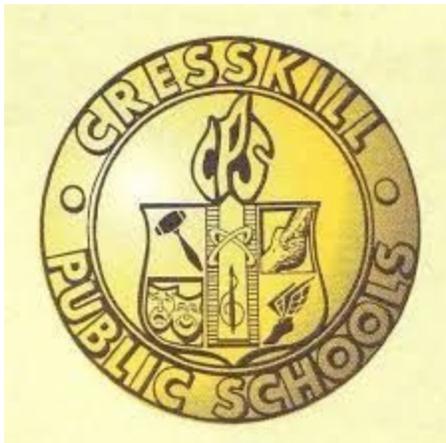# CRESSKILL PUBLIC SCHOOLS

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COVID-19 Emergency Outbreak Response Pandemic Plan

New Jersey DOE Public Health-Related School Closure

Home Instruction

Preparedness Plan

COVID-19 Emergency Outbreak Response/ Pandemic Plan
NJDOE Requirement #1: "Public Health-Related School Closure "HOME
INSTRUCTION" Preparedness Plan"

Cresskill School District Closure Due to a Public Health Crisis: Remote/Virtual "Home Instruction"

The New Jersey Department of Education has recently provided guidance on requirements school districts must follow for "Public Health-Related School Closure." Due to the rapid spread of the COVID-19 pandemic, the likelihood of us having to have a delayed opening, early dismissal, and or short or long-term school closure continues to increase. In the event we may have to close the Cresskill School District preemptively or reactively, we want the NJDOE, parents/guardians, students, and staff to be clear on what our remote/virtual education plan is. Our district has created a "school health-related closure preparedness plan." Our plan allows for remote/virtual continuity of instruction and education should our buildings be closed by the NJ Department of Health or simply out of an "abundance of caution." So long as students and staff follow the strict guidelines as set forth by the NJDOE and guidelines set forth in our "school health-related closure preparedness plan," our school district will fulfill a 180-day mandatory requirement in accordance with N.J.S.A. 18A:7F-9. This will avoid the district using any emergency days, spring break days, or even days after graduation, to make up missed school days. At this point, a remote/virtual e-learning online experience is available for all students through the Google Apps for Education (G.A.F.E.) platform and classroom websites, has been developed and presented to all teachers and staff members.

I.   *Roles and Responsibilities - Parents & Guardians*

- Support your child in their learning process by: Monitoring Cresskill School District updates and checking in with your child daily about the remote/virtual school learning tasks, activities, and assessments that they are working on.
- Encouraging adherence and attendance in the virtual school check-in times offered by each of your children's teachers.
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.

- Asking your child about their deadline calendar and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.

II.   *Roles and Responsibilities - Students*

- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classroom, class websites, and school emails for information on courses, assignments, and resources on a daily basis.
- Attend and participate in remote/virtual school check-in times offered by each of your teachers.
- Identify a quiet space to study/learn.
- If you are having any technical difficulties, please contact your teacher, guidance counselor, or building administration at their respective email address or voice mail at 201-227-7791.
- Engage in the virtual school platform with academic honesty.
- Submit all assignments in accordance with provided timelines and/or due dates.

There are a variety of components of our remote/virtual learning plan that center on the use of technology and online instruction, which our students and staff are currently already familiar with and using daily. Almost all of our students have access to the internet and/or computer at home, and we have provided school Chromebooks for families that are in need. The following partial list of tools and procedures is intended to give students, teachers, and staff members structure and flexibility with instruction and preparation:

- *Google Classroom* - The majority of teachers will be using Google Classroom for all assignments and distribution of teaching materials. In addition, we asked all teachers to be mindful of the situation and not to overburden students with assignments that will take longer than a typical instructional period, which varies K-12. Since we are using a daily lesson format, teachers will keep total student work to a maximum of 40 minutes per class. Daily assessments are NOT required, 2-3 total assessments would be reasonable depending on the length of time school is closed.
- *Google Hangouts/Zoom* - Teachers who opt to hold live teaching sessions will have the opportunity to via Google Hangouts or Zoom. Google Hangouts is a feature used by the District and located in the upper right hand corner of their g-mail screen (look for the waffle like icons), and it is located at the bottom of that

drop-down menu. Teachers were informed to be mindful that students may record these sessions, and that others may see you interacting with your students.

- **Screencastify/Screencast-o-matic** - Teachers who wish to show students a pre- recorded lesson (recommended vs. live sessions on Meet), will be able to use the Screencastify extension since it is free and well-established for educational use. Teachers were informed that they will need to add this as an extension in their Chrome: (https://chrome.google.com/webstore/detail/screencastify-screen-vide/mmeijimgabbpbgpdklnllpncmdofkcpn). Many of our teachers are already familiar with Screencast-o-matic and will be posting lessons in this format as well.

