COVID-19 Emergency Outbreak Response/ Pandemic Plan

Fort Lee Public Schools

Fort Lee Public Schools is a PK-12 suburban school district in Bergen County, serving 4,144 students. We currently serve 43 students in state funded preschool ABA classes, 4 homeless students, 655 low socioeconomic students (LSE), 580 Students with Disabilities, and 423 English Language Learners (ELLs).

Below please find our COVID-19 Education Plan which addresses the academic needs of all district students, including the nutritional needs of those students eligible for free/reduced lunch and/or breakfast. Our plan allows for remote/virtual continuity of instruction and education and all plans for instruction have been vetted through parent, teacher, and administrator surveys, to ensure inclusion of equitable access to instruction for all students at this time of closure and in the event of extended closure of schools.

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 the 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 Google Apps for Education (G.A.F.E.) platform has been developed and presented to all teachers and staff members. All Fort Lee students have a gmail account and an online platform with which to receive assignments and communicate with teachers. A survey of all district families verified that they had access to devices and other technology and internet access in their homes. In addition, alternative, non technology driven access to instruction was made available to any families that may have need of it.

The plan that follows incorporates best practices as suggested by research, and draws largely from our own past experiences with online learning, as well as the experiences of other schools that have transitioned to online learning due to emergency closures.

Expectations & Requirements

Workday Expectations

It is the expectation that all school staff is working and available remotely during our district's normal instructional hours. School staff may voluntarily come into a school building with prearranged permission if necessary. It is the expectation that all central office staff will be available and working remotely during the district's normal operational hours. Central office staff is encouraged to work remotely but may report to work onsite voluntarily.

Workday Expectations - Essential Personnel

Custodial (17), Maintenance (2), and B&G Supervisory (2) Staff - Reporting on a rotational basis for required building checks.
Food Service Staff: Pomptonian Food Services (1) - Reporting from 7 am to 2 pm to Fort Lee High School complete daily meal preparation and distribution for reduced and free lunch service.
School Security Staff (2) - Reporting from 7 am to 3:30 pm at Fort Lee High School during meal distribution times and to monitor and prevent unauthorized entry to all district buildings.
Technology Staff (5) - Working remotely, will report on an as needed basis if required for emergency onsite maintenance of technology equipment, i.e. district servers.

Expectations for all Instructional Staff

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 encouraged to assign learning tasks that don't have to be completed "live" or in real-time.
        - Example 1: Threaded discussion forums
        - Example 2: Video activities from GoMath or Kahn Academy
        - Example 3: CommonLit activities
    - Teachers are required to make any learning tasks that are completed "live" or in real-time, such as a flipped classroom, available in an easily

accessible recorded format (i.e. with your phone or an extension such as Screencast, Screencastify, etc.), for later playback.

    - Example 1: 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.
    - Example 2: 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 encouraged to post students' assignments and deadlines regularly.
    - Instead of assigning a certain number of 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.
  - Teachers are encouraged to simplify lesson plans. (What is the focused learning outcome? How will you know students learned it?)
  - Teachers are 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 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 encouraged to collaborate with colleagues, to co-plan, to co-design lessons, and to pool resources.

Requirements for Classroom and Special Area Teachers
• Be available to students and principals during regular work hours to provide assistance to students and parents. • Teachers should use email, Google Classroom, phone, or the typical platform

by which you communicate with parents.
- Respond to student and parent emails or set up online videos and post assignments, where appropriate.
- Be “present” in the online learning tasks assigned to students by providing continuous feedback, discussion posts, and other pertinent online communication practices.
- Clearly post online learning expectations for all of their classes on Google Classroom or another online format.
- For grades K-2, learning expectations will be communicated using an online or paper-based format.
- Online instruction shall be consistent with students’ individualized education plans (IEPs) to the extent appropriate and shall meet the New Jersey Student Learning Standards.
- Check regularly for student engagement and follow up with appropriate feedback where needed.
- If there is a lack of student engagement please reach out individually to that student as participation is equivalent to daily attendance.
- If there are any concerns regarding student participation contact your building principal.

Requirements for Preschool and Self-Contained Special Education Teachers

- Develop resources for parents and students to support student learning in the home.
- Continue to check in with the students and parents daily.
- Create, develop, and replenish packets for students with skills including tracing, academic, and pre-academic skills.
- Monitor and support parents who use Rethink online.
- Based on individual student’s abilities, follow grade level curriculum with appropriate modifications through a combination of paper based work packets and online learning.
- Communicate with students and parents utilizing an electronic format (Google Classroom, Hangouts, Meet, or Classroom Dojo) and/or email.
- Respond to parent questions regarding student assignments.
- Teachers will disseminate information respective to the programs that are currently utilized.

