



# **WATCHUNG BOROUGH SCHOOL DISTRICT**

## **School Health-Related Closure Preparedness Plan**

**May 11, 2020**

## Overview

Watchung Borough School District's School Health-Related Closure Preparedness Plan consists of four state-required components. The first two components include the demographic profile and distance learning plan for Bayberry Elementary School and Valley View Middle School. The third component includes district information on WIFI and meal access, facilities, and summer programming. The fourth component includes a list of essential employees and their roles during the closure.

Each school has designed a distance learning plan that is focused on advancing learning through a balance between academic instruction and social and emotional support. Our objective is to continue instruction while ensuring student well-being during the school closure. The plans share a framework and are substantially similar in design, but nuances exist based on grade-level appropriate strategies.

This preparedness plan was originally submitted to the Executive County Superintendent on March 12, 2020, after the district superintendent consulted with the Board of Education and determined it necessary to close the schools, as of March 16, 2020. The plan was revised and resubmitted on March 17, 2020, to comply with a state request for additional information.

The plan has been revised once more to document the evolving nature of our distance learning plan. We have outlined the evolution through the three phases listed below:

Phase One: Preparation for School Closure and Weeks 1-2

Phase Two: Changes to Instructional Expectations for Weeks 3-4

Phase Three: Advanced Student Engagement for Weeks 5-12

The plan also has been revised to include additional information, required by guidance received from the NJDOE on May 5, 2020. Pursuant to PL 2020, c.27, this revised plan was approved by the Board of Education on May 11, 2020, and submitted to the Commissioner of Education through the Executive County Superintendent.

**WATCHUNG BOROUGH SCHOOL DISTRICT**  
**Bayberry Elementary School**  
**Grades Pre-K - 4**

**Component One: Demographic Profile 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**

**Summary of the Three Phases**

**Phase One: Preparation for School Closure and Weeks 1-2**

- Teachers and students follow the one-session day schedule.
- Teachers will assign review and extension activities through packets, websites, and Google Classroom (grades 3 and 4).
- Email will be used to communicate with students and parents.
- Parents will receive a weekly update on the classroom activities.
- Second trimester extended to ensure all grades and comments are posted in PowerSchool for report cards.
- Staff and student attendance recorded daily through Google Forms.

**Phase Two: Changes to Instructional Expectations for Weeks 3-4**

- Teachers begin new instruction.
- Assignment due dates are flexible.
- Shifted all students, including grades K-2 into Google Classroom.
- Teachers begin hosting weekly class meetings through Zoom.
- Teachers are expected to provide opportunities for asynchronous and synchronous differentiated learning, including but not limited to, classwork, independent work, and projects.
- Daily announcements are included on the school website.
- Special subject area teachers create grade-specific Google Classrooms and move to introducing new projects/activities.
- The school counselors, nurse, and CST create a social-emotional resource page for staff, students, and families.
- Hold Bayberry School Spirit Week virtually.
- Third trimester begins.

### **Phase Three: Advanced Student Engagement for Weeks 5-12**

- Teachers continue new instruction, prioritizing specific skills and content.
- Special subject areas move to a Pass/Incomplete grading system.
- Teachers are expected to continue to provide opportunities for asynchronous and synchronous differentiated learning, including but not limited to, classwork, independent work, and projects.
- Teachers are required to hold daily classroom morning meetings through Google Meet embedded within their Google Classroom. Teachers are available to provide extra help for students through synchronous meetings after the one-session day.
- Teachers are required to provide videos for students to reference outside of classroom time, using “recorded” tools such as Loom, Google Meet, Khan Academy, etc., for new instruction. The teachers expand the various platforms for student learning (Google Classroom, Google Meet, Zoom, Khan Academy, Virtual Museum tours, etc.)
- The 504 and I&RS teams modify plans based on changing student needs.

### **Description of Each Phase**

#### **Phase One: Preparation for School Closure and Weeks 1-2**

Guiding Principles for Teachers:

- 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 3-12- and 3-13-2020 and Action Items:

- Meet in the Music Room to hear directly from the district or building administration.
- Go to your choice of collaboration location
  - Create a Distance Learning Plan and publish it to your website
- Before you leave today, review with your group the following:
  - Review Distance Learning Expectations (everything described below).
  - Invite Principal and Director of Special Services as a collaborator to all google documents.
  - 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.)
  - Make sure your parents and students know your form of communication/primary learning platform.
  - Make sure you bring home essential materials and technology from your classroom.

## **Expectations for Teachers - General Overview**

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 Closing:** For the first 14 days of 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 has not already used the tool in class, the tool should not be used now. It may be OK, but it could also be a point of frustration for the child and the parents. 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.