- **Teacher class materials** - The best option for continuing the education of our students is to keep using the curriculum materials that teachers are most familiar with. Teachers have already begun planning ahead. Teachers are familiar with which units of study they are going to do over the next month, so we provided them with planning time to have that material ready. Scanned copies of worksheets were added to Google Drive. Teachers are reminded to bring their computer and charger home with them daily in the event school is closed and they are not permitted back in the school building. Also, we informed teachers to consider taking home personal items of value that they might need for the duration of the possible quarantine or school closure.

- **Additional Resources to be used by teachers during a public health-related school closure** - Some additional resources that our staff has used include, but are not limited to:
  -EduBlogger: Online teaching setup, tools, tips, techniques
  https://www.theedublogger.com/teaching-online-school-closures/
  -YouTube - Using EdPuzzle: Resource where you can add questions to videos that you find or create
  https://www.youtube.com/watch?v=eWRseaT7-9U&feature=youtu.be
  -UnScreen: Remove background from video, replaces with a picture (to hide your home) https://www.unscreen.com/
  -Quillionz: AI generated questions from readings, see tutorial video at the end, link to site in article
  https://www.freetech4teachers.com/2020/03/quillionz-quiz-and-discussion-questions.html
  -Google Meet Directions: How to setup and use google meet, do not have to use calendar but good to alert people

III.   Roles and Responsibilities - 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 strongly encouraged to assign asynchronous learning tasks to students (i.e. learning tasks that don't have to be completed "live" or in real-time).
- Teachers are strongly encouraged to make any synchronous (i.e. learning tasks that are completed "live" or in real-time) learning tasks available in an asynchronous format.

  Ex: If a teacher facilitates a live discussion using video chat through Google Hangout, that discussion should be recorded so that other students can watch it at a later date.
  Ex: : 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 are strongly encouraged to post students' assignments and deadlines for the week, rather than posting new work every single day. 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 40-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 strongly encouraged to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?)
- Teachers are strongly encouraged to limit the online tools and platforms to those that are already commonly used in class (e.g. this short list of commonly used digital tools).
- Teachers are strongly encouraged to optimize high-quality resources that are already at their disposal.

- Teachers can find high-quality content on YouTube, Khan Academy, and other digital video libraries
- Teachers are strongly encouraged to collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources.

IV. *Attendance*

Teachers are instructed to evaluate student attendance through the following process:

- **Check for student engagement.** 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 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 in Genesis daily. The expectation is for teachers to record attendance for every class and make sure it is updated in Genesis on a daily basis.
- A student should be marked absent if he/she has not engaged in the online learning activities posted by the dates/deadlines that have been communicated.
- If a student does not submit work or post within 24 hours of the expected due date, the teacher should email the student to better monitor and foster engagement. The teacher may also email the guidance counselor or administration as needed.

V. *Free and Reduced Lunch*

We identified 16 students in our district that qualified for Free and Reduced Lunch. In lieu of having to coordinate, prepare, and disseminate meals, we will be sending home checks to the families who have free and/or reduced lunches.

VI. *Expectations for Guidance Counselors*

The Guidance Department plays a critical role in helping to facilitate our online/remote learning plan. Due to the very nature of an online learning environment, the provision of online counseling for significant emotional/mental health concerns presents serious logistical and ethical challenges. Many of our school counselors are currently in accommodations where they are unable to privately and confidentially meet with students or quickly access mental health services. Please note that the American School Counselor Association (ASCA) does not provide guidelines for school counselors in providing online counseling. In most cases, school counselors do not have immediate access to resources or a team in order to intervene quickly when needed in the online environment.

Therefore, school counselors will refrain from providing individual online counseling for students experiencing significant mental health symptoms. **In the event of a serious concern about a student (i.e. self-harm, suicidal thoughts/threats, severe anxiety, Child Protection situation, etc.) the school counselor will immediately refer the concern to their school principal and the school psychologist.** The principal and school psychologist will follow protocol in terms of Child Protection.

Our counselors will prioritize a focus on Parent Education – what support do our parents need, what resources can be provided to them? What more can we do and think about to support our parents?

All counselors will:

- Continue to check in with the students they know will need support during this time.
- Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Hangouts, Zoom, etc)
- Take referrals from teachers about who to follow up with and check in on.
- Monitor and respond to student/parent email
- Monitor and respond to voicemail.
- Make personal connections with classes to let them know they are being supported.
- Assist with the compliance with 504, IEP, and Free and Reduced Lunch.
- Perform as many traditional tasks as possible
- Continue to utilize SAC to support referral to outside counseling if higher-tiered mental health support is advised.

