



**WATCHUNG BOROUGH
SCHOOL DISTRICT**

**School Closure Preparedness
and Distance Learning Plan**

as of March 17, 2020

Watchung Borough School District
PK-4 Bayberry Elementary School Distance
Learning Guidance:
A Flexible Plan for Instructional Continuity

Our goal is to support student well-being and academic development during the school closure.

Component One (taken from School Performance Report 2018-2019)

School Demographic Profile:

- State funded Pre-School: 0%
- Homeless: 0%
- Low Socio-Economic: 0.9%
- Students with Disabilities: 19.2%
- English Language Learners: 5.8%

Component Two

Distance Learning Plan

Guiding Principles:

- Leverage the online tools we already use
- Keep assignments simple and straightforward
- Provide opportunities for teacher feedback and student check ins
- Be flexible and sensitive to technology constraints and dynamics at home
- Monitor student morale and make decisions for the well being of your students
- Work together with your colleagues and maintain a healthy work/ life balance

Inservice Agenda and Action Items:

1. Meet in the Music Room to hear directly from the district or building administration.
2. Go to your choice of collaboration location.
 - a. Create a Distance Learning Plan and publish it to your website.
3. Before you leave today, review with your group the following:
 - a. Review Distance Learning Expectations (everything described below).
 - b. Invite Principal and Director of Special Services as a collaborator to all google documents.
 - c. Develop a plan with your grade level, so that in the event you are unable to conduct distance learning due to absence/illness, you can cover for each other. (You must put absence into AESOP and contact building principal)

Expectations for Teachers - General Overview

For our purposes, we will be following a single-session day schedule for students. **The virtual school day will run from 8:40 am-1:00 pm.** Teachers should expect to be available throughout the regular school hours to collaborate with colleagues, communicate with parents, update technology platforms, and monitor/record student work.

Most important of all: Please maintain a healthy work / life balance. Keep lines of communication open between all grade levels/content areas and consult with administrators. If you are having any difficulty in this new frontier of learning - we are here to support you!
First 14 Days of Potential Closing: For the first 14 days of a potential closing, teachers will develop a grade or course level learning plan shared through your website. These learning plans should be consistent across the grade level and reinforce prior content, be a stand alone unit that supports the curriculum, or extends the learning.

Reminder: **“If the teacher hasn’t already used the tool in class, they shouldn’t use it now. It may be ok, but it could also be a point of frustration for the child and the parents. Subsequently, this could take away from the actual learning.”**

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving to the best of your ability.

General Staff Expectations	Staff are expected to work to meet their professional responsibilities through an interactive distance learning model. This includes communicating with students and/or parents, planning with colleagues, updating technology platforms, and monitoring and recording student work. Building administration may follow-up with more specific guidelines for your job title/position.
Communication	Teachers are expected to post a minimum of once per day and/or check in with parents students daily through email. That does not mean you have to assign new material each day. A posting could include a new assignment, a check in document, a reminder of the work that has already been assigned or a link to an answer key if students need to check their work.
Email to Parents/ Students	You are expected to email parents a general update at least once a week. Email will be used to communicate with families: <u>Staff must use BCC for group emails to parents.</u>
First Two Weeks of Online Learning	Courses and grade levels will work collaboratively to develop course specific content for their website and create learning plans for 14 days.
Planning Guidelines	Grade level teachers of the same subject will offer consistency. ICR/Resource/Spec Ed teachers/therapeutic specialists will create separate plans to be shared with their students through

	<p>their website. Teams will share lessons to assist in workload. Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.</p>
Work Load	<p>Pre-K: Letter and sound recognition, number recognition, handwriting, and play/exercise options (Packet based activities). Kindergarten: Sight word recognition/practice, reading practice, math practice, handwriting, social studies and science activities, and play/exercise options. (Limited online activities-mostly packet based activities) Grades 1-4: Reading and writing opportunities and math practice. Social studies and science projects should be included in learning plan. Special areas and play/exercise options will be integrated. - Combination packet-based and online activities) Specialists: Create a list of grade-appropriate activities that the students can work on at home. Students should be engaged in learning activities for the length of a single-session day in accordance with the schedule.</p>
Attendance	<p>All parents will need to complete an online attendance Google form each day. Individual building attendance forms will be posted on each building's website. Individual teachers will not be taking formal attendance on a daily basis. However, check in with your parents as described above to make sure they understand the work for your class. If a parent is not responding, you may need to contact the Principal in order to follow up at home.</p>
Student Check in and Feedback	<p>Monitor the morale of your class and the workload of your students carefully. You have the latitude to make good decisions for the well-being of your students. Please report student concerns to the school counselor and building administrator. Teachers will track student progress to ensure participation (if applicable) and check in with students if students are struggling or non participatory. Feedback to students will be given whenever possible.</p>
Staff Accountability	<p>Teacher teams will determine a consistent method for collaboration and include administrators. Teams will collaborate for the remainder of the school day often to ensure a smooth transition.</p>
Assessment	<p>The goal is not to have formal assessments during this emergency home instruction. For now, plan for formative feedback/ungraded assessments to check for understanding but there is no need to post in PowerTeacher.</p>
IEP Meetings: Annual Reviews, Eligibility &	<p>Parents were emailed 3/17/2020 to explain the following: Initial Evaluation Planning, IEP Annual Review, Eligibility (if the</p>

