Remote Learning

Guide for Parents

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Our Mission and Community

The Lyndhurst Public Schools, in collaboration with its students, educators, parents and the community, use a rigorous, relevant, and comprehensive curriculum that supports the development of 21st century learning and thinking skills, while preparing students to be innovative, productive citizens within a diverse society. The Lyndhurst Public Schools provide positive and supportive learning environments that address all components of the NJ Student Learning Standards while encouraging differentiated student opportunities for rigor, independence and creativity. The Lyndhurst Public Schools offer each and every student the educational foundation and environment that allow each and every student to not only realize, but to embrace his/her full potential, to serve as active contributors to our lobal society, and to commit to lifelong learning.

How do we establish this during Remote Learning?

The success of our Remote Learning Experience truly relies on a strong partnership between our teachers and families. We are looking to all of the adults in our students' lives to motivate, encourage, and monitor their children's learning on a daily basis.

This is not an easy task and one that is constantly evolving during this unprecedented time; however, there are steps we all can take to provide a stable foundation for the academic and emotional success of our students. This guide provides key strategies for everyone involved in Remote Learning. Since routines are always easiest to establish early on in the process, we encourage you to read our recommendations, reflect on their purpose, and adapt them for your individual circumstances.

The Prepared Work Space

A carefully-designed work space is essential to the learning process. Teachers have always known this and spend precious time each year before school opens to think about the granular details of their students' daily experiences and, in turn, create beautiful and organized classrooms that will maximize efficiency, comfort, and joy. This should be no different in Remote Learning.

Educators and students alike need to consider the various experiences that Remote Learning presents and plan a Work Space that will anticipate the demands that can emerge during the day. We have been inundated with the message to "identify a designated space that is free from distractions" in our homes, but what does that really mean? Below is an outline of materials, ideas, and questions to ask ourselves that will help get specific about what we may need. Finally, keep in mind that some of us may find it necessary to reevaluate our space after a few weeks of Remote Learning to address anything that we did not foresee.

A Designated Space
- What materials support learning? (See Checklist.)
  - Supplies:
    - Ask: Which supplies are necessary for learning and which may supplement it? Where will these supplies be placed for easy and consistent access?
    - Basic Supplies: pen/pencils, lined paper, blank paper, erasers, pencil sharpener, art supplies, scissors, ruler, class-specific needs
    - Supplemental Supplies: sticky notes, index cards, stapler & staples, clips, tape, glue, rubber bands, white board & dry erase markers, timer
  - Organization:
    - Ask: Where will current and/or completed work be stored? How will we track assignments, task lists, and due dates?
    - Potential Materials: labeled folders for completed work, calendar to keep track of due dates and task list, bulletin board. Keep in mind that students will produce both hard-copy and electronic work, so attention to organizing both is necessary.

- What would make learning more comfortable and more joyful?
  - Table / Desk and Chair: Are they at a good height? Are they a pleasant spot to remain seated for long periods? Many children benefit from <u>alternative seating options, so</u> provide choices if possible.
  - Lighting: Is the lighting sufficient at all times of day and for all weather?
  - Technology: Keep the charger close! Is there a power source that is easily accessible and sufficient for everyone in the space?
  - Consider placing appropriate personal items in the space that bring joy, such as motivational quotes, photos, and notes/items of praise.

Free from Distractions

- Views:
  - Consider the space that will be visible to others on video. Is it appropriate for others to see? Will anyone need to walk in that space; if so, are they comfortable with being on camera and/or would they be doing anything for a long period in that space that could potentially distract others on the call?
  - Consider the space that is immediately in front. Is there anything visible that will be distracting or, conversely, that could help with focus?
- Personal Technology: Where and how will personal phones/devices be stored?
- Noise: Would music be helpful or distracting? How do we deal with noise from other rooms and/or people working nearby? Think about using headphones and/or creating different spaces for silent work, lessons, meetings, and/or areas that signal the person working cannot be disturbed.
- Fidgets: What could be helpful when losing concentration or feeling stress? Find squeeze toys or other manipulatives that can help.