Requirements for Related Service Providers

OT/PT

- Utilize resources from our Google site to provide continuation of services. https://sites.google.com/flboe.com/occupational-therapy/.
- On this site, parents will find different sections regarding the areas addressed in OT, PT sessions.
- Email parents respective to assignments and activities.

Speech

- Create Google Folders with speech activities that can be accessed by parents and students.
- Create Speech Activity calendars for parents.
- Email parents respective to assignments and activities.

Counseling

- Using Google Hangouts/Meet or email, have regular check-ins with students. daily or according to their regular therapy schedule.

CST Meetings

- Participate in meetings as required through Google Hangouts.

With regard to compensatory services, the IEP team will meet to determine to what extent compensatory services may be warranted. Related service providers will informally assess the student upon return and compare the skill level with that of the student prior to school closure.

Requirements for Counselors

- Reach out to students to continue planned meetings if such meetings can be effectively conducted via phone or other real-time communication (Google Hangout).
- Monitor and respond to student/parent email.
- Monitor and respond to voicemail.
- Allow for additional meetings via phone or other real-time communication (Google Hangout).
- Continue to utilize SAC to support referral to outside counseling if higher-tiered

mental health support is advised.

- Continue to check in with the students they know will need support during this time.
- Take referrals from teachers about who to follow up with and check in on.
- Focus on Parent Education – what support do our parent's need, what resources can be provided to them? What more can we do and think about to support our parents?
- 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.
- Assist with the compliance with 504, I&RS, and IEP procedures.
- Perform as many routine tasks as possible.

Requirements for Child Study Team Members (CST)

- Conduct scheduled meetings via conference call or google hangouts/skype.
- Be available to supervisors during work hours.
- Reschedule meetings with parent consent to extend compliance deadlines.
- Complete outstanding evaluations, IEPs and other reports and communications.
- Conduct counseling sessions as needed via google hangout, do weekly check -ins with parents of younger students
- Communicate skills to parents/students via email with links to videos and other interactive skill-based lessons.
- Schedule evaluations with timelines beginning once school is reopened.
- Perform as many routine tasks as possible.

Requirements for Nurses

- Act as a liaison between the health department and school administration.
- Coordinate with the school physician.
- Communicate with families and school administration as needed.
- Update Genesis as needed.
- Perform as many routine tasks as possible.

Requirements for Paraprofessionals

- Consistently provide support for current students via email, or other school-based sites.
- Engage in electronic-based professional development
  - Safe Schools
  - Registered Behavior Technician training from Autism Partnership Foundation.
- Maintain open communication with the teachers each of you work with on a daily basis.
- Perform as many routine tasks as possible.

Requirements for Secretarial and Clerical Staff

- Continue to manage reports as well as other work delegated to them by administrators.
- Continue to manage and reconcile staff attendance.
- Be available by phone and email to their supervisor during working hours.
- Respond immediately to critical emails and concerns.
- Perform as many routine tasks as possible.
- Complete additional online professional development as directed.

Requirements for Administrators

- Consistently and proactively communicate with stakeholders as needed.

- Respond immediately to critical emails and concerns.
- Oversee online instructional programming.
- Be available by phone for central office administration, teachers and support staff.
- Attend mandatory meetings as required by the superintendent.
- Facilitate collaboration, especially in the development of common online instructional resources.
- Monitor teacher and student participation.
- Perform as many routine tasks as possible .

Requirements for IT (Remote Support)

- Monitor and respond to email.
- Monitor and respond to phone calls and voicemail.
- Monitor and respond to Schooldude help requests.
- Provide remote support for faculty, staff, and students via phone and screen sharing.
- Maintain real-time communication with the Tech team.
- Perform as many routine tasks as possible.
- Support distribution of Chromebooks, as needed.
- Complete onsite emergency repairs to district technology equipment if needed.

Requirements for Maintenance and Custodial Staff

- Essential staff that will continue to report to work as directed on a rotational schedule.
- Boilers must be checked every 3 hours as per NJ State law.
- Monitor SchoolDudes.
- Stay current on emails and purchase orders.
- Staff members will complete routine work and all assigned tasks.

Requirements for School Security Staff
● Ensure safety monitoring during school meal distribution at the high school every school day from 10 am to 1 pm. ● Stay current on emails and respond to phone calls from supervisors. ● Perform additional tasks, onsite, as assigned.

Requirements for Bus Drivers and Bus Aides
● Stay current on emails and respond to phone calls from supervisors. ● Engage in electronic-based professional development   ○ Safe Schools. ● Complete transportation routes for out of district students as required.