<p>Re-evaluation</p>	<p>evaluations have been completed), and Re-evaluation Planning meetings will be held as scheduled through Google Hangout/Meet. Attendance will be collected on a Google Form, and responses will be printed and attached to the IEP as the sign-in sheet.</p> <p><i>For Initial Evaluation Planning Meetings, where evaluations are warranted, and Re-Evaluation Planning Meetings:</i> Meetings will be held, but consent will not be requested until such time as we know when our staff will have access to the children being evaluated. Once consent is taken, the timeline starts.</p>
<p>Related Services- Speech, OT, and PT</p>	<p>Related Service Providers (Speech, OT) prepared distance learning activities that were provided to the students and parents through paper copies and emails.</p> <p>Related Service Providers will be reaching out to parents of students that they would have seen each day based on their regular schedule.</p> <p>Related Service Providers will be tracking their correspondence on their Service Provider Logs with a DL (distance learning) code.</p>
<p>Communication in Native Language</p>	<p>If needed, staff will continue to use the same means to communicate with parents in their native language. This may include using an online translator or collaborating with a staff member who can translate for them.</p>
<p>Medically Fragile Students</p>	<p>Bayberry School does not currently have any medically fragile students.</p>
<p>Out of District Students</p>	<p>The district has students at Reed Academy, Newmark, SEARCH Learning, Princeton Child Development Center, Developmental Learning Center-New Providence, and Green Brook Middle School. The case managers, CST secretary, and director have been in contact with all of these out-of-district schools about their plans. As we have been notified, we have reached out to parents to ensure they are aware of the out-of-district school's plans.</p>
<p>Transportation for ODD students</p>	<p>The district is prepared to transport our students to their out-of-district schools, if the out-of-district schools remain open</p>

and parents choose to send their children. As schools are sharing their plans to change their schedules, our transportation services have been notified.

Contingency Plans if you are sick and unable to facilitate your online class:

If you are unable to facilitate your class, you need to put the day into Absence Management (Aesop) just like you would during a regular school day. Please communicate with your Principal as well as a grade-level colleague from your emergency plan to help you post an assignment to your students.

Reminders before you leave:

- Make sure your parents and students know your form of communication/primary learning platform if we were to move to online learning / home instruction.
- Make sure every night you are bringing home essential materials and technology from your classroom in the event of school closure.

Assignment Ideas	Online Tools
<ul style="list-style-type: none"> ● Reflective writing ● Collaborative Writing ● Project-Based Learning ● Service Learning Project ● Novel reading and response ● Current Events Assignment ● View SchoolTube Video/Documentary/etc. and respond to questions ● Student developed slides to summarize a topic ● Thematic-based Research and Project/Response ● Monitoring/tracking environment/weather 	<ul style="list-style-type: none"> ● Google Suite (Google docs, slides, classroom, forms, sheets) ● Quizlet ● Kahoot ● Achieve3000 ● SmartyAnts ● GoMath - Think Central ● Mathseeds: Home ● RazKids ● Reading AtoZ ● Newsela ● Mystery Science ● GoNoodle ● Class DOJO ● Story Board ● BrainPop ● Edmodo ● Symbaloo ● SchoolTube ● Edpuzzle ● TED-ed ● Socrative

Component Three

WIFI Access:

The school district will make arrangements to provide Internet access for those families who indicate that they do not have WIFI service.

Meal Service:

The school district does not participate in the federal school lunch program. Nonetheless, our nurse has communicated with our families who qualify for the free and reduced lunch program, and currently no assistance is needed. Should the need for access to meals arise for these families, the district has a plan in place to provide the required meals through our regional high school.

Watchung Borough School District
Valley View School 5-8
Distance Learning Guidance: A Flexible Plan
for Instructional Continuity

Our goal is to support student well-being and academic development during the school closure.