The Productive Work Day

Thoughtfully-devised routines not only promote efficient learning, but also create a predictable pattern to the day that can help individuals feel safe. They are especially critical at this rapidly-changing time in our history that is filled with such uncertainty.

It is important to develop a Remote Learning Work Day that begins well before we are required to turn on our computers as the first "bell" rings. Like the days of in-person learning, we should identify the actions we can take that enable us to feel prepared, calm, and excited to begin the day and engage in productive hours of learning. We also should use these steps to support our efforts to create mental and emotional boundaries between home and school life since we no longer are doing that physically; for instance, getting dressed and changing out of pajamas each day can act as a signal to move into work mode and indicate to ourselves and others that we are "ready". Below are questions to ask ourselves in this process. As the year progresses, we may have to adjust our routines to more effectively match the rhythms of our own needs as well as those of others in our homes and/or school community.

Before-School Routines
- Ask: What time is best to wake up that provides sufficient rest and enough time for everyone in the house to prepare for the day? What breakfast items are not only healthy but also can be accessed independently?
- Establish a brief, regular morning meeting time (5 minutes) for everyone in the house to check-in about their days and discuss anything that may be out of the ordinary or could potentially interrupt the concentration of others.
- Log on 10-15 minutes before required to troubleshoot any tech-related issues, check emails, and review tasks for the day.

During-School Routines
- Ask: What snacks and lunch items are not only healthy but also can be accessed independently? What signal can we use to show others we cannot be disturbed? What signal can we use that indicates we need help? When and how can we take breaks that won't interrupt others who are working?
- Think about routines to decompress at lunch that take about 10 minutes, move out of the work space, and are physical, such as taking a walk, doing a brief work-out, or watering

flowers outside. Make a list of these activities, post it on the fridge, and try to commit to completing one every day, even in inclement weather. See examples of brain break and movement activity options presented in this free resource for students and educators.

After-School Routines

- Ask: What hours does the work space need to be used and/or remain distraction-free? How can we create time to turn off work technology and establish boundaries between work experiences and home life? How can we establish routines to decompress? How do we create time with others for fun? How do we create alone time?

- Take 10-15 minutes after the school day ends to think about any task that needs to be done in the evening and/or set up materials for the following day.

- Establish a brief evening meeting connected to a regular activity, such as when cleaning up from dinner, when everyone in the house can share something positive or concerning about their days as well as anything they need to consider for the upcoming days.

Technology's Role

Technology is the bedrock of Remote Learning, and the impact that education is enduring because of this experience is unparalleled. The Remote Learning experience and its use of technology are accelerating changes that are exciting, but also can feel full of contradiction for all of us involved: it is thrilling for educators and students to embrace the emerging innovations, but also unnerving as we are forced into new routines and programs; the shift is timely in helping us move to become even more "future ready," but also can make us nostalgic for experiences that already proved effective.

Technology also makes us vulnerable in new ways--whether by giving others an actual glimpse of our personal spaces or by exposing what troubleshooting methods we do or do not know when demands are seemingly always urgent. For this reason, it is essential to discuss explicitly how the idea of a "private life" for ourselves and others in our school community fundamentally changes in a virtual environment.

Lyndhurst Public Schools recognizes that students and faculty members need functioning and reliable technology and is committed to equitable access. The district will provide internet access to families who need it in the home, devices to students in grades K-12, and full-time, responsive "Help Desks" when challenges occur. Students who need internet access should contact their building principal and a mobile hot-spot will be provided.