Ideas for Online Learning

Use Google Classroom, Class DOJO, or other online formats as starting point for the following:

Basic Instructional Practices:

- All classroom communications
  - Provide expectations for online learning
  - Provide all assignment instructions, relevant links, resources, and deadlines
- Online Discussion
  - Students watch a video or read a text and respond via discussion on Google Classroom or GoogleHangout
- Online Activities or Assessments (formative or summative)
  - Students watch a video or read a text and take a assessment
  - Students read and comment on a text, and respond to each others' comments, in GoogleDocs
  - Students collaborate on GoogleDocs, Sheets, Slides, etc.

        - For example: a collaborative writing assignment, a peer review task, research project, etc.
    - Students watch a video with comprehension questions via EDpuzzle
    - Students create presentations using Google Slides or interactive presentations via PearDeck
    - Students collaborate using Padlet
    - Students participate in online assessments -- or, create their own online assessments -- using Kahoot, Quizziz, and Quizlet.
    - Students create an audio or video and publish using Google
        - This might be a podcast, a documentary, or an innovative representation of information via digital storytelling
    - Students create visual representations

Commonly Used Tools to Support Online Learning

Tool	**Use**	**More info**
ActivelyLearn	ActivelyLearn enables teachers to import texts (any PDF or Word Doc, so this is perfect for article, textbook pages, readings, etc.) and **to embed questions within those texts** for students to respond to. If you've used EdPuzzle before, you can think of ActivelyLearn as the same thing, but for readings instead of videos.	http://www.activelylearn.com
EDpuzzle	EdPuzzle enables teachers to import videos from YouTube, and to embed questions throughout the video that students will be prompted to respond to as they watch.	https://edpuzzle.com
FlipGrid	FlipGrid is the newest tool on this list. It allows teachers to hold **asynchronous** video-based discussions online. In other words, a teacher can post a discussion prompt, and students can use video (their laptop cameras, or other videos they create) to reply. Teachers can also adjust the settings so that	https://flipgrid.com

	students can view and reply to their peers' videos -- making this a powerful tool for online discussion that doesn't require students to be present in realtime.	
Google Forms	Google Forms allows teachers to create formative digital assessments. Question types include multiple choice ("choose one"), checkbox ("choose any"), short answer, paragraph format, and more.	https://drive.google.com
Google Docs	Just like Microsoft Word, but web-based and collaborative. Students can view, comment on, and edit the same documents. Great for peer review, for holding small group discussions *literally on the document* that's being read, etc.	https://drive.google.com
Google Hangout/ Google Meet	Live video conferencing that's remarkably easy to set up. Just give your video conference a name, click the start button, and share the corresponding link with anyone you'd like to join. (The link can be posted to your GoogleClassroom page to let an entire class know about it -- or, can be shared via email for small group / 1-on-1 conferences.) ***(*Note: Google will be enabling premium Hangouts features for G Suite for Education until July 1, 2020. These features allow up to 250 participants on a single video call, Live streaming up to 100,000 viewers within the domain, and built-in video call recording. The staff will be informed when this gets activated.)***	https://meet.google.com
Google Sheets	Just like Google Docs, but for spreadsheets.	https://drive.google.com

Google Slides	Just like Google Docs, but for slide presentations.	https://drive.google.com
Learning A-Z (Raz-Kids/Raz-Kids Plus/ScienceA-Z)	Online activities to help students improve their reading and writing skills. All K-6 ESL/BIL students have access to this website.	https://www.learninga-z.com/
Padlet	A collaborative tool that's often described as a "digital bulletin board." Students can create "post-its" on this board for the entire class to see and respond to. Great for brainstorming, and for short discussions.	https://padlet.com
Quizizz	Online quizzing with immediate student/teacher feedback.	Quizizz.com
GoMath! Think Central	Online Math Platform	https://www-k6.thinkcentral.com/ePC/start.do
Pearson Realize	Online Science Platform	https://www.pearsonrealize.com/index.html#/
Pearson Success	Online Math Platform	https://www.pearsonsuccessnet.com/snpapp/login/PsnLandingPage.jsp?showLandingPage=true
McGraw Hill	Online Science Platform	https://my.mheducation.com/login
McGraw Hill	Online Math Platform	https://my.mheducation.com/login
Sadlier Connect (Vocabulary Workshop)	Teachers can use online resources and upload to Google Classroom for students to complete	https://www.sadlierconnect.com/@668200
Social Studies Alive!	Online Social Studies Platform	www.teachtci.com

Holt McDougal	*Civics in Practice* - Online platform for Civics 8	https://my.hrw.com/index.jsp
CommonLit	Enables teachers to assign passages and response activities to students. Assignments can be uploaded to GoogleClassroom	https://www.commonlit.org/
NewsELA	Enables teachers to assign passages and response activities to students. Assignments can be uploaded to GoogleClassroom.	https://newsela.com/
BrainPop	Students may view videos on a variety of concepts and topics.	https://www.brainpop.com/
NJCTL	Free Online Self-study courses for: Chemistry, Physics, Pre-Algebra, Algebra 1 and 2, Geometry, Pre-Calculus and Computer Science	https://form.jotform.com/200713488152149
Online Learning Exchange	K-6 Music Platform	https://www.onlinelearningexchange.com
LightSail	K-12 Creates personalized students with access to books	https://lightsailed.com/

