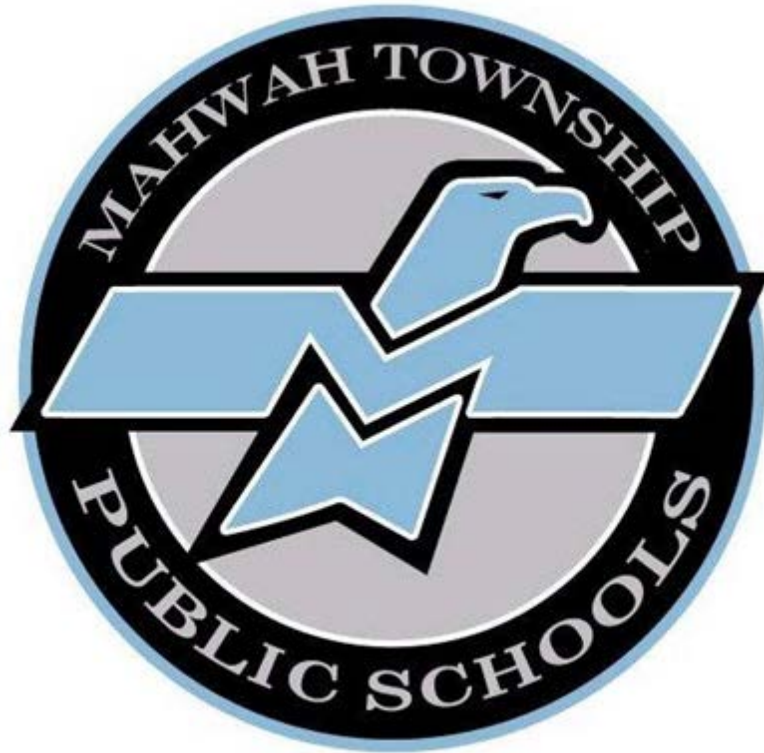


Mahwah Township Public Schools Emergency Virtual Instructional Program Guide 2022-2023 School Year



In April 2020, Governor Murphy signed A-3904 into law (P.L.2020, c.27, or “Chapter 27”), which, in part, requires each school district, charter school, renaissance school project, and Approved Private School for Students with Disabilities (APSSD), hereinafter referred to as Local Educational Agencies (LEAs), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules which includes updates to the components of the LEA’s Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2.

<http://www.mahwah.k12.nj.us>

Updated: September 1, 2022



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DEPARTMENT OF EDUCATION
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ANGELICA ALLEN-McMILLAN, Ed.D., ACTING COMMISSIONER
LOUIS DeLISIO, EXECUTIVE COUNTY SUPERINTENDENT

October 11, 2022

Dr. Michael DeTuro
Superintendent
Mahwah Township Public Schools
60 Ridge Road
Mahwah, NJ 07430

Dear Dr. DeTuro:

My office has reviewed your district's plan for virtual or remote instruction for the 2022-2023 school year as per P.L. 2020 c.27 and has found it to be compliant with the required checklist elements.

In the event that a school facility in your Local Education Agency (LEA) must close due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure, you may use virtual or remote instruction to satisfy the 180-day requirement if the closure is for more than three (3) consecutive days.

You must post the approved plan on your LEA website. If revisions are made to this plan, please resubmit it to this office accompanied by the board approval and another attestation (checklist), which can be found at [Emergency Virtual or Remote Instruction Programs \(nj.gov\)](https://www.nj.gov/education/field-support-services/emergency-virtual-or-remote-instruction-programs)

