more about a digital tool that you noticed on our list of digital tools, 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.

- **KyteLearning**
  - We've recently used KyteLearning for district-built courses on topics like "Universal Design for Learning" and "Understanding by Design," but KyteLearning was originally developed to provide 24/7 on-demand PD on **classroom technology** for teachers. Sign in at KyteLearning.com to search their library for any of the tools mentioned, and you'll find short online courses to teach you the ins and outs.

- **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.

Live Support

In the event that this online learning contingency plan is activated and the staff is asked to stay home, they will have access to *live* support as outlined below.

Technician		
Name	**Available Times**	**Google Meet / Contact Info**
Technicians will be able to provide remote assistance via phone or screen share if needed. To initiate a screen share go to **support.nvnet.org**.		
Jose Cordero (Haworth SD)	7:30 - 12:00 1:00 - 4:00	201-290-6587
Administrators/ Assistants		
Name	**Available Times**	**Google Meet / Contact Info**
Peter Hughes Superintendent	8:00 - 12:00 1:00 - 4:00	hughesp@nvnet.org / 201-294-6717
Patty Voigt Principal	8:00 - 11:00 12:00 - 4:00	voigtp@nvnet.org / 201-218-5280
Paul Wolford Business Administrator	8:00 - 11:00 12:00 - 4:00	wolford@nvnet.org 201-519-4284
Nadine O'Reilly Supervisor of Special Ed.	8:00 - 12:00 1:00 - 4:00	oreillyn@nvnet.org / 201-280-7230
Kristi Giambona Superintendent's Office	8:00 - 12:00 1:00 - 4:00	giambonak@nvnet.org
Kathy Blazina Main Office Lines (Shared)	8:00 - 11:00 12:00 - 4:00	blazinak@nvnet.org
Karen Oddo Main Office Lines (Shared)	8:00 - 12:00 1:00 - 4:00	oddo@nvnet.org
Suzanne Marzoccki CST Main Lines	8:00 - 12:00 1:00 - 4:00	marzocchi@nvnet.org
Nancy Panzella Business Office Main Lines	8:00 - 11:00 12:00 - 4:00	panzellan@nvnet.org

Dos & Don'ts With Instructional Technology

DO	DON'T
● **Do** continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all *key* regardless of the online or offline format of the class.) ● **Do** differentiate your lessons wherever appropriate. ● **Do** incorporate choice to better engage your students. ● **Do** use the principles of Universal Design for Learning to eliminate barriers to learning for all of your students. (UDL can be *especially* helpful when planning for online instruction.) ● **Do** be "present" for your students. Research shows that "presence" (being a part of online discussions, offering face-to-face video conferences, providing immediate feedback) is one of the key indicators of highly effective online teaching. Just as is the case in the traditional classroom, respect, rapport, and relationships are key. ● **Do** communicate clearly. It's okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats. ● **Do** support your students. Transitioning to online learning will affect different students in different ways. Listen to their needs, and support them whenever possible. ● **Do** collaborate with your colleagues. Pool your resources, learn from each other, and lean on each other. ● **Do** dress in professional attire when video conferencing with students. Conference from a neutral space (e.g. a plain wall backdrop).	● **Don't** assign the same exact task again and again (e.g. "read and reflect, read and reflect, read and reflect, read and reflect"). Student engagement is critical, both online and offline. Keep it fresh! ● **Don't** assume that online lessons are "one-size-fits-all." ● **Don't** be afraid to offer a menu of options. ● **Don't** forget to consider the UDL guidelines. Students will encounter a whole new set of barriers to learning when transitioning online. UDL helps! ● **Don't** forget to engage with students as they participate in the assignments you've posted. Interacting in online discussions, providing immediate feedback, and building a strong online-classroom-culture is essential. This is reflected in the research, e.g. "Teaching Online Is Different." ● **Don't** worry about over-communicating assignments, expectations, or deadlines. ● **Don't** assume that students will seamlessly transition to the online environment. This can be especially challenging for students who struggle with planning and time management. ● **Don't** work in a silo. There's no need to make more work for yourself. ● **Don't** video conference in unprofessional attire. Avoid bedroom furniture and other distracting objects.

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	As per the online learning contingency plan, teachers are required to provide online instruction that is consistent with students' individualized

appropriate and shall meet the New Jersey Student Learning Standards.	education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.

Emergency School Closing Plan – Continued Meal Service

Haworth **does not have any free or reduced lunch students in the current school year** and **does not have a contracted food service**. However, in the case that we acquire students on free or reduced lunch, we will set up a food account with a local vendor, **Haworth Mini Mart**, to provide the necessary meals in accordance with state and federal mandates.