Additional Technology Information:

HOW TO ACCESS STUDENT EMAIL

Students Grades K through 5:

The student's email address is: FirstnameLastname@lyndhurstschools.net.
This email address will be used as the username for both Google and Microsoft.
Students can use the following information to gain access to their email and other services, today:
Email:
> Website: https://mail.lyndhurstschools.net (or via the "Student and Staff E-mail" link under "District Shortcuts" on our website, www.lyndhurstschools.net) Username: Firstname [space] Lastname
> Password: lyndhurst

<u>Students Grades 6 - 9:</u>

The student's email address is: <u>FirstnameLastname@lyndhurstschools.net</u>.
This email address will be used as the username for both Google and Microsoft.
Students can follow these steps at home to gain access to their email and other services, today, and to prepare for receiving their devices:

1. Every student needs to login via the website <u>https://mail.lyndhurstschools.net</u> using:
    Username: Firstname [space] Lastname
    Password: lyndhurst

2. The website will prompt the student to change their password. Once this is done, the passwords for Google and Microsoft will update 30 minutes later.

The following information can be used to access these accounts:

Email:
    Website: <u>https://mail.lyndhurstschools.net</u> (or via the "Student and Staff E-mail" link under "District Shortcuts" on our website, <u>www.lyndhurstschools.net</u>) Username: Firstname [space] Lastname
    Password: New password from Step 2 above

Students Grades 10 - 12 should remember their password from prior years at the High School.

Tech Problems / Issues

If any students Grades 6 - 12 forget their password, or any students Grades K - 12 should have any tech issues, they should fill out the form at: <u>http://wordpress.lyndhurstschools.net/student-technology-request/</u>. Students/Parents do not have to login to fill out the form.

- LPS uses the following approved communication tools because they adhere to the online safety and privacy standards set forth by the Children's Online Privacy Protection Act (COPPA): Google Classroom, Schoology, GoogleMeet, Zoom, and Remind.
- During school closures and full remote learning; Zoom will be utilized for all students and staff.
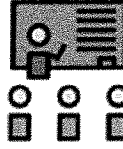
Program-Specific Information

Synchronous Learning Activities

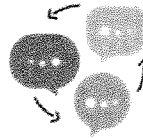Build Community + Relationships

Lead Interactive Modeling Sessions

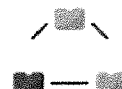Differentiate Instruction for Small Groups

Personalize Instruction + Provide 1:1 Coaching

Guide Practice + Application

Facilitate Real-time Conversations

Foster Collaboration Among Students
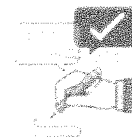
Real-time Feedback on Work in Progress

Asynchronous Learning Activities

Personalize Instruction + Provide 1:1 Coaching

Differentiate Instruction for Small Groups

Foster Collaboration Among Students

Explore Teacher-curated Resources

Read + Take Notes

Watch Video-based Instruction

Listen to Podcasts

Practice + Review

Research + Explore

Reflect + Document Learning

Program-Specific Details for LPS Elementary Schools. This schedule would be implemented during school/district closures.
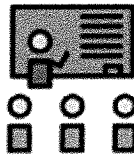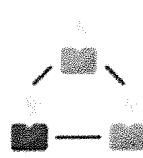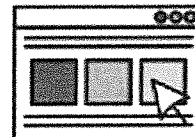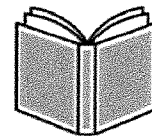
- *This is a sample schedule only; actual content area may be taught at different times depending on schedules:*

❖ *Highlighted yellow blocks indicate a live 15-20 minute mini-lesson.*

❖ *White blocks represent asynchronous learning opportunities wherein teachers will provide directions, support and students will work independently. Teachers will check in as needed with students.*

Columbus, Franklin & Washington Schools
Sample Week Grades K-2

*GC = Google Classroom

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Morning Meeting (Zoom)/ ELA	Morning Meeting (Zoom)/ ELA	Morning Meeting (Zoom)/ ELA	Morning Meeting (Zoom)/ ELA	Morning Meeting (Zoom)/ ELA
9:00	Reading	Reading	Reading	Reading	Reading
9:30	Writing assignment in GC	Whole Group Writing	Writing assignment in GC	Whole Group Writing	Writing assignment in GC
10:00	Math	Reading Assignment in GC	Reading Workshop	Reading Assignment in GC	Math
10:30	Math Workshop	Math	Healthful Living	Math	Math Workshop
11:00	Science	Science	Science	Science	Science
11:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:00	Specials	Specials	Specials	Specials	Specials
12:30-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:00	Closing Circle Extra Help	Closing Circle Extra Help	Closing Circle Extra Help	Closing Circle Extra Help	Closing Circle Extra Help
2:00-3:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

Jefferson & Roosevelt Schools
Sample Week Grades 3-5
This schedule would be implemented during school/district closures.

