Mahwah Township Public Schools
Full-Remote Instructional Program Guide



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

Updated: September 8, 2020

Table of Contents

Full-Remote Application **3**
Elementary Full-Remote Program **5**
Ramapo Ridge Middle School Full-Remote Program **9**
Mahwah High School Full-Remote Program **20**
Frequently Asked Questions **32**

Introduction to Full-Remote Learning

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. 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 in the 2020-2021 school year.

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

Building Leadership (Grades PreK-12)			
Name	**Building**	**Position**	**E-mail & Telephone**
Linda Bovino-Romeo, Ph.D.	Betsy Ross School	Principal	lbovino@mahwah.k12.nj.us (201) 762-2252
Kevin Ulmer	George Washington School	Principal	kulmer@mahwah.k12.nj.us (201) 762-2242
Dawn Uttel	Lenape Meadows School	Principal	duttel@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	jpascale@mahwah.k12.nj.us (201) 762-2303

Welcome Back! – A Message from Our Full-Remote Staff

Expectations for Virtual Learning

Technology Access – Survey (Elementary: Grades PreK-5)

- **Technology Access - Survey (Elementary: Grades PreK-5): Spanish**

Technology Access – Survey (Secondary: Grades 6-12)

- **Technology Access - Survey (Secondary: Grades 6-12): Spanish**

Mahwah Township Public Schools
Full-Remote Application

- **Digital Full-Remote Application Form - English**
- **Digital Full-Remote Application Form - Spanish**

Parent Selection of Remote Learning

Please complete one form for each child for whom you are making a request.
If you are sending your child to school this fall, no action or form is necessary.

Date of Request: _____

Student's Name: _____

Student's Grade: _____

Student's School: _____

As required by the New Jersey Department of Education and outlined in the July 24, 2020 release of **Clarifying Expectations Regarding Fulltime Remote Learning Options for Families in 2020- 2021**, please answer the following questions regarding your request for remote instruction for your child via this electronic Google form.

In order for your child to commence the school year with full-remote learning, **your completed electronic request must be submitted to your child's school principal by Friday, August 21, 2020**.

Transition from Hybrid to Full-Remote: 10 calendar days
If your child is taking part in the hybrid learning experience and you elect to change the placement to full-remote, the school district will require a period within ten (10) calendar days to process your request as it may necessitate a change in instructional staff, instructional support staff, educational technology, and student schedule.

Transition from Full-remote to Hybrid: 15 school days
If your child is taking part in the full-remote learning experience and you elect to change the placement to hybrid, the school district will require a period within fifteen (15) school days to process your request as it may necessitate a change in instructional staff, instructional support staff, educational technology, and student schedule.

Marking Period Dates	Deadline to request transition from fully remote to hybrid model	First day of new marking period
SEPT 8 (Tu) – NOV 10 (F)	OCT 21	NOV 11
NOV 11 (W) – JAN 22 (F)	JAN 11	JAN 25

JAN 25 (M) – APRIL 1 (Th)	MAR 23	APRIL 12
APR 12 (M) - JUNE 22 (T)	NA	N/A

Please be sure to provide your contact information on the following page in the event that the principal requires additional information and so that s/he can keep you informed on the status of your child's transition to/from remote learning.

Parent/Guardian's Name: _____

Address: _____

Telephone Number: _____

Email: _____

Preferred contact method: _____

1. **Please identify your request by checking the appropriate box:**

   - ☐ I would like my child to be placed on full-time remote learning
   - ☐ I would like my child to transition back to the classroom for hybrid instruction (*this will only occur at the start of marking periods)

2. **Does your child have a pre-existing medical condition that prevents him or her from attending school in person?**

   - ☐ Yes
   - ☐ No

3. **Does your child have access to a device in order to take part in fully remote learning?**

   - ☐ My child has a device
   - ☐ My child DOES NOT have a device

4. **Does your child have any of the following: 504 Plan, ELL needs?**

   - ☐ Individualized Education Program (IEP)
   - ☐ 504 Plan
   - ☐ ELL needs
   - ☐ N/A

*Your signature acknowledges that you completely understand that using the full-time virtual option requires that you may have to assist your child, that re-enrollment into in-school hybrid will only take place at the designated district dates.

**Please know that a student's placement on or return from full-time remote instruction may require an amendment to the IEP or 504 plan.

Parent's Signature:_____ **Date:**_____

Elementary Program

PreK-5 District Virtual Classroom and Instruction

- Students will be assigned a virtual classroom and "school-based" homeroom to attend specials.

- Students will also be assigned an in-person homeroom in the case that they choose to attend for a portion of the day.
    - They will attend specials with their "school-based" homeroom.

- Our Director of Virtual Learning and Instruction will oversee the virtual learning experience, and will serve as the point-person for parents and students who are in the virtual program and will field any and all questions about the virtual instructional experience.

- Dependent on parallel program, students will be designated to a virtual classroom teacher.

- Resource Classrooms
    - K-1
    - 2-3
    - 4-5

- Self-Contained students - AM/PM

    - Review goals and objectives in IEP to ensure that we can accommodate the all-remote experience, if requested.