**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.

**Phases Two and Three are identified below in the context of teacher responsibilities.**

## **General Staff Expectations**

**All Phases:** 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**

**All Phases:** 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.

**Phase 2:** Teachers are expected to use a synchronous learning platform at least one time per week.

**Phase 3:** Teachers are expected to utilize a synchronous learning platform daily. Teachers are expected to hold a daily classroom meeting for check-in/review of expectations for the day, answer questions, etc. These meetings will be held within the Google Classroom through Google Meet and may be recorded to be posted for students who may not be able to attend.

### **Email to Parents/Students**

**All Phases:** You are expected to email parents a general update at least once a week. Email will be used to communicate with families. Staff must use BCC for group emails to parents.

### **Weeks 1-2 of Online Learning**

**Phase 1:** Courses and grade levels will work collaboratively to develop course-specific content for their website and create learning plans for 14 days.

### **Planning Guidelines**

**All Phases:** 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 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.

**Phase 3:** Students will be assessed and graded on their progress. Assessments and activity deadlines will be flexible to account for the unusual learning environment. All special subject areas have moved to a Pass/Incomplete grading system. The 3rd trimester has been adjusted due to the current circumstances. It began on April 13 and will run through the end of the academic year.

### **Work Load**

**All Phases:** Students should be engaged in learning activities for the length of a single-session day in accordance with the schedule.

#### **Phase 1:**

**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).

**Grades 1-4:** Reading and writing opportunities and math practice. Social studies and science projects should be included in learning plans. Special areas and play/exercise options will be integrated (combination of packet-based and online activities).

**Specialists:** Create a list of grade-appropriate activities that the students can work on at home.

### **Phase 2:**

**All Grades:** At the end of the trimester, teachers begin to instruct new material in accordance with the approved curriculum.

**Pre-K:** Teachers begin to record and send home lessons through email to parents. In addition, all materials accessible on the teacher website.

**Kindergarten - Grade 2:** Instruction shifted into Google Classroom with teachers posting lessons for reading, writing, mathematics, social studies, science, and health.

**Grades 3-4:** Teachers continue with the use of Google Classroom for all students.

**Specialist Subject Areas:** Instruction shifted into Google Classroom by grade level and content area.

### **Phase 3:**

**All Grades/Content Areas:** Each week, the teachers will be posting videos of themselves teaching lessons based upon the new content being provided and the needs of the class. Teachers will be available during scheduled afternoons to answer questions or invite students to a small group instruction Google Meet. These meetings will be to support the individual learning of students, provide clarification on material, answer questions, assist with and/or challenge student learning, respond to private comments about work, or provide feedback on submitted work. The teachers will hold a combination of open meetings in the Google Classroom, send an invite to specific students to a Google Meet, or reach out to parents through email to set up a time to meet with students and parents.

### **Attendance**

**All Phases:** 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. In addition, report student concerns and non-participation in classrooms or not submitting assignments to the school counselor, school nurse, and building administrator. Based on this process, attendance has not factored into promotion, retention, discipline, or any other decisions affecting students. Any case will be addressed on an individual basis.

## **Student Check in and Feedback**

**All Phases:** 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 and non-participation in classrooms or not submitting assignments to the school counselor, school nurse, 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.

## **Staff Accountability**

**All Phases:** 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.

## **Assessment**

**Phase 1:** The goal is not to have formal assessments during this emergency closure. For now, plan for formative feedback/ungraded assessments to check for understanding, but there is no need to post in PowerTeacher.

**Phases 2 and 3:** Students will be assessed and graded on their progress. Assessments and activity deadlines will be flexible to account for the unusual learning environment.

## **Special Services**

### **IEP Implementation, Tracking of Services and Student Progress, Accommodations and Modifications**

**All Phases:** Students continued to be assigned to instructional groups based on their individual IEP special education programs. If an IEP program is in-class resource, the special education teacher is collaborating with the general education teacher in planning and preparing for instruction, including the modifications and accommodations in the IEP. If an IEP program is pull-out resource, the special education teacher is planning and preparing based on the students' IEP goals and objectives and necessary modifications and accommodations. The special education teachers continue to monitor student progress on their IEP goals and objectives which will be reported on their Progress Reports.

### **Child Study Team & IEP Meetings: Annual Reviews, Eligibility & Re-evaluation**

**All Phases:** Child Study Team case managers are available during the regular school day hours to communicate with families, in-district staff and teachers, and out-of-district program staff regarding students' participation, progress, and needs during the school closure.