The timeline for guidance counselors is as follows:
- Three general emails to students to check in on progress.
  A. First by 03/18
  B. Second by 03/23
  C. Third by 03/27
- Teachers will be reporting to us if students miss three days of virtual class.
- Document Contact with Students: Counselors will make a list of their students and include if it was email or phone contact.
- Our Middle School Counselor will develop five empathy lessons for 6th grade advisory
- Our Student Assistance Counselor (SAC): will continue mandated counseling, check-in with at-risk students, research wellness information to help students. Update 504, complete HIBs

VII. Expectations for Administrative Assistants

All administrative assistants will:

- Maintain daily communication with administrators
- Attend to all email correspondence
- Perform as many traditional tasks as possible
- Continue to manage reports as well as other work delegated to them by administrators
- Engage in electronic-based professional development

VIII. Expectations for Administration/Supervisors

All administrators will:

- Support teachers in their departments in the development and implementation of online instruction
- Assist the supervisors in ensuring classes are staffed properly, especially 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
- Consistently and proactively communicate with our entire learning community
- Assist teachers with lesson and activity pacing and planning

IX. *Expectations for Child Study Team Members*

- Case Management:
    - Conduct scheduled meetings via conference call or google hangouts/skype
    - 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 hangout
- 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
- Perform as many traditional tasks as possible

X. *Expectations for Nurses*

- Act as a liaison between the health department and school administration.
- Coordinate with the school physician
- Assist the administration with communications
- Communicate with families
- Perform as many traditional tasks as possible

XI. *Expectations for Media Specialist*

Our district media specialist will:

- Develop tutorials (either written or video) to turn-key library tools/resources for students and faculty
- Support teachers, where appropriate, in developing instructional materials for students
- Perform as many traditional tasks as possible

XII. Expectations for Technology Department

Our Technology Department will:

- Provide remote support for faculty, staff, and students via phone and screen sharing.
- Document every call in the helpdesk.
- Maintain real-time communication with the administration/staff
- Perform as many traditional tasks as possible

XIII. Expectations for Maintenance and Custodial Staff

All maintenance and custodial staff will:

- These staff members will be asked to report to work on a modified schedule
- We will be cleaning classrooms, performing building checks,prepping outside fields.
- Boiler logs will be required
- Disinfecting school building

Cresskill Public School District Distance Learning Plan

	PREK-K	1-2	3-5	6-8	9-12
ELA	-Dept Site -Read Kids A-Z online -online	-Dept Site --Reading Response packet	-Google Reading Classroom -NewsELA	-Google Classroom	-Google Classroom

	Reading packet -Phonics practice	-Reading Strategy Posters --Phonics practice -Daily Fundations Video Practice -opinion writing packet	-GoogleWriting Classroom -Measuring Up Live		
MATH	-online mathematics packet	-math packet	-Google Math Classroom -Measuring Up Live	-Google Classroom -Class Website	-Google Classroom -Staff Website
SCIENCE	-online science packet	-online science packet	-online science packet	-Google Classroom -Explore Learning Gizmos	-Google Classroom -Explore Learning Gizmos
SOCIAL STUDIES	-online social studies packet	-map skills packet	-online social studies packet	-Google Classroom -grade 8: Discovery Ed Techbook	-Google Classroom
HEALTH/PE	-Dept site. -Track Physical Activity Kid's Health Website	-Dept site -Track Physical Activity Kid's Health Website	-Dept site -Track Physical Activity Kid's Health Website	-Dept site -Track Physical Activity Kid's Health Website	-Dept site -Track Physical Activity Kid's Health Website
WORLD LANGUAGE	RAZ KIDS	RAZ KIDS	RAZ KIDS	-Google Classroom -DuoLingo	-Google Classroom -Online

					textbook
ARTS	Teacher Site, google classroom,	Teacher Site, google classroom	Teacher Site, google classroom	Google Classroom	Google Classroom Adobe CC, Vimeo
MUSIC	Teacher Site DSO kids (mydso.com), Classicsforkids.com, education.com	Teacher Site DSO kids (mydso.com), Classicsforkids.com, education.com	Teacher Site, Google classroom, Essential music classroom.com, Essential music classroom.com, flight.com	Google Classroom, Music First and Music Theory.net	Google Classroom, Music First and Music Theory.net
BUSINESS/ STEM/TECH	FrugalFun Mr. Nussbaum Rasmussen	FrugalFun Mr. Nussbaum Rasmussen	FrugalFun Mr. Nussbaum Rasmussen	Dept Site Google Classroom	Google Classroom, Online textbook
ELL	-Online reading packet -Audible story recordings	-Google Classroom -Literacy -websites -FlipGrid -ABCya	-Google Classroom -Literacy -websites -FlipGrid -ABCya	Google Classroom	Google Classroom