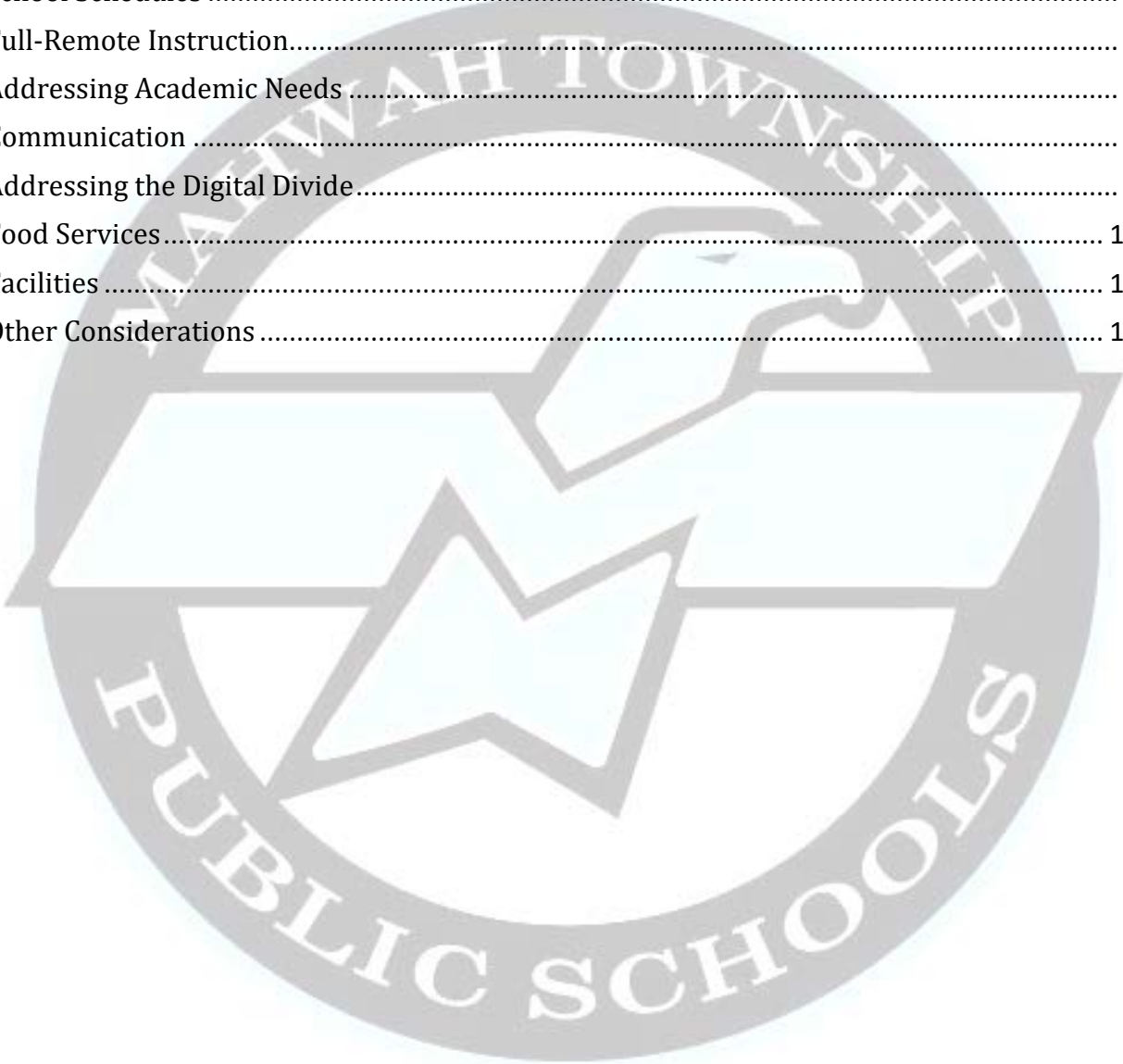
Sincerely,

A handwritten signature in blue ink, appearing to read "Louis DeLisio".

Louis DeLisio
Executive County Superintendent – Bergen County
New Jersey Department of Education
Division of Field Support Services
One Bergen County Plaza – Room 350
Hackensack, NJ 07601
(201) 336.6875

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Introduction to Full-Remote Instruction

We ask that families remain supportive of our teaching community and continue to help their child navigate their feelings about coming to school and/or working at home in the event that the school district needs to move to full-remote instruction in the case of an emergency. We hope that families will continue to help prepare their children – with us - for success.

Setting up routines for students' at-home sessions and giving them time to complete assignments in small segments of 15-30 minutes with break time in-between to stretch their legs and relax their minds will encourage students to complete their work to their best ability. Providing students with an area in the home that is special and “just for them” to do their work will enhance their ability to focus and will also help them get excited about their learning.