Component One (taken from School Performance Report 2018-2019)

School Demographic Profile:

- State funded Pre-School: N/A
- Homeless: 0%
- Low Socio-Economic: 0.3%
- Students with Disabilities: 19.1%
- English Language Learners: 0.7%

Component Two

Distance Learning Plan

Guiding Principles:

- Leverage the online tools we already use
- Keep assignments simple and straightforward
- Provide opportunities for teacher feedback and student check ins
- Be flexible and sensitive to technology constraints and dynamics at home
- Monitor student morale and make decisions for the well being of your students
- Work together with your colleagues and maintain a healthy work / life balance

Inservice Agenda and Action Items:

1. Meet in the Media Center at 1:00pm (CST & Related Services to Bayberry Music Room at 1:30) to hear directly from the district and/or building administration.
2. Choice of collaboration location.
 - a. Create a Distance Learning Plan.
 - i. Attend optional Google Classroom Training - see information from Tricia
3. *Before you leave today, review with your group:*
 - a. Review Distance Learning Expectations (everything described below)
 - b. Invite administrator as a collaborator to all Google Classroom pages
 - c. Develop a plan with your PLC/partner, so that in the event you are unable to conduct distance learning due to absence/illness, you can cover for each other. (You must put absence into AESOP & contact building principal)

Expectations for Teachers - General Overview

For our purposes, we will be following a single-session day schedule for students. **The virtual school day will run from 8:15-12:30. Students will follow their schedule and access all materials within Google Classroom.** Teachers should expect to be available during regular school hours to collaborate with colleagues, communicate with parents/students, update technology platforms, and monitor/record student work.

Most important of all: Please maintain a healthy work / life balance. Keep lines of communication open between all departments and consult with administrators. If you are having any difficulty - we are here to support you!

First 14 Days of Potential Closing: For the first 14 days of a potential closing, teachers will develop a grade or course level learning plan. These learning plans should be consistent by course and reinforce prior content or be a stand alone unit that supports the curriculum and extends the learning.

Reminder: **“If the teacher hasn’t already used the tool in class, they shouldn’t use it now. It may be ok, but it could also be a point of frustration for the child and the parents. Subsequently, this could take away from the actual learning.”**

Assuming you are well enough to teach, the expectation is that you continue to keep your classes moving to the best of your ability.

General Staff Expectations	Staff are expected to meet their professional responsibilities through a distance learning model. This includes communicating with students/parents, planning with colleagues, updating technology platforms, and monitoring/recording student work.
Communication	Teachers are expected to post a minimum of once a day and check in with students daily through Google Classroom. This does not mean that you have to assign new material each day. A posting may include a new assignment, a check in document, a reminder of the work that has already been assigned, or a link to an answer key for students to check their work.
Email to Parents	You are expected to email parents a general update at least once per week. Email will be used to communicate formally with parents; staff must use BCC for group emails to parents.
First Two Weeks of Online Learning	Course and grade levels will work collaboratively to develop a course specific content and learning plans.
Planning Guidelines	Grade level teachers of the same subject will offer consistency. ICR, Resource, Special Education Teachers, Therapeutic Specialist will create separate plans to be shared

	<p>with their students only via a Google Classroom or teacher website. Teams will lesson-share to assist in workload. Lessons should capitalize on the home environment. Reduce screen time and include physical activity as much as possible.</p>
Work Load	<p>Students should be engaged in learning activities for the length of a single session day in accordance with the schedule.</p>
Attendance	<p>All parents/students will need to complete an online attendance doc/Google form each day. A building attendance form will be linked to your school's website. Individual teachers will not be taking attendance formally, but if a student is not responding please contact the school counselor/case manager so she can contact home.</p>
Student Check in & Feedback	<p>Monitor the morale of your class and workload of your students carefully. You have the latitude to make good decisions for the well-being of your students. Please report student concerns to the school counselor and building principal. Teachers will track student progress to ensure participation, if applicable, and check in with students who are struggling or non-participatory. Feedback to students will be given whenever possible.</p>
Staff Accountability	<p>Teams/PLCs will determine a consistent method for collaboration and include administrators. Teams will collaborate for the remainder of the school day, often, to ensure a smooth transition. Teachers must share Google Classroom with their building principal.</p>
Assessment	<p>The goal is not to have formal assessments during this emergency home instruction. For now, plan for formative feedback and ungraded assessments to check for understanding but there is no need to post in PowerTeacher.</p>
IEP Meetings: Annual Reviews, Eligibility & Re-evaluation	<p>Parents were emailed 3/17/2020 to explain the following: Initial Evaluation Planning, IEP Annual Review, Eligibility (if the evaluations have been completed), and Re-evaluation Planning meetings will be held as scheduled through Google Hangout/Meet. Attendance will be collected on a Google Form, and responses will be printed and attached to the IEP as the sign-in sheet.</p> <p><i>For Initial Evaluation Planning Meetings, where evaluations are warranted, and Re-Evaluation Planning Meetings: Meetings will be held, but consent will not be requested</i></p>