- *This is a sample schedule only; actual content area may be taught at different times depending on schedules:*
  - ❖ *Highlighted yellow blocks indicate a live 15-20 minute mini-lesson.*
  - ❖ *White blocks represent asynchronous learning opportunities wherein teachers will provide directions, support and students will work independently. Teachers will check in as needed with students.*

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15am	Morning Meeting/ Homeroom Attendance	Morning Meeting/ Homeroom Attendance	Morning Meeting/ Homeroom Attendance	Morning Meeting/ Homeroom Attendance	Morning Meeting/ Homeroom Attendance
8:15 – 8:55am	ELA	ELA	ELA	ELA	ELA
8:57 – 9:27am	ELA	ELA	ELA	ELA	ELA
9:29 – 9:59am	Math	Math	Math	Math	Math
10:01 – 10:31am	Math	Math	Math	Math	Math
10:33 – 11:03am	RW Workshop	Health	Healthful Living	RW Workshop	Math Workshop
11:05 – 11:35am	Science	Science	Science	Science	Science
11:37 – 12:07pm	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies
12:09 – 12:39pm	Art	Spanish	Physical Education	Technology	Physical Education
12:40- 1:25pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:25-2:00	Closing Activity Extra Help	Closing Activity Extra Help	Closing Activity Extra Help	Closing Activity Extra Help	Closing Activity Extra Help
2:00- 3:00	Office Hours	Office Hours	Office Hours	Office Hours	Office Hours

What Elementary Classes will look like:

- While engaged in synchronous learning periods, students should be present in the virtual classroom and remain engaged.
- Teachers will then move the lesson as they typically do to one of many structures, including but not limited to, continued whole class, small group, center based, and individual instruction.
- Regular small group instruction will occur, in addition to whole class lessons.

Elementary School Students are expected to:

- With the help of their parents, contribute to creating a space to work at home and a daily routine.
- Know where materials are located and what the schedule is.
- Follow their teachers' guidelines and academic expectations. (Building guidelines will be linked prior to the beginning of school.)
- Participate fully in all synchronized learning classes as scheduled.
- Complete work to the best of their ability. Ask questions when assistance is needed.

Parents are invited to:

- Help your child to create a space to work at home and daily routine. Lead your child in organizing and labeling materials as well as printing and posting the schedule.
- Support students to sign in to the synchronous morning meeting with their homeroom teachers.
- Teachers will provide a daily agenda **via the assigned learning platform** such as Google Classroom; as such, parents should:
    - Review the teacher's daily agenda.
    - Read directions for specific assignments (PreK-1), or support your child in creating a Task List (grades 2-5), rather than completing assignments with them (i.e. Review the directions. "Tell me in your own words what you need to do for this assignment. What questions do you have? Good. I will check in on you in xx minutes.")
- Provide daily opportunities for your child to share and present work to you.
- Social-Emotional Learning Characteristics of Elementary Students:
    - Elementary school students are "concrete" learners and thrive when given specific and explicit directions. For instance, they often need to be taught how to ask for help, especially if others in the house are working, so brainstorm a list or make up a signal for them to indicate their needs. Or, if your child is struggling with a task, ask

them specific questions to help them move through the process (i.e. "What is the first thing you have to do for this assignment? What should you do next?").