**All Phases:** 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.

**All Phases:** For Initial Evaluation Planning Meetings, where evaluations are warranted, and Re-Evaluation Planning Meetings, 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.

### **Related Services: Speech, OT, and PT**

**Phases 1 and 2:** Related Service Providers (Speech, OT, PT) are to prepare distance learning activities to be provided to the students and parents through paper copies and emails.

Related Service Providers will be reaching out to parents of students that they would have seen each day based on their regular schedule.

Related Service Providers will be tracking their correspondence on their Service Provider Logs with a DL (distance learning) code.

**Phase 3:** After the governor signed Executive Order 103 on April 1, 2020, parents were notified of this change and related service providers (including OT, PT, Speech, Behaviorist, Counseling) moved to providing live, online sessions through Zoom or Google Meet in accordance with students' IEPs. Sessions were scheduled at mutually agreeable times for the students, parents, and therapists. Therapists are recording live sessions in their tracking logs.

### **ESL Services/Communication in Native Language**

**All Phases:** ESL services continue to be provided through the distance learning program. ESL teacher has designated collaborative time with general and special education teachers. 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. We are addressing any technology needs of our ELL population.

### **Medically Fragile Students**

**All Phases:** The school nurse will monitor any medically fragile students through weekly communication with parent(s). In addition, any medically fragile student who is reported absent due to illness will receive a phone call from the school nurse to discuss the nature of the illness and support the parent with any guidance as needed.

### **Out-of-District Students**

**All Phases:** 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. Case managers have continued to communicate with parents of out-of-district students.

### **Transportation for ODD students**

**All Phases:** The district is prepared to transport our students to their out-of-district schools, if the out-of-district schools remain open and parents choose to send their children. As schools are sharing their plans to change their schedules, our transportation services have been notified.

### **Teaching Resources**

#### **Assignment Ideas**

- 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

#### **Online Tools in addition to 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](#)

**WATCHUNG BOROUGH SCHOOL DISTRICT**  
**Valley View Middle School**  
**Grades 5-8**

**Component One: Demographic Profile 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**

**Phase One: Preparation for School Closure and Weeks 1-2**

- Teachers and students follow the one-session day schedule.
- Teachers will assign review and extension activities through Google Classroom.
- Grades will not be recorded in PowerTeacher. Placeholders will be included in PowerTeacher to communicate with students and parents.
- Parents will receive a weekly update on the classroom activities.
- GoGuardian is the preferred method of communication with students.

**Phase Two: Changes to Instructional Expectations for Weeks 3-4**

- Teachers begin new instruction.
- Grades are recorded in PowerTeacher.
- Assignment due dates are flexible.
- Multiple platforms are added to student/teacher toolboxes: Chromebook cameras, Gmail, Calendar, Zoom, Google Meets, etc.
- GoGuardian has been expanded to work on non-school issued devices.
- Marking Period 3 Grades will be equal to or higher than a student's course average as of March 13, 2020.
- Teachers are expected to use a synchronous learning platform at least one time per week.
- Teachers are expected to provide opportunities for asynchronous and synchronous differentiated learning, including but not limited to, classwork, independent work, and projects.
- Daily announcements are included on the school website.
- The Student Council created a Google Classroom for the student body to interact and participate in challenges.
- The School Counselors, Nurse, and CST Team created a social-emotional resource page for staff, students, and families.
- The 504 and I&RS teams modify plans based on changing student needs.

**Phase Three: Advanced Student Engagement for Weeks 5-12**

- Teachers continue new instruction, prioritizing specific skills and content.

- Grades are posted in PowerTeacher.
- Weighting categories in the gradebook change to reflect distance learning practices (ie., homework eliminated; formative assignments will weigh more than summative assignments.)
- Students/parents must notify the teacher on or before an assignment due date if they need more time or assistance.
- Teachers are expected to use a synchronous learning platform daily.
- Teachers are expected to provide opportunities for asynchronous and synchronous differentiated learning, including but not limited to, classwork, independent work, and projects.
- Teachers are required to provide videos for students to reference outside of classroom time, using “recorded” tools such as Loom, Google Meet, Khan Academy, etc., for new instruction.
- The Community Outreach Club hosts Virtual Trivia Nights for students, staff, and families.
- The 504 and I&RS teams modify plans based on changing student needs.

## **Description of Each Phase**

### **Phase One: Preparation for School Closure and Weeks 1-2**

Guiding Principles for Teachers:

- 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 Agendas 3-12 and 3-13-2020 and Action Items:

1. Meet in the Media Center at 1:00 pm (CST and Related Services to Bayberry Music Room at 1:30 pm) to hear directly from the district and/or building administration.
  2. Choice of collaboration location.
  3. Create a Distance Learning Plan.
    - a. Attend optional Google Classroom Training - see information from Tricia.
  4. 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 and contact building principal.)
- 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 you bring 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.

