Online Learning Contingency Plan
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Demarest Public Schools
568 Piermont Road
Demarest, NJ 07627

Demarest Public Schools
Online Learning Contingency Plan

Expectations and Requirements - Teachers

- Expectations and instructions for students will be clear and concise.

- Assigned learning tasks for students will be asynchronous to meet the flexibility needs of families in the community.

- In designing virtual learning experiences, keep in mind the following:
    - What is the student learning objective?
    - How will the objective be assessed?
    - On average, how long should it take for a student to complete the assignment?
    - Will the student have all the necessary tools available to complete the assignment?
    - Does the student have an IEP? Consider how you will address the modifications and accommodations.

Equitable Access

- The Demarest School District sent out a community survey ensuring all students had internet access and devices (to use as a backup if necessary for DMS and LLE students) at home.
- Demarest Middle School students (Grades 5-8) will continue use of a MacBook Air provided through the 1:1 initiative.
- Luther Lee Emerson students (Grades 2-4) will be provided with a device to use at home:
    - Second grade students will receive an iPad for home use.

- - Third grade students will receive a Chromebook for home use.
    - Fourth grade students will receive a MacBook Pro for home use.
- County Road School students will be using home devices.
- The following online learning platforms will be used throughout the district:
    - Grades PreK-2: Seesaw
    - Grades 3-4: Google Classroom, GSuite
    - Grades 5-8: Powerschool Learning Management System, GSuite
    - Students also have access to accessibility extensions through Google Chrome if needed.
- Additionally, teachers and parents have been provided with online resources for additional activities and support.

Demographic Information

Economically Disadvantaged Students	0.3%
Students with Disabilities	16.6%
English Learners	2.7%
Homeless	0.0%
Students in Foster Care	0.0%
Migrant Students	0.0%

Demarest Middle School

- All teachers **must use PowerSchool** to post virtual learning experiences for students: [PowerSchool Homepage](#)
    - Within PowerSchool, utilize the Activities drop down menu to create: Assignments, Assessments, Discussions, Polls, Wikiprojects
        - ==Please make sure your assignment is posted.==
        - You can use the option "View as Student" under Manage Class (top right drop down menu).
    - Use various means of assessment- resources are provided at the end of the document
    - Create lessons that do not exceed 30 minutes in total *(per subject area)*
        - **Each day should not exceed four hours worth of learning for students.**
        - Teachers are encouraged to post deadlines for assignments *for the week instead of daily.*
        - Teachers should be prepared to track assignments in a way that aligns with their content area.
            - Suggestion: create a table in Google docs for each class section

Expectations for Virtual Learning	
Attendance	Will be taken by the two attendance officers and emailed to staff daily: 1. Stephanie Piccini 2. Karleen McDermott ★ **Teachers will not be required to take daily attendance.**

Lessons	1. Lessons should be available daily by 8:00 AM.
	2. A video should be posted using either Screencastify or Quicktime that explains what students will be working on for the lesson.
	- **Videos should be an approximate length of 5 minutes each day.**
	3. If a project is long-term, divide the project up into sections and have a new section completed each day.
	4. Teachers should assess for understanding upon completion of assessments.
	★ Both Screencastify and QuickTime can be embedded into PowerSchool- *see Kelly Stevens's PowerSchool page for tutorials on how to use each tool.*
	★ PLEASE NOTE: Screencastify has a 5 minute time limit.
Staff Availability	1. All staff members must be available for students and parents up until 12:00 PM. The remainder of the day should be used for planning and assignment creation.
	2. This can be done via email or Google hangout.
	3. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will

	occur through Google HangOut. Teachers will also be asked to provide input for the IEPs.
Schedule	1. Scheduled class times will not be used - students will log in on their own time and complete assigned tasks. 2. Students are expected to log into PowerSchool and complete the work <u>by the deadline.</u>
Department Resources/Suggestions for Instruction *All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.*	
English/Language Arts, Social Studies, Math, Science, World Language, and Replacement Math and English/Language Arts	<u>The following are examples for instruction, but not limited to:</u> 1. PowerSchool- create assessments and assignments. Students may submit via the Dropbox or a discussion thread. 2. Google Applications such as docs, slides, and forms- use for collaborative writing in order to leave feedback. Use for shared assignments for student collaboration. 3. Edpuzzle videos- students submit their results and teachers provide feedback about the results 4. Padlet- utilize for brainstorming, posting discussions, asking questions, and giving feedback 5. Screencastify or QuickTime videos - model examples of what is expected or teach a

	mini-lesson. Have students follow-up with a discussion post or reflection. 6. Google Hangouts - video conference with students about their progress and answer any questions they may have. 7. IXL- assignments align with the standards. Assign a percentage to which students should complete the task. 8. Newsela- submit questions to different texts on Newsela. Students can then respond to prompt about the texts on PowerSchool.
Physical Education and Health	1. Students should be required to log physical activity/exercise at home. This can be done using PowerSchool, Padlet, or Google. 2. Health teachers will continue to teach concepts based on the grade-level's curriculum.
Special Education Teachers	1. Collaborative teachers will work with the general education teacher to create lessons and modify as needed. 2. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law.