- o Elementary school students need breaks. Build regular, short breaks every 15-20 minutes (grades PreK-1) or 30-45 minutes (grades 2-5), having them move as often as possible, such as running a lap around the yard or dancing to a favorite song.
- o Elementary school students are social and will need help to create opportunities for safe social interactions on a regular basis. We will make every effort to offer socially distant safe opportunities for small groups of students to gather to interact in developmentally appropriate ways.
- o Elementary school students may struggle to express their feelings and often benefit from separating (in time and space) from negative situations. If they are upset about an assignment, for instance, have them walk away from it or put it away and reconvene after the child calms down. Reach out to the teacher or school counselor if a pattern emerges.
- o If you have an urgent concern about the well-being of your child(ren), please contact your family's healthcare professional(s). If you have a general concern, please email your building Administrator and School Counselor so that they can connect with you directly to provide you with information and resources to support your needs.

Elementary School Teachers will:

- Prepare a variety of appropriate tasks and activities for children that will maintain and move their learning forward. Adapt curriculum and assessment to optimize these processes for online learning.
- Provide lessons that are synchronous and asynchronous each day.
- Post information necessary for asynchronous learning activities in a timely manner and in a previously-shared location.
- Offer specific and timely feedback to students. Update parents on student progress.
- Hold regular support for individual student needs.
- Remain in consistent, timely communication with parents and colleagues.

Program-Specific Information

Lyndhurst Middle School Remote Learning Schedule

Highlighted yellow blocks indicate the potential for synchronous instruction. Daily synchronous and asynchronous learning will be determined by the need of the individual class.

LMS Remote Schedule

Block/Time	A Day	B Day	C Day	D Day
HR / 8:10 - 8:14	Homeroom			
Block 1 / 8:18 - 9:03	1	4	3	2
Block 2 / 9:07 – 9:52	2	1	4	3
Block 3 / 9:56 – 10:41	3	2	1	4
Block 4/5 * 10:41 - 11:21 Lunch A 11:25 – 12:10 Class OR 10:45-11:30 Class 11:30 – 12:10 Lunch B	5	8	7	6
Block 6 / 12:14 – 12:59	6	5	8	7
Block 7 / 1:03 – 1:48	7	6	5	8
1:50 – 2:40	Independent work/ Office Hours / Extra Help			

*Please note that during the 4/5 block, the lunch period is 40 minutes while the corresponding class is 45 minutes, resulting in an overlap of time. This was purposely done to acclimate students and staff to the middle school schedule as a similar configuration will take place when in-person instruction resumes.

Middle School Students are expected to:

- Create a space to work at home and a daily routine with guidance from their parents. Discuss problems respectfully with others when something does not seem to be working.
- Read, understand, and follow the guidelines and expectations of their schools and teachers.
    - Students are expected to be online during the scheduled time frame of each of their classes. Attendance will be taken and recorded in Realtime. Any student who does not participate in the online portion of the class as instructed by the teacher will be marked absent.
    - Comply with all Lyndhurst Public Schools Policies regarding technology usage in the classroom.
- Plan and organize their work as independently as possible. It is their responsibility to meet the timelines provided by teachers and check grades in their student portal to create a task list, and then share it with their parents.
- Participate fully in all synchronized learning classes as scheduled.
- Be their own advocate when assistance or further clarification is required.
- Communicate directly and professionally with teachers via email.

Parents are invited to:

- Take their child's lead in establishing a work space at home and a daily schedule, asking questions if they are missing any key needs (i.e. "Where will you put the work that you finish?" or "How can you take a break from the screen at lunch?"). There is a wide range of ability at this age for organization, so some children may need more direction in this area than expected.
- Understand and reinforce the school's requirements about attendance and virtual learning expectations. (Building guidelines will be linked prior to the beginning of school.)
- Support work completion by briefly meeting with their child both before and after school to have them tell about their tasks for the day and discuss their teachers' agendas.
- Create a regular schedule to check the Parent/Student portal both with and without their child. Identify specific areas to praise, especially if they show growth or good habits (i.e. "I noticed you turned in every math assignment last week!" or "Your history quiz grade was 6 points higher than the one from last week!"). If there is a concern, ask their child about it and talk through a plan to address it. Reach out to teachers if a pattern emerges.
- Provide frequent opportunities for their child to share and present work (at least 2-3x per week). Ask questions about the book they are reading or to teach you something from the unit they are studying in a specific subject. Use the principles in this article to foster open discussions with their child about their day.