In continuing our partnership between parents and teachers, we will need your help to work with your child to navigate our online learning tools. This year, your child will have different online accounts that they will access at home. The virtual teacher will work on log-in skills and navigating our online tools so that your child will work to find success at home independently. Still, we will undoubtedly need your help at the beginning of the school year to help your child log in to specific websites. Keeping a list of URLs, usernames, and passwords next to the computer will also assist your child in becoming more independent in this area.

Students are expected to virtually attend school daily, ready to learn and have fun.

We appreciate our student and family commitment to this learning process. We look forward to continuing our partnership together.

If you should have additional questions along the way, please contact your building principal directly.

The following Emergency Virtual Program plan specifically addresses the following:

- School Schedules
- Addressing Academic Needs
- Addressing the Digital Divide
- Fully Remote Instruction
- Food Services

Building Leadership (Grades PreK-12)			
Name	Building	Position	E-mail & Telephone
Melissa Brause	Betsy Ross School	Principal	mbrause@mahwah.k12.nj.us (201) 762-2252
Jennifer Glebocki	George Washington School	Principal	jglebocki@mahwah.k12.nj.us (201) 762-2242
Paul Wyka	Lenape Meadows School	Principal	pwyka@mahwah.k12.nj.us (201) 762-2262
Billy Bowie, Ed.D.	Joyce Kilmer School	Principal	bbowie@mahwah.k12.nj.us (201) 762-2272
Brian Cory	Ramapo Ridge Middle School	Principal	bcory@mahwah.k12.nj.us (201) 762-2383
John Pascale	Mahwah High School	Principal	ipascale@mahwah.k12.nj.us (201) 762-2303

All essential employees will be identified, and a list will be provided to the county office at the time of transition to full-remote instruction. At the time the district would have to transition to virtual or remote instruction, the district name, school name, employee name, position title, and contact information would be supplied to the county office.

School Schedules

- In the event of an emergency, full-remote instruction will replace in-person learning. Students will follow their same schedules, with their current teacher(s), only through virtual means.
- Additional clarification regarding instructional schedules will be provided to families by the building principal in the event that a school building needs to be placed on full-remote instruction.

Mahwah High School	7:40 a.m. – 2:17 p.m. Lunch: 10:37 a.m. – 11:20 a.m.
Ramapo Ridge Middle School	8:00 a.m. – 2:40 p.m. Lunch (Grade 6): 10:39 a.m. – 11:24 a.m. Lunch (Grade 7): 11:28 a.m. – 12:13 p.m. Lunch (Grade 8): 12:17 p.m. – 1:02 p.m.
Joyce Kilmer School	8:52 a.m. – 3:22 p.m. Lunch (Grade 4): 12:41 p.m. – 1:41 p.m. Lunch (Grade 5): 11:21 a.m. – 12:21 p.m.
Betsy Ross School	8:42 a.m. – 3:12 p.m. Lunch (Grade K & 1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2 & 3): 12:30 p.m. – 1:00 p.m.
George Washington School	8:42 a.m. – 3:12 p.m. Lunch (Grade K & 1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2 & 3): 12:30 – 1:00 p.m.
Lenape Meadows School	8:50 a.m. – 3:20 p.m. <ul style="list-style-type: none"> • PreK (a.m. session: 9:00 a.m. – 11:30 a.m.) • PreK (p.m. session: 12:50 p.m. – 3:20 p.m.) Lunch (Grade K): 11:30 a.m. – 12:00 p.m. Lunch (Grade 1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2): 12:40 p.m. – 1:10 p.m. Lunch (Grade 3): 1:12 p.m. – 1:40 p.m.

