



Norwood Public School
Health-Related School Closure - Remote/Virtual Instruction Plan
County Code (03) District Code (3740)
Norwood Public School District

Overview

We, at Norwood Public School are committed to fostering and instilling a culture that personalizes learning, prepares students for high school and beyond. This online learning contingency plan has been developed to provide continuity in learning and instruction in the event of an extended school closure.

The plan that follows incorporates best practices as suggested by the research, as well as the experiences of schools that have transitioned to online learning due to emergency closures including schools around the world who have been impacted by the most recent flu.

It is important to note that, in the case of a public health situation, we will be working with the NJDOH, Bergen County, and district physician to determine the appropriate course of action.

Student Access to Technology

All students in grades 1-8 have been provided with Chromebooks. All Pre-K and Kindergarten students have been provided with tablets. This will ensure that each student has a device to take home if remote instruction is needed. Additionally, wifi hot spots are available for students if they do not have internet access at home.

User platforms for grades 3-8 include but are not limited to Google Classroom, Middlebury Spanish, IXL, Newsela, Mystery Science, and GoGuardian. Early elementary platforms include but are not limited to Seesaw, IXL, RazKids, Reading A-Z, and BrainPop.

In addition, all classes use a combination of Zoom, Google Meet, and Google Hangout for direct contact between teacher and students. Additional learning apps include Flipgrid, Edupuzzle, Screencastify, Jamboard, and Nearpod in addition to others.

Expectations for Administrators

All administrators will:

- Support teachers in the development and implementation of online instruction
- 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
- Provide remote support for faculty, staff, and students via phone and screen sharing.
- Document calls
- Maintain real-time communication staff
- Perform as many traditional tasks as possible

Expectations for Technology Administrator

The Technology Administrator will be working a combination of both remotely and from school between the hours of 8:00 AM- 4:00 PM.

Teaching Staff

Staff hours will be from 8:05 AM-3:07 PM. If permitted by NJDOE and NJDOH staff members may be asked to report to the school building and provide remote instruction from their classrooms.

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
- Recalibrate expectations for timing and pacing in the online environment
- 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. Google Classroom, IXL,

Newsela, Discovery Online, Learning A-Z, Brainpop, Mystery Science, Scholastic)

○ 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.

Requirements for Teachers

Teachers must:

- Clearly post online learning expectations for all of their classes.
- Adhere to the aforementioned guidelines and best practices as closely as possible.
- Online instruction shall be consistent with students' individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Be available online during the workday.
- Be "present" in the online learning tasks assigned to students -- through continuous feedback, discussion posts, and other pertinent online communication practices.

Instructional Differentiation Expectations:

Assignments and learning expectations are being differentiated to meet the needs of all students, and to provide opportunities to practice higher-level, 21st Century skills. Teachers will take into consideration the content, process of delivery, and the types of products students create when differentiating their lessons, units, and activities. Additionally, care will be taken to ensure that student learning styles are addressed in the types of activities offered.

- Content - Access to content lays the base for what students need to know. Teachers may deliver this through a variety of ways including (but not limited to) student choice from a reading list of related texts, a video lesson created by the teacher, facilitating live video sessions, offering a video through YouTube, BrainPop, Discovery Education.

Additionally, teachers will consider the needs of their individual students by providing auditory support such as reading a text for providing audio files of a text being read so that students can follow along. Texts should be presented at different levels of difficulty, and graphic organizers, images, charts, or other visual supports should be available when applicable to ensure that content is digested.

- Process - Students in a virtual learning situation may need to process their content differently than they do in a physical classroom. Teachers will address those needs by providing assignments that address needs through (but not limited to) activity choice boards, collaborative project-based assignments, asking students to demonstrate understanding in written or video form, participation in virtual learning sessions, choice participation in group discussions, debates, creation of music or poetry.

Additionally, promotion of student-centered learning through data-identified targets to create small groups provides teachers with the ability to target areas of weakness or exception such as with gifted and talented students.

- Assessment - Teachers are expected to create, present, and utilize differentiated rubrics to score student work and provide authentic feedback on student products. Additionally, examples should be provided for all difficulty levels. They will gather formative and summative data in order to provide the most tailored differentiation possible and embed results in their instructional planning and design. To ensure grade level expectations are being met, remediation for skills expected to be mastered but not mastered by students will occur in small groups, so students may continue to be exposed to grade level concepts in the larger groups setting.