- Social-Emotional Learning Characteristics of Middle School Students:
  - While middle school students can be expected to work for an extended period of time, they do need breaks, especially ones that take them away from screens. They won't always take them or be willing to separate from their devices. Brainstorm with students ahead of time the logistics of their breaks
  - Many middle school students crave social interactions, but need encouragement to initiate and/or navigate them. Brainstorm ways they can have regular, safe interactions with their friends and/or how they can "meet" new people. Monitor online connections to make sure they are positive and safe.
  - Middle school students tend to seek more independence from parents, but they still need guidance and support as they take on more responsibility for themselves. Consider doing a proactive "emotional temperature check" on a regular basis (i.e. "How was your day? Rate it on a 1 to 10 and tell me why."), rather than reacting to disappointments and frustrations as they occur. This article outlines additional ways to build a child's confidence at this age.
  - If you have an urgent concern about the well-being of your child(ren), please contact your family's healthcare professional(s). If you have a general concern, please email your building Administrator and School Counselor so that they can connect with you directly to provide you with information and resources to support your needs.

Middle School Teachers will:
- Prepare a variety of appropriate tasks and activities for students, aligned with district curriculum and grade-level expectations. Adapt curriculum and assessment to optimize these processes for online learning.
- Regularly update Google Classroom with assignments and Realtime with grades.
- Consistently communicate with students, parents, and colleagues.
- Hold virtual office hours to work with individual students as per their schedule posted on Google Classroom.
- Offer specific and timely feedback to students. Notify parents and counselors if unexpected or concerning patterns emerge.

Program-Specific Information

Lyndhurst High School

Daily Period Rotation: Please note, this is a daily rotation of the Rotating Drop Schedule.
Highlighted yellow blocks indicate the potential for synchronous instruction. Daily synchronous and asynchronous learning will be determined by the need of the individual class.

	A Day	B Day	C Day	D Day
8:15 – 8:25	Homeroom	Homeroom	Homeroom	Homeroom
8:30 – 9:32 Block 1	1	3	2	4
9:42 - 10:44 Block 2	2	4	1	3
10:44 - 11:44	LUNCH	LUNCH	LUNCH	LUNCH
11:44 - 12:46 Block 3	5	7	6	8
12:56 - 1:58 Block 4	6	8	5	7
2:25 - 3:05	Office Hours/ Extra Help	Office Hours/ Extra Help	Office Hours/ Extra Help	Office Hours/ Extra Help

High School Students are expected to:

- Create a space to work at home and a daily routine, and share their plans with parents and/or others who are working in the home. Discuss problems respectfully with others when something does not seem to be working.
- Read, understand, and follow the guidelines and expectations of the school and their teachers.
    - Students are expected to be online during the scheduled time frame of each of their classes. Attendance will be taken and recorded in Realtime. Any student who does not participate in the online portion of the class as instructed by the teacher, will be marked absent.
    - Lyndhurst Public Schools prohibits screenshots, pictures, audio/video recordings and distribution of any virtual educational experiences. This is in order to protect privacy, prevent cyberbullying and reduce distribution of content from virtual educational experiences.
    - Parents/guardians and other household members who normally are not privy to day-to-day classroom activities, agree to respect and keep confidential any personal or private information (i.e. disability status) inadvertently discovered about other students due to proximity to virtual education.
- Plan and organize their work independently. It is their responsibility to meet the timelines provided in Google Classroom and regularly check grades in the parent/student portal in order to manage their time and tasks.
- Participate fully in all synchronized learning classes as scheduled.
- Evaluate various ways to solve challenges when they emerge. When appropriate, they should try to solve problems independently first, and then be their own advocate when assistance or further clarification is required.
- Communicate directly, promptly, and professionally with teachers via email.