Full-Remote Instruction

Elementary Program

PreK-5 District Virtual Classroom and Instruction

- In the event of an emergency, full-remote synchronous instruction will replace in-person learning. Students will follow their same schedules, with their current teacher(s), only through virtual means. Asynchronous learning activities will also be made available for our student-learners.
- Online protocols and expectations for elementary students can be found below, in the following infographic:

Sit in a quiet and appropriate place in your home	
Be on time	
Be prepared	
Wear appropriate clothing	
Stay focused and don't distract others	
Raise your hand if you have a question/comment	
Use the bathroom symbol if you have to go	
No pictures or videos	

Student Expectations

- Attendance will be taken electronically daily. Families will be notified of absences. Usual attendance policy will be followed.
 - Those students who may be on home instruction while virtual/remote instruction is in place will continue to have their instruction, although delivered via remote means, will be a maintenance of the program started prior to the transition to full-remote instruction.
- All students must log in on time and be present for the full class time in order to be marked present.
- Log in at the time the class starts.
- Locate a designated area in the home for school that will be the same location every day, if possible.
- Student must be seated at a desk or table and in a chair.
- Use headphones to block out all background noise or in a quiet setting, if needed.
- No siblings, pets, or toys in the student work area during the virtual learning experience.
- Have all school materials readily available for the student during class time.
- Have all Log-in Information/URLs/Passwords available for student information for easy access.
- Students need to be dressed in school attire.

Video Conferencing BASIC ETIQUETTE FOR ONLINE VIDEO LEARNING Class Rules

- ★ All students are required to show up at the scheduled time
- ★ Find a quiet place with the least distractions (siblings, pets, parents, television)
- ★ Be respectful when speaking and writing
- ★ Dress appropriately - remember your classmates and teachers can see you
- ★ Stay on mute until you would like to contribute, need to speak or ask a question
- ★ Refrain from chewing gum, eating or drinking in front of the camera
- ★ Video must be on in order to be considered present for attendance
- ★ Maintain eye-contact
- ★ Limit movement to avoid causing a distraction to others
- ★ Do not share screenshots of Zoom meetings where student images are displayed
- ★ Do not copy, alter, or redistribute conferencing videos.

Addressing Academic Needs

The educational program provided when in hybrid, partial day, or full day fully replicates all prior programs. The district is fully engaged in using the accelerated learning process to access our programs as recommended by the NJDOE. Curriculum is reviewed and essential aspects remain paramount to the core instruction of each grade level. Student data is at the center of all decision-making.

School-based IEPs, students with 504 plans, and I&RS teams will review student data/student progress to determine whether critical skills were lost during remote instruction and determine the need for additional supports/services to address learning loss. All I&RS, 504, and IEP meetings will be held virtually via Zoom for parents to attend. All I&RS and 504 interventions and IEP accommodations will remain at the start of the school year, and data will be reviewed with the teachers, Child Study Team, and I&RS committee.

Professional development for individual teachers and cohorts, as well as faculty meetings, department meetings, and PLC time is devoted to examining our programs, curriculum, and course work to make necessary changes and adjustments.

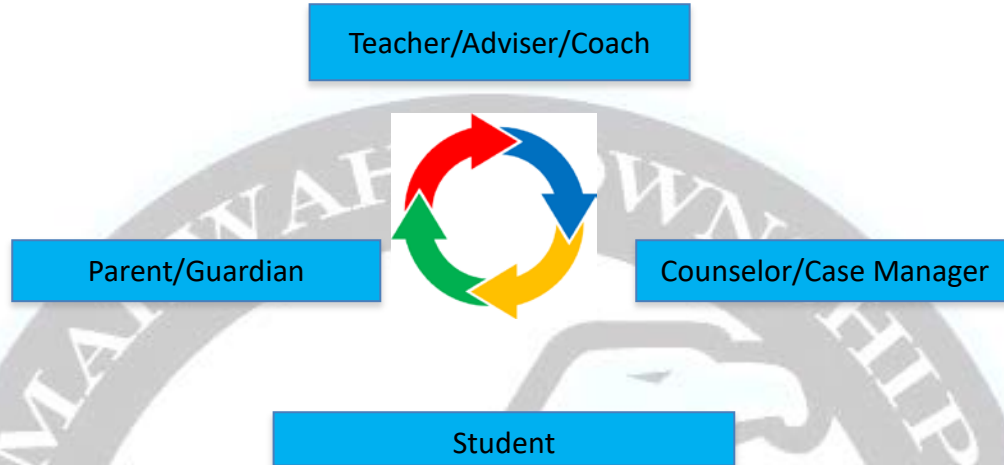
In the event the district is required to provide remote instruction, students will be provided with no fewer than four hours and instruction will not extend beyond the typical on-site learning day. Instruction will take place via direct instruction and asynchronous learning.