Teachers have been provided multiple hours of professional development to ensure that lessons and activities meet differentiated needs, are rigorous, and make real-world connections. Additionally, lesson plans are monitored weekly and grade level, department teams collaborate to design and create authentic learning units and are in constant contact with administration through routine meetings and communication of expectations.

Provisions for English Language Learners (ELLs)

English language learners maintain a traditional schedule and are following the times set forth under Daily Schedules. Daily instruction is provided with push-in classes offered to support as needed and provide a team-teaching approach. Recorded mini-lessons are also provided by the classroom teacher for students to practice at their discretion.

To address language needs, students meet virtually with the school ELL teacher using a virtual meeting to work on skills and language improvement. Students have been provided with Chromebooks that they use to access and translate materials. Pre-K - Grade 2 students have assignments and materials emailed home with directions and explanations. Students in Grades 3-8 can also access materials and lessons using Google Classroom. We have found success with *WIDA*, *Linkit*, and *MAP Growth* which have enabled the ability to differentiate instruction based on highly accurate adaptive growth assessments. Through our District Technology Plan, our Network Administrator and Technology Teacher are readily available to troubleshoot any technical issues.

Google Translate has been the dominant tool for translation where prepared materials in native languages are unavailable. Additionally, students can access the translation feature in Zoom or Google Meets Technology further supports ELL student learning with the inclusion of videos and English Language Arts through the IXL platform where student practice can be monitored and assessed. Student assignments include a focus on reading, writing, and speaking. The Translate Extension in Google Chrome has been taught to ELL students and offers native translation of Google Classroom and all Google Apps.

The teacher will continue to build relationships with ELL families and communicate student needs and progress regularly through email and via telephone where applicable. Additionally, the teacher has daily communication through Zoom, Google Classroom, Google Hangouts, or email with students. The ELL teacher serves as a conduit between home and school and advocates for student needs while clarifying procedures and policies for students and parents. Collaboration with teachers has been critical in serving our ELL students and the teacher regularly communicates with teachers to update on student progress and request modifications for student work expectations such as chunking, extended time, and the use of technology to aid in assignments where technology may not be permitted.

We have acquired a translation service for our district website which allows our ELL families the ability to translate all documents pertaining to the front office, board of education, health, school calendars, parent portal, community events, curriculum, and teacher websites. We have also offered scheduled virtual visits with parents in order to assist with translation of materials and directions. Staff members who speak the native language of our ELL families are readily available to assist with translation. Google translate and closed captions are also used to successfully facilitate all communication. Our ELL teacher also meets annually with the teachers of ELL students to provide them with instructional strategies to support ELL students in both the in-person and virtual classroom.

Students with Disabilities

For students with disabilities, the district will continue to follow the pre-existing Individual Education Plan for each student to the greatest extent possible. Classes that are scheduled for each student will continue to be offered remotely and modifications, accommodations, and related services will be provided. Teachers will continue to differentiate, individualize, and modify instruction based on student need/as per IEP. Teachers will continue to use a variety of methods for delivering instruction. Some of the more frequently used methods include using Google Classroom, Google Meet, Zoom, Reading A to Z, Edupuzzle, IXL, Flipgrid, and See Saw. Teachers continue to instruct as a whole class and in small or 1 to 1 meetings. District paraprofessionals are also used to support student learning. Related service providers are also engaging in teletherapy with families to continue to offer services as per the IEP. They use the

same platforms as teachers to provide virtual face to face instruction as well as platforms to deliver materials.

IEPs are implemented as written (unless a parent has explicitly declined a tele-service in writing) and families are responsible for logging students into the virtual school each day (daily attendance). Teachers continually monitor attendance in their class sessions and work submitted by students is logged and graded. Teachers are able to access the IEPs through Realtime to ensure that they are aware of all accommodations and modifications as well as current level of functional performance and any goals and objectives that need to be monitored and measured. Service providers keep a log of each session they provide. They document the time, date, and length of service offered, whether the student attended, and what was provided during the session. Performance is logged and continually reviewed to ensure students are making meaningful progress towards their goals and objectives.