## **Expectations for Teachers - General Overview**

We will be following a single-session day schedule for students. The virtual school day will run from 8:15 am - 12:30 pm. 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 Closing:** For the first 14 days, 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 has not already used the tool in class, the tool should not be used now. It may be OK, but it could also be a point of frustration for the child and the parents. 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.

**Contingency Plans:** 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 for your students.

**Phases Two and Three are identified below in the context of Teacher Responsibilities.**

### **General Staff Expectations**

**All phases:** 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**

**All phases:** 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.

**Phase 2:** Teachers are expected to use a synchronous learning platform at least one time per week. Student emails were activated to allow for smoother communication regarding Google Classroom assignment feedback and for direct contact with the teacher. Additional synchronous platforms, such as Zoom and Google Meet, were activated.

**Phase 3:** Teachers are expected to use a synchronous learning platform daily. Teachers are required to provide videos for students to reference, outside of classroom time, “recorded” tools such as Loom, Google Meet, Khan Academy, etc., for new instruction.

### **Email to Parents**

**All phases:** Teachers 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.

### **Weeks 1-2 of Online Learning (Phase 1)**

Course and grade levels will work collaboratively to develop a course-specific content and learning plans.

### **Planning Guidelines**

**All Phases:** ICR, Resource, Special Education Teachers, Therapeutic Specialist will create separate plans to be shared with their students only through 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.

**Phase 1:** Grade level teachers of the same subject will offer consistency.

**Phase 2:** Teachers will begin to introduce new material and follow district curriculum.

**Phase 3:** In addition to following the district curricula, teachers will evaluate the “bottom-line” skills and content for their subject matter and assign them instructional priority.

### **Work Load**

**All Phases:** Students should be engaged in learning activities for the length of a single-session day in accordance with the schedule.

### **Attendance**

**All Phases:** All parents/students will need to complete an online attendance

document/Google form each day. A building attendance form will be linked to the 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. In addition, report student concerns and non-participation in classrooms or not submitting assignments to the school counselor, school nurse, and building administrator. Based on this process, attendance has not factored into promotion, retention, discipline, or any other decisions affecting students. Any case will be addressed on an individual basis.

### **Student Check in and Feedback**

**All Phases:** Teachers will monitor the morale of their classes and workload of their students carefully. They have the latitude to make good decisions for the well-being of their students. Student concerns will be reported 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.

**Phases 2 and 3:** Grades and missing assignments will be noted in PowerTeacher. Teachers will contact the student/parent regarding missing or incomplete assignments.

### **Staff Accountability**

**All Phases:** Teams/PLCs will determine a consistent method for collaboration and include administrators. Teachers must share Google Classroom with their building principal. Teachers will collaborate for the remainder of the school day to ensure a smooth transition.

**Phases 2 and 3:** Teachers will collaborate for the remainder of the school day, meet with support staff, contact parents, or be available for students (reteaching, enrichment, answer questions).

### **Assessment**

**Phase 1:** 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.

**Phase 2:** Teachers will begin to deliver instruction on new content and assess student progress. Grades will be posted in PowerTeacher. Marking Period 3 Grades will be equal to or higher than a student's course average as of March 13, 2020. Due dates are flexible.

**Phase 3:** Teachers will continue to deliver new instruction and assess student progress. Grades will be posted in PowerTeacher. Weighting categories in the gradebook will change to reflect distance learning practices. (Homework eliminated; formative assignments will weigh more than summative assignments.) Students/parents must notify the teacher on or before an assignment due date if they need more time or assistance.

## Special Services

### **IEP Implementation, Tracking of Services and Student Progress, Accommodations and Modifications**

**All Phases:** Students continue to be assigned to instructional groups based on their individual IEP special education programs. If an IEP program is in-class resource, the special education teacher is collaborating with the general education teacher in planning and preparing for instruction, including the modifications and accommodations in the IEP. If an IEP program is pull-out resource, the special education teacher is planning and preparing based on the students' IEP goals and objectives and necessary modifications and accommodations. The special education teachers continue to monitor student progress on their IEP goals and objectives which will be reported on their Progress Reports.

### **Child Study Team & IEP Meetings: Annual Reviews, Eligibility & Re-evaluation**

**All Phases:** Child Study Team case managers are available during the regular school day hours to communicate with families, in-district staff and teachers, and out-of-district program staff regarding students' participation, progress, and needs during the school closure.