Instruction (lesson, follow-up: look, sound, feel)	Curriculum	Support/Assistance (ESL, IEP, Related Services)	Feedback: Reporting
<p>The virtual experience will mirror the “in-school experience.”</p> <p>Virtual teachers will serve as generalists who are responsible for teaching all content areas including morning meetings. These teachers will be responsible for “in-person” feedback, 1:1 instruction when</p>	<p>The curriculum will mirror and parallel “in-person” instruction.</p> <p>Virtual teachers and “in-person” teachers will communicate to ensure that they are in the same unit and in alignment in the programmatic scope and sequence of each instructional area.</p>	<p>Support for related services will be provided by virtual multi-grade level teachers.</p> <p>Special education teachers will facilitate small group and 1:1 instruction and provide personalized feedback.</p> <p>Alternate methods of instruction,</p>	<p>Assessments given online using Connect Ed, 1:1 assessments will be provided for TC Running Records and Identification of High Frequency Words. On Demand Writing Prompts will be provided and uploaded to the platform that they are using (SeeSaw and/or Google Classroom).</p>

Instruction (lesson, follow-up: look, sound, feel)	Curriculum	Support/Assistance (ESL, IEP, Related Services)	Feedback: Reporting
<p>needed, assessments.</p> <p>Students will be able to have interactive dialogue with each other and their teacher. This will allow for the opportunity for collaboration.</p> <p>Students will be grouped with a common group of grade-level peers to develop comfort in the virtual learning environment and to form bonds with their peers.</p>		<p>inclusive of SIOP, differentiation, and access to technology will be strategies utilized to ensure ELLs access the same standards of education as non-ELL peers.</p>	

Communication

As a general practice, we believe it is often beneficial to have the student participate for at least part of meetings to help the students be active learners, advocate for themselves, and hear messages/outcomes first-hand.



Case managers will follow up and communicate with families to ensure services are implemented in accordance with IEPs to the greatest extent possible.

The first person you should contact about your concerns is the staff member closest to the situation, usually the classroom teacher. Most concerns can be solved at this level. This concept is practical on many levels. It seeks initial resolution at the lowest level. This typically is where the parties involved have first-hand facts and invites the timeliest resolution. For example, if a parent has a concern with their child, the first contact should be the child's teacher if it is an academic concern, or the child's coach or advisor if it is a sports or extra-curricular concern. If either party remains unsatisfied with a proposed solution, the concern should be taken to the next level, which might be a department supervisor, athletic director, or building administrator responsible for that area. Both parties would present information related to one's circumstances and seek a solution or at least consensus.

If applicable, our counselors will need to notify teachers so that they can assist in your child's transition to the full-time remote setting, update rosters, update district transportation lists, and – if applicable – review IEPs, related program needs, and identify, evaluate, and/or re-evaluated students with disabilities, as needed. Our case managers will continue to be in communication with our families.

For our ELL families, our Supervisor of ESL will assist our families with a transition to remote learning, providing translated materials, interpretative services as needed, and literacy level appropriate information. Appropriate training for teachers, connected to sheltered instruction, culturally responsive teaching, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country has also taken place in address needs for this specific student population, as well.

Addressing the Digital Divide

The school district actively works to measure and address any ongoing digital divide that exists, whether it be network access or lack of sufficient access to devices. Students who are in need of network access or in need of devices will be assisted by our technology team accordingly.

All students in grades 4-12 are provided with a laptop computer. Technology needs of students will be addressed individually at the PreK-3 level, in the event that a student does not have access to a device (laptop) or is in need of Internet connection, the student will be provided means by the district at no cost to the family.

An immediate survey will be issued to all families to assess the technology and access needs, should the district need to move to fully remote instruction. This survey will assist in providing individual students and families with needed devices and access to the Internet.