	3. Collaborative teachers must also be available for students to ask questions and will demonstrate interaction with the students in the class section of which they are a part. 4. For Support Instruction, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day for students to have access to the work that is required for virtual submission. - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
Art, Music, STEM and AEPs	Have students express creativity by demonstrating their knowledge of different online resources and tools. Examples include but are not limited to: 1. Google Drawings 2. Creation of an iMovie (such as a music video) 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project

Luther Lee Emerson School Protocol

- All teachers **must use Google Classroom for grades 3-4 and Seesaw for grade 2** to post virtual learning experiences for students.
  - **Each day should not exceed two hours worth of learning for students.**
    - Teachers should be prepared to track assignments in a way that aligns with their grade-level.
      - Suggestion: create a table in Google docs for each class section

Expectations for Virtual Learning	
Attendance	1. Parents are to call the absence line each morning, only if their child is ill and cannot complete the work. 2. The secretaries will check the line each morning by 9:00 and send an attendance report to the staff. 3. Nurse will do the follow-up calls each day. 4. Teachers should track student completion of assignments in a way that is feasible for their grade-level and instruction. 5. If a student has not submitted at least one assignment per day and you have not been notified that the student is ill, please notify the building nurse for follow-up.
Technology Plan for Release of Devices	**Technology Plan for Device Distribution - Luther Lee Emerson**

	1. Second grade students will receive iPads for home use. 2. Third grade students will receive Chromebooks for home use. 3. Fourth grade students will receive MacBooks for home use. 4. All students will receive the appropriate chargers. 5. Device and charger pick-up will be at the LLE gymnasium at a designated time that will be blasted out to the community. 6. Parents and guardians will be required to sign out the device and charger. 7. While the device is being used for virtual learning, it is understood that the terms of Acceptable Use Policy signed off on in September will be followed. 8. Upon reopening of school, the device and charger should be returned to Mrs. Karrenberg and Mr. Reynoso.

Lessons	1. Lessons should be available daily by 8:00 AM.
	2. Second grade teachers should post lessons using Seesaw.
	3. Third and fourth grade teachers should post lessons using Google Classroom.
	4. Special area teachers may:
	    a. Use their own Seesaw page (grade 2) or Google Classroom page (grades 3 and 4)
	    b. Be added as a co-teacher onto the homeroom teacher's page in order to be able to add or edit assignments for students.

	5. Special education teachers who are in a collaborative setting should work with the general education teachers to create lessons and modifications for students. 6. Teachers should use Quicktime or Screencastify to create introduction videos for students each day. Both can be linked to either Seesaw or Google Classroom. - **Videos should be an approximate length of 5 minutes each day.** 7. Teachers should assess for understanding upon completion of assessments. ★ <mark>PLEASE NOTE:</mark> Screencastify has a 5 minute time limit.
Staff Availability	1. All staff must be available for students and parents up until 12:00 PM. The remainder of the day will be used for planning and assignment creation. 2. This can be done via email or Google hangout. 3. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google hang out.
Schedule	1. Scheduled class times will not be used - students will log in on their own time and complete assigned tasks by the deadlines assigned.

	2. Students are expected to log into:
	  - Second grade will log into Seesaw and complete work <u>by the deadline.</u>
	  - Grades 3-4 will log into Google Classroom and complete work <u>by the deadline.</u>

Department Resources/Suggestions for Instruction	
All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.	

| **Grades 2-4**

Submission for grade levels:
Grade 2: Seesaw
Grades 3-4: Google Classroom | The following are examples for instruction, but not limited to:
1. EdPuzzle - students submit their results and teachers provide feedback on the results
2. Padlet - utilize for brainstorming, posting discussions, asking questions, giving feedback
3. Collaborate for feedback and use shared class documents using Google applications such as Google Slides or Google Docs:
  - Google Docs
  - Google Slides
4. Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection.
5. Google Hangouts - video conference with students about their progress and answer any questions they may have. |