Case managers continue to make regular contact with families who have children that have IEPs. The CST meets weekly with the Supervisor of Special Services and the group talks remotely multiple times throughout the day. This helps ensure that any questions or concerns are quickly addressed. The CST is also providing a weekly 'drop in' on Google Meet that is open to the entire Norwood Public School Community. This allows any parent or student with a concern to have direct access to the child study team and the Supervisor of Special Services. Case managers continue to send and receive emails from families. They also proactively reach out to families to ensure students and parents don't have unaddressed questions or concerns. Case managers and guidance counselors also follow up with families when teachers report that students are struggling with material, not turning in work consistently, or not signing in remotely daily.

The district continues to offer IEP meetings. They are offered virtually through either Google Meet or Zoom. Parents are also offered the option of a phone meeting. The meetings are held according to timelines although parents have the option of declining to meet remotely. In order to do so, a parent must write a letter explicitly declining a meeting. Prior to the meeting, the parent is asked to acknowledge and accept that the meeting will be held virtually. The meeting time is scheduled, and if the parent gives written permission, a draft of the paperwork that will be reviewed is emailed to them as a reference. At the meeting, the appropriate staff is present along with the parent and case manager. The virtual meeting proceeds as it would as if it were being held in a physical school building. When the meeting is completed, the parent has the option to use an e-signature feature or to wait for a physical copy/emailed copy to be sent to them. They can review and acknowledge acceptance of the proposed IEP (by signing a physical printed copy or by signing and scanning a page back/email confirmation of their acceptance). All timelines for these options are as per special education code.

In addition to the regularly scheduled IEP meetings, the district CST continues to be available to hold identification and re-evaluation planning meetings. The school has an RTI and I and RS team and many of the pre-referral interventions continue to be utilized and monitored. As long as these interventions are found to be effectively supporting a student, the CST is less inclined

to move towards formal evaluation at this time as many standard measures that are typically part of an initial evaluation are unable to be performed at this time. For re-evaluations, the CST is using functional behavioral performance based on observations from teachers, staff, parent, and student self report. They are utilizing the most recent evaluations that are part of the student record, and updating evaluations where possible (typically self-report data and a Social Assessment). The team uses this information to help determine continued eligibility and in cases where parent and team agree additional or updated information is needed but unable to be collected currently, the subsequent classification/IEP paperwork reflects that an additional meeting will be held to determine the other evaluations that will be completed once social distancing measures are removed).

After School Academic Support/Extracurricular Activities

All after school supplemental support will be provided in a virtual format. This includes academic tutoring for at-risk students, economically disadvantaged students, ELL students, and students with disabilities. The supplemental instruction will utilize small groups to maximize learning opportunities and differentiate instruction. All extra curricular activities that will be held virtually, if possible.

Daily Schedules/ Teacher Expectations

All grade levels will follow a remote instruction daily schedule that mirrors our in-person full day schedule. Teachers will have discretion in providing additional breaks aside from lunch and recess based on student needs and grade level.

Assignments and small group instruction will continue to be differentiated and aligned with core standards and individual learning goals. Data will be collected through live whole or small group as well as individual instruction, and used to target areas of individual student needs. Students are encouraged to participate in their learning in a variety of ways, and teachers should provide materials and assignments to meet different learning styles and achievement levels. Students in this band are encouraged to demonstrate their understanding and mastery of skills and standards through assignments that offer more choice.

Taking Attendance

- Teachers will record attendance during an online homeroom in RealTime. (Students must have cameras on and be visible on camera when attendance is taken, for asynchronous work periodic check in by the teacher we ensure students are actively working on assignments.)

- Attendance will be updated daily into RealTime by the Main Office Administrative Assistant in charge of attendance.
 - Students with repeated absences will be contacted by guidance counselors. Administration to verify a) that the attendance process is understood or b) that the student/family is able to meet attendance and virtual learning expectations.
- Teachers should reach out to counselors about students who are not attending or participating in their daily classes as well so they can follow up with that student from a place of support. Teachers and counselors will call parents when concerns are present.
 - Norwood will continue to follow the district guidelines as per policy 5200. Norwood will also utilize outside agencies to assist in compliance where appropriate through Family Guidance and/or counselors.

Meal Delivery

The Norwood Board of Education in conjunction with the Parent Teacher Organization will continue to supply and/or deliver meals to families that qualify. Eligible families are those that qualified for free and reduced lunch previously.