**All Phases:** 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 Google Form, and responses will be printed and attached to the IEP as the sign-in sheet.

For Initial Evaluation Planning Meetings, where evaluations are warranted, and Re-Evaluation Planning Meetings, 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.

### **Related Services- Speech, OT, and PT**

**Phases 1 and 2:** Related Service Providers (Speech, OT) are to prepare distance learning activities to be provided to the students and parents through paper copies and emails. Related Service Providers will be reaching out to parents of students that they would have seen each day based on their regular schedule. Related Service Providers will be tracking their correspondence on their Service Provider Logs with a DL (distance learning) code.

**Phase 3:** After the governor signed Executive Order 103 on April 1, 2020, parents were notified of this change and related service providers (including OT, PT, Speech, Behaviorist, Counseling) moved to providing live, online sessions through Zoom or Google Meet in accordance with students' IEPs. Sessions were scheduled at mutually agreeable times for the students, parents, and therapists. Therapists are recording live sessions in their tracking logs.

## **ESL Services/Communication in Native Language**

**All Phases:** ESL services continue to be provided through the distance learning program. ESL teacher has designated collaborative time with general and special education teachers. 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. We are addressing any technology needs of our ELL population.

## **Medically Fragile Students**

**All phases:** Valley View Middle School does not currently have any medically fragile students.

## **Out-of-District Students**

**All phases:** 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. Case managers have continued to communicate with parents of out-of-district students.

## Teaching Resources

### 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 quiz review/Google form
- Textbook reading and responses
- Current event assignments
- View documentary and respond to questions
- Student developed slides to summarize a topic

### Online Tools in addition to Google classroom and Google Suite

[VV Library Website](#) (for access to research and video resources)

Learn360 and DiscoveryEd: Use Links to login with Google.

[Quizlet](#)

[Kahoot](#)

[Quizziz](#)

[BrainPop](#)

[Achieve3000](#)

[GoMath!](#)

[EduLastic](#)

[Braingenie](#)

[Newsela](#)

[TEDed](#)

[Schooltube](#)

[Socrative](#)

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## **Component Three: State-Required Information**

### **Access to WIFI and Technology Devices:**

The school district will make arrangements to provide Internet access for any families who indicate that they do not have WIFI service. Our middle school is 1:1 with chromebooks, and our students in grades 5-8 are using these chromebooks at home. We also have done two surveys about devices and WIFI access and have loaned out chromebooks to families at both schools, on an as-needed basis. Our technology department has been working with the administration to ensure that families' needs, including the repair of chromebooks, are addressed.

### **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.

### **Facilities:**

The buildings are being maintained by our custodial and grounds staff, who are working on a modified schedule to ensure social distancing. They are cleaning on a daily basis, doing maintenance projects, and getting a head start on summer cleaning.

### **Summer Programming:**

We are currently planning for both an in-person and remote ESY program and will be approving recommended personnel at the Board meeting in June.

We also are actively assessing student learning and are preparing for necessary curricular adjustments for September, based on any identified learning loss.

We do not have credit-loss issues, 21st century programs, STEM or other programs using reallocated grant funds, or Title I extended learning programs. These requirements are not applicable.

We are planning ways to honor our fourth and eighth graders with either a virtual or socially distant physical celebration, if allowed, in place of a traditional promotion ceremony.

## **Watchung Borough List of Essential Employees**

- List of Essential Employees by Category
- Role of Employee
- Duties/Work Stream
- How Many Essential Employees per Category
- Teachers' Instructional Hours Per Day through Distance Learning

### **Administrators (5 Staff Members)**

- 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.

### **Instructional Staff**

#### **Teacher Instructionals' Hours Per Day through Distance Learning**

- 4.25 hours of instruction (8:15 am-12:30 pm at Valley View) (8:45 am - 1:00 pm at Bayberry)
- 2 hours of collaborative planning time (1:00-3:00 pm and 1:30-3:30 pm)
- District aides assist teachers with distance learning.
- CST works with teachers, students, and families to ensure the best learning environment.

### **Nurses (2 Staff Members)**

- Medical professionals
- Act as a resource for administration and the link between medical information and the district.

### **Non-Certificated Staff (5 Staff Members)**

- 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.

### **Secretaries (5 Staff Members)**

- Support district and school-level activities. Continue school functions.
- Facilitate communication between students homes, central office, and the building.
- 5 Staff Members

### **Custodians and Grounds Staff (10 Staff Members)**

- Clean buildings, maintain grounds, complete maintenance projects.

### **Food Service**

No food service in the district.

### **Transportation**

Services are contracted.