	6. IXL- assignments and the percentage to which students should complete the assignment 7. Newsela - submit questions to different texts on Newsela; students can respond to prompt about the texts on PowerSchool 8. Mystery Science (K-4)
Physical Education and Health	1. Students should be required to log physical activity/exercise at home. This can be done using Seesaw or Google Classroom. 2. The teacher for health will continue to teach concepts based on the grade-level's curriculum.
Special Education Teachers	1. Collaborative teachers will co-plan lessons with their partners. 2. Collaborative teachers will also be available for students to ask questions and should demonstrate interaction with the students in the class section in which they are a part. 3. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law. 4. For Support Instruction, teachers should be made available for students to ask questions. Grade-level homework pages should also be updated each day

	for students to have access to the work that is required for virtual submission. - Grade-level teachers should be in contact with the Support Instruction teachers to provide deadlines for assignments and any necessary resources needed for the assignments.
Art, Music, STEM	Have students express creativity by demonstrating their knowledge of different online resources and tools. Examples include but are not limited to: 1. Google Drawings 2. Creation of an iMovie (such as a music video) 3. Google Slides presentation 4. Video presentations- students can record themselves singing or creating an art drawing/project

County Road School Protocol

- All teachers **must use Seesaw** to post virtual learning experiences for students.
  - **Each day should not exceed two hours worth of learning for students.**
    - <u>Teachers should be prepared to track assignments in a way that aligns with their grade-level.</u>
      - Suggestion: create a table in Google docs for each class section

Expectations for Virtual Learning	
Attendance	1. Parents are to call the absence line each morning, only if their child is ill and cannot complete the work. 2. The secretaries will check the line each morning by 9:00 and send an attendance report to the staff. 3. Nurse will do the follow-up calls each day. 4. Teachers should track student completion of assignments in a way that is feasible for their grade-level and instruction. 5. If a student has not submitted at least one assignment per day and you have not been notified that the student is ill, please notify the building nurse for follow-up.
Lessons	1. Lessons should be available daily by 8:00 AM. 2. Teachers should post virtual learning experiences using Seesaw. 3. Special area teachers may use their own Seesaw page or be added as a co-teacher onto the homeroom teacher's page to be able to add or edit assignments for students.

	4. Special education teachers who are in a collaborative setting should work with the general education teachers to create lessons and modifications for students. 5. Teachers can use Quicktime or Screencastify to create videos for students. These can be linked to Seesaw. - **Videos should be an approximate length of 5 minutes each day.** 6. Teachers should assess for understanding upon completion of assessments. 7. Teachers should track student completion of assignments in a way that is feasible for their content area and instruction. ★ PLEASE NOTE: Screencastify has a 5 minute time limit.
Staff Availability	1. All staff members must be available for students and parents up until 12:00 PM. The remainder of the day will be used for planning and assignment creation. 2. This can be done via email or Google hangout. 3. Staff should make themselves available for CST meetings, i.e. for annual review and eligibility meetings that are scheduled in Realtime and will occur through Google Hangout.

Schedule	3. Scheduled class times will not be used - students will log in on their own time and complete assigned tasks by the deadlines assigned. 4. Students are expected to log into Seesaw and complete the work <u>by the deadline.</u>
Department Resources/Suggestions for Instruction *All teachers will be required to create manageable lessons for students, so teachers will utilize tools that are already of their knowledge and accessibility. Teachers must show student-teacher interaction throughout each day with students.*	
Grades Kindergarten-1st grade **Submission for grade levels:** Seesaw	<u>The following are examples for instruction, but not limited to:</u> 1. Seesaw 2. EdPuzzle - students submit their results and teachers provide feedback on the results 3. Screencastify or QuickTime videos - model examples of what is expected or teach a mini-lesson. Have students follow-up with a discussion post or reflection. 4. Mystery Science (K-4)
Physical Education and Health	1. Students should be required to log physical activity/exercise at home. This can be done using Seesaw. 2. The teacher for health will continue to teach concepts based on the grade-level's curriculum.

Special Education Teachers	1. Collaborative teachers will co-plan lessons with their partners. 2. Collaborative teachers will also be available for students to ask questions and should demonstrate interaction with the students in the class section in which they are a part. 3. Collaborative teachers will privately email modified assignments or additional information for assessments (as necessary and in alignment with IEPs). It is expected that teachers continue to follow the confidentiality expectations in accordance with the Special Education law.
Art, Music, and Library Media	1. Utilize Seesaw for art and music based learning experiences. 2. Resources such as online read alouds (StorylineOnline.net) and videos may be used for library media, music, and art.