Parents are invited to:

- Take your child's lead in establishing a work space at home and daily schedule.
- Understand and reinforce the school's requirements about attendance and virtual learning expectations. (Building guidelines will be linked prior to the beginning of school)
- Support work completion by briefly meeting with your child on a regular basis (at least 2x per week) to have them tell you about their tasks for the week and discuss their teachers' agendas.
- Create a regular schedule to check Google Classroom both with and without your child. The frequency should depend on your child's needs and approach to school; some ninth graders may need this check-in daily, while older students may need it once per week. Share specific

areas to praise, especially if they show growth or good habits (i.e. "I noticed you turned in every math assignment last week!" or "Your history quiz grade was 6 points higher than the one from last week!"). If the student is not progressing in a way that seems normal for them, ask them how they plan to address it. Teenagers are very good at coming up with solutions to their own problems, but guidance from a patient parent can be very helpful Assert your plan if a pattern of error or evidence of consistent poor habits emerge.

- Ask questions about what they are learning, using the principles in this article to foster open discussions with your child about their experiences. Initiate adult-style conversations about content they are learning or issues in the news.

- Social-Emotional Characteristics of High School Students:
    - Brainstorm ways high school students can have regular, safe interactions with their friends and/or how they can "meet" new people. Monitor online connections to make sure they are positive and safe.
    - Many high school students seek emotional privacy or will have body language that suggests they are unwilling to talk. They will listen, however, and benefit from guidance and support from parents or other adults in their lives. Consider ways to connect emotionally with teenagers at calm times away from screens, such as in the car on a regular drive, taking a weekly walk, or making a certain meal once per week.
    - There is a broad range of SEL needs and characteristics when it comes to teenagers; furthermore, the current climate and events will impact teenagers in a variety of ways, causing some children to have needs that are surprising and/or unexpected than those they would have had during more typical times. If you have an urgent concern about the well-being of your child(ren), please contact your family's healthcare professional(s). If you have a general concern, please email your building Administrator and School Counselor so that they can connect with you directly to provide you with information and resources to support your needs.

High School Teachers will:
- Prepare a variety of appropriate tasks and activities for students, aligned with district curriculum and grade-level expectations. Adapt curriculum and assessment to optimize these processes for online learning.
- Regularly update Google Classroom with assignments and Realtime with grades.
- Offer specific and timely feedback to students. Notify parents and counselors if unexpected or concerning patterns emerge.
- Hold virtual office hours to work with individual students as per their schedule posted on Schoology.

Special Populations: Special Education, English Language Learners, and more

Special Services

- Students who receive special education and related services, as required by their Individualized Education Plans (IEP), will receive the services delineated in their IEP whether we are in-person or remote, to the extent possible. For specific questions and further information, parents are encouraged to contact their child's case manager and/or the District Director of Special Education.
- In grades 6 through 12, a student may make an appointment with a school counselor, member of the CST, and/or SAC through the use of emails directly to the staff member.

English Language Learners

- Students receiving English as a Second Language instruction will receive their services five days per week from their ESL teacher. These sessions will be scheduled by the teacher with direct instruction during synchronous learning times and follow up with families and students throughout the week.

Free and Reduced Lunch Program

- Students who are eligible for Free and/or Reduced Lunch will receive separate notification regarding the availability of lunch and other services. Lunch will be available for pick-up daily or once a week for a week's supply of food. Pick-up will be at the Middle or High School.

Extracurriculars & Sports, and Enrichment

Extracurricular Activities & Sports

- During school/district closures field trips and assemblies will be postponed until further notice. Schools will plan virtual field trips and assemblies to extend learning and promote community building.
- Co-curricular activities will be scheduled at a time that is deemed appropriate based on the nature of the activity and the possibility that the activity could meet remotely.
- All decisions about high school athletics will be through the guidance of the New Jersey State Interscholastic Athletic Association (NJSIAA). Students who select either the hybrid or full virtual learning option (and meet NJSIAA requirements) will be able to participate in athletic activities.