1:1 Laptop Student Program

Students on remote learning in grades 4–8, like students who will be attending classes at school, will be assigned laptops through the continuation of the district’s 1:1 laptop program.

The RRMS Modified 1:1 Instructional Technology Handbook is accessible on our school [website](#).

The Mahwah High School 1:1 Instructional Technology Handbook is accessible on our school website at: <https://www.mahwah.k12.nj.us/domain/619>

Technology Repair and Troubleshooting

If you are having any technical difficulties or if you are experiencing difficulties with your device, please contact the Mahwah Technology Department at mahwahtech@mahwah.k12.nj.us.

Technology support is available in a designated space in the STEAM building (T3), from 1:00 p.m. – 2:30 p.m., where students/parents can go in order to troubleshoot with a member of our technology team or drop off their device and/or pick up a loaner device. Please use Door #1 to the right of the Cube.

Food Services

The district fully participates in the current FDA lunch opportunities by which all students are afforded food to eat.

1. Safe Delivery of Meals

- a. Under an Emergency Virtual or Remote Instruction Plan, parents will be informed that lunches are available to all students that make a request. For planning purposes and to prepare the necessary number of meals with minimal waste, parents will be asked to make a request for lunch. Depending on the number of meals requested, pickup times will be established at either the homeschool or the Mahwah High School cafeteria, during a block of time that is least impactful to student instruction. Additional meals will be available for anyone that did not make a request. No students will be denied a meal. For extenuating circumstances, delivery of lunches to a student's home may be arranged. The Mahwah Board of Education does not participate in the Federal Breakfast program; therefore, breakfast will not be part of the offering.

Facilities

Buildings and Grounds will continue to follow in-district systems for maintenance of facilities over the course of an extended period of time. Our Supervisor of Buildings and Grounds will meet with our maintenance and custodial teams to address needs, as required.

Other Considerations

The following checklist will be used as additional consideration when virtual instruction is ultimately implemented in the school district:

	Accelerated learning opportunities
	Social and emotional health of staff and students
	Title I Extended Learning Programs
	21 st Century Community Learning Center Programs
	Credit recovery
	Other extended student learning opportunities
	Transportation
	Extracurricular programs
	Childcare
	Community programming

Many of these conditions are part of our in-person instructional program. Each will be implemented in the following manner if the district should move to remote days during an emergency closing:

- **Accelerated Learning Opportunities**

The educational program provided when in hybrid, partial day, or full day fully replicates all prior programs. The district is fully engaged in using the accelerated learning process to access our programs as recommended by the NJDOE. Curriculum is reviewed and essential aspects remain paramount to the core instruction of each grade level. Student data is at the center of all decision-making.

- **Social/Emotional Health of Staff and Students**

Social emotional learning will be critical in re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. Our school district recognizes that students and staff members returning for the 2020-2021 school year will be faced with new and potentially intimidating routines and circumstances. Through a trauma-informed approach, our team is prepared to: establish routines and maintain clear communication, prioritize relationships and well-being over assignment, and support students and staff in feeling safe, connected, and hopeful.

Recommendations have been made, with the following core principles in mind:

- Is our work “wellness centric” for both students AND staff?
- Does our work embrace the needs of all of our students and staff? (e.g. ELL and Special Education students, “at risk” students, “at risk staff members”, etc.)
- Do our recommendations reflect everything currently happening in our world?

School Culture and Climate

- To this end, our schools will thoughtfully plan around the well-being of educators (Staff Survey) so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators’ and staff’s strengths.
 - Continued surveys and meetings will take place to gauge staff member well-being.
- **Title I Extended Learning Programs**
- **Extended Student Learning Opportunities**
- **21st Century Community Learning Center Programs**
- **Community Programming**

As per the unique needs of students, applicable extended learning programs, learning opportunities, community learning center programs, and community programming will assist with supplementing district-specific curriculum.

- **Credit Recovery**

As needed, our school district will utilize Educere, as we have in the past, to provide online opportunities for students to gain credit recovery.

- **Transportation**
- **Childcare**

For unique circumstances, during an emergency situation, Mahwah Public Schools will make considerations related to transportation and childcare for those families in need.