Expectations for Guidance Counselors

All counselors will:

- Make personal connections with classes to let them know they are being supported.
- If students are not participating in online learning, guidance should reach out to problem-solve and to provide the necessary support for students to participate in instruction.
- 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.
- Monitor and Update 504's, RTI, and I&RS requests
- Perform as many traditional tasks as possible
- Check in individually with each student/family to check on their progress and support students with any mental health concerns.
- Provide resources to teachers and families to support social and emotional well being for both children and adults.

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
- Prepare agenda for Board of Education Meetings as well as committee meetings
- Monitor/ record attendance
- Organize pick up for student lunches when needed.
- Prepare communications to students and parents.

Expectations for Child Study Team (CST) Members

All Child Study Team members will:

- Case Management:
 - Schedule and facilitate upcoming meetings, complete letters of invitation, and send letters of invitation via email
- Social Skills: Provide support with links to videos and other interactive skill-based lessons when needed.
- Evaluations:
 - Complete outstanding evaluation reports.
 - All initial evaluations and reevaluations will continue to be completed with the exception of the formal assessments. The assessment components will be completed once interpersonal contact is allowed.
- Perform as many traditional tasks as possible.
- Monitor student progress by communicating with classroom teachers and parents on a weekly basis.
- Hold virtual IEP meetings as needed

Expectations for Nurse

The Nurse will:

- 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

Expectations for Media Specialist

The media specialists will:

- Continue to provide online instruction (ie Makerspace)
- Support teachers, where appropriate, in developing instructional materials for students
- Perform as many traditional tasks as possible

Expectations for Paraprofessionals

Paraprofessionals will join online classes as per their in-person schedule.

All paraprofessionals will:

- Maintain open communication with assigned teachers on a daily basis.
- Offer assistance/support (no initial instruction) to students through online platforms.
- Perform as many traditional tasks as possible.

Expectations for Maintenance and Custodial Staff

All maintenance and custodial staff will:

- Most likely these staff members will be asked to report to work on a modified schedule until the stay at home order is lifted.
- We will be deep cleaning classrooms, performing building checks, and preparing outside athletic fields.
- Maintaining all critical building systems relating to HVAC, electrical, fire, burglar, water, and plumbing.
- Maintain boiler logs and all required system and equipment tests,(generator, emergency lighting, CO detectors, fire extinguishers etc)
- Perform preventative maintenance on mechanical equipment
- Be available to the administrators, faculty, students, parents and other staff members to retrieve books and other instructional materials from their offices and classrooms to support the NPS Virtual Learning Plan
- Accept mail and packages delivered to the school
- Disinfecting the classrooms, offices, bathrooms, and other areas of the school building

In addition to the above work the maintenance/custodial staff will prepare the school building for when students return.

- Continuing to clean each classroom and office space thoroughly
- Clean carpets throughout the building
- Maintain grounds, flower beds and athletic fields
- Make repairs throughout the building as necessary
- Set up classrooms to follow any and all future guidelines set forth by the NJDOE

Schoolwide and Community Programs:

Online virtual programs will be provided to educate parents on how to best support their children academically, socially, and emotionally during any school shutdown. Additionally opportunities for virtual “hangouts” for student social interactions will be considered if the closure is for an extended period of time.

Essential Employees

Name	Position	Contact Information
Kevin Ulmer	Superintendent	201-768-6363 x. 60003, ulmerk@wearenorwood.com
James Tevis	Business Administrator	201-768-6363 x. 60257, tevisj@wearenorwood.com
Harold Abraham	Principal (Gr. K-4)	201-768-6363 x. 60120, abrahamh@wearenorwood.com
Richard Scherer	Principal (Gr. 5-8)	201-768-6363 x. 60058, schererr@wearenorwood.com
Keri Regina	Director of Special Services	201-768-6363 x. 60249, reginak@wearenorwood.com
Mark Meyers	Supervisor of Building & Grounds	201-768-6363 x. 60232, meyersm@wearenorwood.com
Anna Froeder	School Nurse	201-768-6363 x.60053, froeder@wearenorwood.com
Chris Rzucidlo	Technician	201-768-6363 x. 60027, rzucidlo@wearenorwood.com
Dr. Ann DeAngelo, MD	School Physician	201-666-1001, drdisney215@gmail.com