Do's & Don'ts

DO	DON'T
• **Do** continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all *key* regardless of the online or offline format of the class.)	• **Don't** assign the same exact task again and again (e.g. "read and reflect, read and reflect, read and reflect, read and reflect"). Student engagement is critical, both online and offline. Keep it fresh! • **Don't** assume that online lessons

• **Do** differentiate your lessons wherever appropriate. • **Do** incorporate choice to better engage your students. • **Do** be "present" for your students. Research shows that "presence" (being a part of online discussions, offering face-to-face video conferences, providing immediate feedback) is one of the key indicators of highly effective online teaching. Just as is the case in the traditional classroom, respect, rapport, and relationships are key. • **Do** communicate clearly. It's okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats. • **Do** support your students. Transitioning to online learning will affect different students in different ways. Listen to their needs, and support them whenever possible. • **Do** collaborate with your colleagues. Pool your resources, learn from each other, and lean on each other.	are "one-size-fits-all." • **Don't** be afraid to offer a menu of options. • **Don't** forget to engage with students as they participate in the assignments you've posted. Interacting in online discussions, providing immediate feedback, and building a strong online-classroom-culture is essential. This is reflected in the research, e.g. "Teaching Online Is Different." • **Don't** worry about over-communicating assignments, expectations, or deadlines. • **Don't** assume that students will seamlessly transition to the online environment. This can be especially challenging for students who struggle with planning and time management. • **Don't** work in isolation. There's no need to make more work for yourself.

Professional Development

If you're interested in learning more about a digital tool that you noticed on our list of "commonly used digital tools, you have the following resources at your disposal:

- **FLBOE.com**
  - Our website has access to various tutorials that can support teachers and students should they need a refresher on the following topics:
    - G-Suite

        - https://gsuite.google.com/training/#home
    - Google Classroom and GoGuardian
        - https://flboe.com/faculty

- **YouTube tutorials**
    - A quick YouTube search can go a long way. Educators across the world post video tutorials on YouTube showcasing how they use digital tools in their classrooms. If you're looking for practical advice about how tools are *actually* being used in practice, try searching YouTube.

Home Instruction

Students currently on home instruction, regardless of their status (ie. medically fragile) will rejoin their classes and continue through virtual learning. Accommodations and modifications will be made to the work for classified students. Google Chromebooks will be given to homebound students if needed.

- Communicate with students and parents utilizing an electronic format (Google Classroom, Hangouts, Meet, or Classroom Dojo) and/or email

Teachers and administrators will respond to parent questions regarding student assignments as needed.

Out of District Placements

Out of district placements have plans in place to communicate with the district via email. District staff are checking emails and voicemail regularly. If an out of district placement is open and the district is not, it is in the best interest of the student to attend his/her school. If the bus company will not provide transportation, the district will look to use its own buses or establish a temporary parent transportation contract.

Emergency School Closing Plan – Meal Service

Preparing Meals

- With access to the District's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go.
- Alternatively, the District is prepared to purchase pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freezing. These meals also do not require temperature control during delivery.

- Fort Lee Public Schools will be distributing one meal and one snack per day.

Meal Distribution For Eligible Students

The closing of schools is meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to the COVID-19 Virus.

- Meals will be distributed at Fort Lee High School for the period of time of the closure.
- A “Kiosk” type service will be set up in the cafeteria of Fort Lee High School, for family members to pick up a grab-and-go meal.
- The district may designate other sites for meal pick-ups.

Kitchen Safety/ Food Safety

Pomptonian’s staff has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

Kitchen cleanliness and sanitizing continues to take place daily.

Cafeteria Cleaning

Individuals, other than Pomptonian’s staff, who are also responsible for the cleaning of the cafeteria/dining rooms have reviewed training to emphasize the importance of sanitation and its role in preventing the spread of viruses.

Tracking of Meals

The New Jersey Department of Agriculture will reimburse all served meals and snacks and is only requiring a daily count of actual meals and snacks served. The district will also continue to print rosters of the eligible students in order to track daily meal and snack pick up.

SFA Name: Fort Lee Public Schools
Agreement #: 00301550
Date Meal Distribution will begin: 3-16-2020
Date Meal Distribution will end: TBD
Schools/Site where distribution of meals will take place: Fort Lee High School
Meals to be claimed for reimbursement per day: up to 655 meals and up to 655 snacks