	<p>until such time as we know when our staff will have access to the children being evaluated. Once consent is taken, the timeline starts.</p>
<p>Related Services- Speech, OT, and PT</p>	<p>Related Service Providers (Speech, OT) prepared distance learning activities that were provided to the students and parents through paper copies and emails.</p> <p>Related Service Providers will be reaching out to parents of students that they would have seen each day based on their regular schedule.</p> <p>Related Service Providers will be tracking their correspondence on their Service Provider Logs with a DL (distance learning) code.</p>
<p>Communication in Native Language</p>	<p>If needed, staff will continue to use the same means to communicate with parents in their native language. This may include using an online translator or collaborating with a staff member who can translate for them.</p>
<p>Medically Fragile Students</p>	<p>Valley View Middle School does not currently have any medically fragile students.</p>
<p>Out of District Students</p>	<p>The district has students at Reed Academy, Newmark, SEARCH Learning, Princeton Child Development Center, Developmental Learning Center-New Providence, and Green Brook Middle School. The case managers, CST secretary, and director have been in contact with all of these out-of-district schools about their plans. As we have been notified, we have reached out to parents to ensure they are aware of the out-of-district school's plans.</p>

Contingency Plans: if you are sick and unable to facilitate your online class

If you are unable to facilitate your class, you need to put the day into AESOP just like you would during a regular school day. Please communicate with your principal as well as a colleague from your emergency plan to help you post an assignment to your students.

Reminders before you leave:

- If Google Classroom is new to you, set it up with your students for homework by the end of the school day on Friday and run a test assignment in class/HW as soon as possible
- Make sure your students know your form of communication

- Make sure every night you are bringing home essential materials and technology from your classroom in the event of school closure
- Share your Google Classroom with your building administrator and/or Director of Special Services.

Google Classroom Assignment Ideas

- Reflective writing, guided note-taking
- Discussion boards (Edmodo), assignment submission, post/share/ respond to audio, video, images, media
- Writing, collaborating, peer editing Google Docs
- Document Based Questions
- Nearpod slides with built in questions
- Google slides with quizizz review / Google form
- Textbook reading and responses
- Current event assignments
- View documentary and respond to questions
- Student developed slides to summarize a topic

Tools:

- Google classroom
- Google Suite (docs, slides, forms/surveys, sheets)
- [Quizlet](#)
- [Kahoot](#)
- [Quizziz](#)
- [BrainPop](#)
- [Achieve3000](#)
- [GoMath!](#)
- [Edulastic](#)
- [Braingenie](#)
- [Newsela](#)
- [TEDed](#)
- [Schooltube](#)
- [Socrative](#)
- [Edmodo](#)
- [Nearpod](#)
- [Screencastify](#)
- [Khan Academy](#)
- [Edpuzzle](#)

Research Resources

[VV Library Website](#)

All students and teachers have access

Video Resources

Learn360 and DiscoveryEd use Links to login with google

Component Three

WIFI Access:

The school district will make arrangements to provide Internet access for those families who indicate that they do not have WIFI service.

Meal Service:

The school district does not participate in the federal school lunch program. Nonetheless, our nurse has communicated with our families who qualify for the free and reduced lunch program, and currently no assistance is needed. Should the need for access to meals arise for these families, the district has a plan in place to provide the required meals through our regional high school.

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category	Teachers Instruction Hours per day via remote learning
Certificated Administrators	Oversee district and building level operations. Supervise distance learning, and work on the extension and enhancement of the distance learning plan.	Interact with BOE, conduct remote meetings, communicate with community and staff, as well as supervise student instruction and business office functions.	5	4.25 hours of instruction (8:15 am - 12:30 pm at middle school) (8:45 am - 1:00 pm at elementary school), 2 hours of collaborative planning time (1:00 - 3:00 pm and 1:30 - 3:30 pm)
Non-Certificated Professional Staff	Assist in overseeing district and building level operations, business functions, personnel office functions, technology support.	Interact with community and staff to ensure the continued functions of district business	12	
Nurses	Medical professionals	Act as a resource for administration and the link between medical information and the district	2	
Secretaries	Support district and school-level activities. Continue school functions.	Facilitate communication between students homes, central office and the building	5	
Food service	No food service in the district			
Transportation	Contracted services			