Health and Wellness

The pandemic, our shift to Remote Learning, and the global movements surrounding social injustice, require us to reconsider our approach to health and wellness. We need to rethink what it means to be gentle with ourselves and one another. LPS faculty members understand the need for social and emotional learning and support for our students particularly during this challenging time. Counselors and teachers will continue to work together to create both in-person and remote opportunities to support students socially and emotionally.

Mental Health, School Counseling, and Social-Emotional Learning:

- Through professional development opportunities and collaboration, LPS faculty is committed to providing help for students who require transition support, identifying and implementing techniques to help students reduce stressors, and sharing self-regulation and coping techniques. This work will build on our past training and commitment to mindfulness and trauma-attuned classrooms, such as the use of the Zones of Regulation.
- Teachers will be trained to identify at-risk students and ways to connect students to the supports available in the schools.
- Remote Learning Counseling sessions between students and counselors will be conducted via Zoom or phone, and their procedures are being examined to enrich the time for students to process their experiences and trauma related to current events.
- SEL standards are addressed by each teacher through the written curriculum across every content area and through our rich school counseling and Student Assistance Program. Staff are actively engaging in professional development, consultation, and collaboration to ensure we are meeting all the needs of our students daily. Lessons, programs, and consultation will continue to occur regularly.

Curriculum, Instruction, Assessment, and Feedback

During remote learning instruction, the educators at Lyndhurst Public Schools did an outstanding job delivering instructional content to all of our students. The creativity and dedication from our staff were remarkable and the collaboration with our families made the experience productive and engaging for our students. In the months since then, we reflected on these efforts and committed to build upon what we learned from that time to address concerns and optimize our current approaches to Remote Learning.

Curriculum and Instruction:

- Course content, lesson design, and pedagogy will address the same state and district standards as expected during In-Person Learning; however, there are additional processes and steps needed to adapt to Remote Learning.
- To design the most effective lessons during Remote Learning, teachers will continue to utilize: Do Nows and Exit Tickets, employ digital collaboration tools and interactive technology (i.e. Screencasts, Flipgrids, Google Classroom, Google Docs, Google Slides, Padlet, Nearpod), present choice boards, maximize use of project-based learning, implement "brain breaks", promote self-assessment and reflection, implement modified versions of instructional best practices, and perform formative assessment and benchmark check-ins.

Assessment and Feedback:

- Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, etc. The multi-faceted nature of assessments means that we can leverage them in a number of ways to provide valuable formal or informal structure to the learning process. The main thing to remember is that the assessment is a learning tool. What all assessments have in common is that they provide a snapshot of student understanding at a particular time in the learning process. Teachers will use planning time and departmental meetings to identify the most effective ways to assess student learning and gauge progress through formative, interim, and summative assessment strategies.
- Grading practices are being closely considered and modified to ensure that the information gathered is truly a measure of student learning and not the other factors that may be affecting our students. Teachers and administrators will be using flexibility, creativity, and responsiveness to develop grading plans.

- There are two types of feedback in Remote Learning: Acknowledgement Feedback and Informative Feedback (TEALS). Acknowledgement Feedback confirms that an action has taken place, such as a timestamp or a completion grade. Informative Feedback is more substantial and provides a deeper picture of what skills and content are apparent through the task. This can take the form of a discussion between the teacher and student or comments on an assignment. Additionally, it is effective for students to be actively involved in the feedback process, whether through self-reflection, peer review, or initiating feedback from another person prior to submitting an assignment. During Remote Learning, teachers are creating systems for feedback and integrating various feedback measures, including: break-out rooms and chats for peer interaction, office hours, conferences, grades, private comments on assignments, checklists, rubrics, and daily reflections.