Suggested Tools to Support Online Learning in the Demarest School District

Tool	Use	Link
EDpuzzle	Import videos from YouTube and embed questions throughout the video for students to respond to as they watch.	www.edpuzzle.com
FlipGrid	Allows teachers to post discussion prompts, and students can use video to respond. Students can also view their peers' videos and have a discussion.	www.flipgrid.com
GarageBand	Use for audio projects, such as creating a podcast, oral presentation, etc. These can be exported to PowerSchool and Google drive	Available on Macbooks
Google Forms	Create formative assessments for students	Available via Google drive
Google Docs	Use for student and teacher collaboration on assessments. Students can view, edit, and comment on the same document. Can be used for small group discussion and feedback for writing.	Available via Google drive
Google Hangout/Google Meet	Live video conferencing- use for small group discussion or team meetings.	Available via Google drive
Google Sheets	Functions the same as Google docs but as a spreadsheet.	Available via Google drive
Google Slides	Functions the same as Google docs but as a presentation.	Available via Google drive
iMovie	Utilize for video projects, and it can also be shared via PowerSchool and Google drive.	Available on Macbooks

IXL	Access for all math, language arts, social studies, science, and Spanish for grades 7 & 8. Teacher username is LastNameFirstInitial@dsd or LastName@dsd ● Email Tori Zimmerman for login information or password information.	www.ixl.com
Khan Academy	Specifically for math- utilize the online videos to illustrate certain concepts.	www.khanacademy.org/
No Red Ink	Online activities to help students with grammar and writing skills. ● Students can customize this based on their interests!	www.noredink.com
Padlet	A "digital bulletin board"- create posts for all students to see and respond to. Can be used for brainstorming or short discussions.	www.padlet.com
Screencastify	Record and embed videos onto the PowerSchool page. This will give students live feed from you on instruction and requirements for assessments/projects. ● NOTE: Screencastify only lets you record for 5 minutes.	Available as a Google add-on for Chrome
SmartMusic	Music learning software. Use to monitor and track the progress of students practicing music.	www.smartmusic.com
QuickTime	Similar to Screencastify- utilize for posting of lessons for students. ● NOTE: no time limit	Available on Macbooks
Quizlet	Online index cards. Students can create their own study materials for an assessment.	www.quizlet.com
Quizizz	Online quizzing for students and teachers can give immediate feedback on performance.	www.quizizz.com

Appendix:

Progress Monitoring for Special Education Instruction and Related Services:

As the Demarest School District plans for a possible closure by the DOH regarding COVID-19, the following steps should be taken:

1. Update your baseline data regarding students' functioning. This will provide a basis for determining what, if any, progress was lost during closures.
2. Determine if there is a portion of the IEP that cannot be addressed remotely. Document and share your concerns with the CST supervisor.
3. When students return to school, assess students and compare to baseline to determine if there has been a loss of skills. Prepare to address the gaps.
4. Prepare materials for students to complete at home that are not only curricular based but also address specific goals and objectives.
5. Continue to take and monitor data.
6. Be prepared to discuss student functioning when schools reopen.
   - What are the differences in performance between the baseline data and how the student functioned when s/he returned to school?
   - What concrete steps will be taken to remediate?

Child Study Team and Related Services
1. The related services of speech and language therapy, occupational therapy, counseling, supplemental literacy instruction will be delivered via Google HangOuts, Google Classroom and Seesaw, or any combination thereof.

The physical therapist, who is a contracted employee, is providing information via email to parents so that they are able to implement a home program in an effort to maintain and improve skills.

2. A guide for related service providers to contact appropriate county and state organizations, the police and administrative staff is in place should a student reveal an intent to harm to self or other.
3. CST contact information has been distributed to all parents/guardians of students with an IEP in case a check-in is needed.
4. All Annual Reviews, re-evaluation planning meetings, initial planning meetings and eligibility/non-eligibility meetings will be conducted remotely with parental agreement.
5. Assessments that are in-process will be conducted upon the return of students and staff and will be done so in a judicious manner dependent upon staff and student availability.
6. Eligibility meetings will occur as scheduled. In the case where assessments were not completed as a result of school closures, a plan will be made with the parents to establish a mutually agreed upon timeline for completion.
7. Out-of-District Students: The supervisor of the CST will communicate with all Out-of-District Placements to ensure the delivery of instruction during school closures. The supervisor will serve as a liaison between the transportation companies and the parents.
8. A communication link has been established with Region III, who oversees transportation of Out of District Students, and the CST supervisor to ensure the transportation of students whose out of district placement stays open.
9. Progress Monitoring, as outlined above, will be used to make the determination regarding possible regression and the potential need for compensatory services.