- 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	

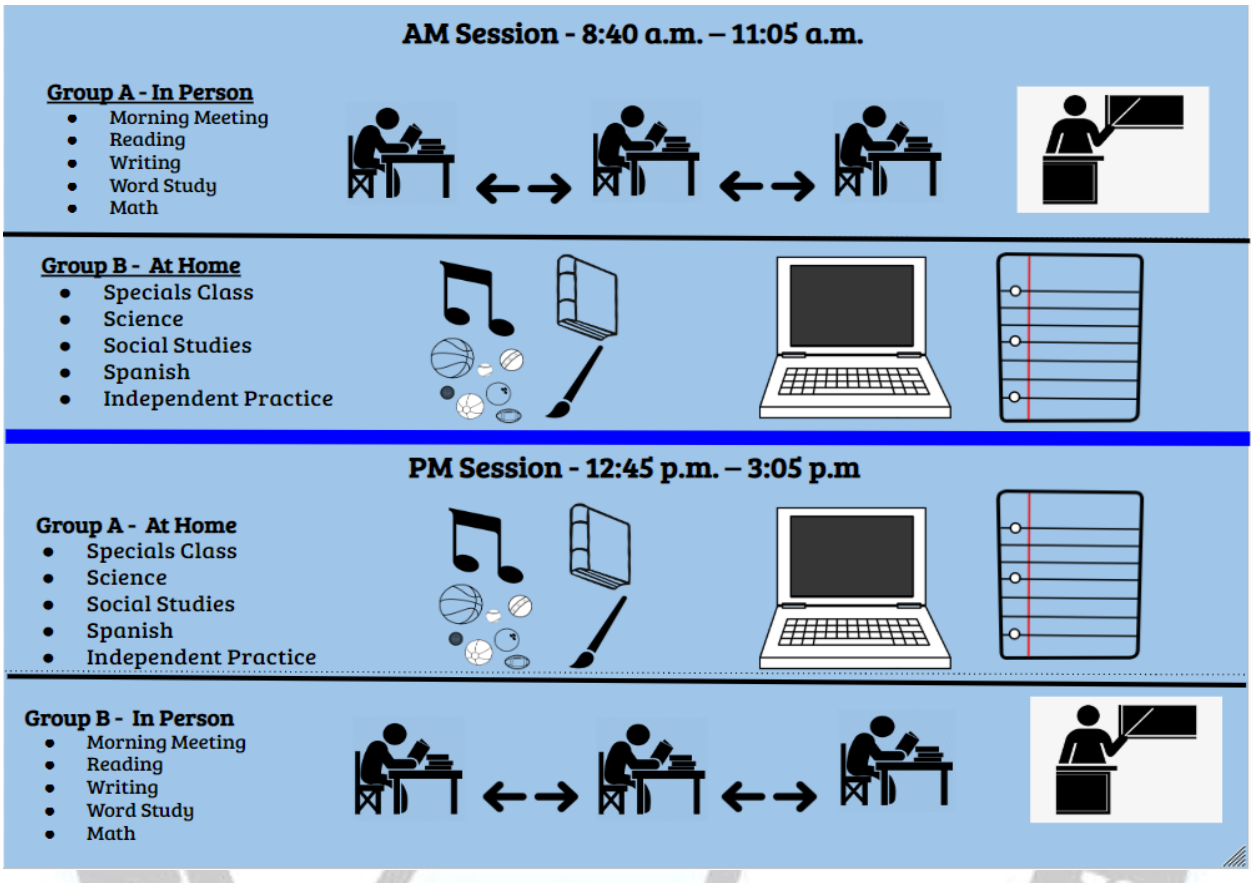
Students

- Attendance will be taken electronically daily.
- 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.

Instruction (lesson, follow-up: look, sound, feel)	Curriculum	Support/Assistance (ESL, IEP, Related Services)	Feedback: Reporting
The virtual experience will mirror the "in-school experience." 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 needed, assessments. Students will be able to have interactive dialogue with each other and their teacher. This will allow for the opportunity for collaboration. 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.	The curriculum will mirror and parallel "in-person" instruction. 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.	Support for related services will be provided by virtual multi-grade level teachers. Special education teachers will facilitate small group and 1:1 instruction and provide personalized feedback.	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).

Sample Student Schedule: Full-Remote Learning

- Actual times to vary according to grade level/teacher.



Alternating Wednesdays

Beginning on September 16, the district will have alternating virtual Wednesdays for synchronous and asynchronous instruction.

Teachers will advise students of related expectations and opportunities in advance of these days.

September 16	September 30	October 14	October 28	November 11

Re-entry Points:

- Transition from Full-remote to Hybrid: 15 school days
    - If your child is taking part in the full-remote learning experience and you elect to change the placement to hybrid, the school district will require a period within fifteen (15) school days to process your request as it may necessitate a change in instructional staff, instructional support staff, educational technology, and student schedule.

- Transition from Hybrid to Full-Remote: within 10 calendar days

Ramapo Ridge Middle School

2020-2021

REQUEST FOR FULL-TIME REMOTE LEARNING

Requests to participate in full-time remote learning should be communicated to your child's school counselor, in writing, via email. If you have children at different grade-levels, a separate email is required to be sent to each school counselor.

Marykate Coakley, Grade 6	mcoakley@mahwah.k12.nj.us
Cassidy Kologrivov, Grade 7	ckologrivov@mahwah.k12.nj.us
Beth Marren, Grade 8	bmarren@mahwah.k12.nj.us

Email communication regarding requests for re-entry should also be copied to:

Suzanne Whalen, Assistant Principal	swhalen@mahwah.k12.nj.us
Kathleen Jaffe, Secretary	kjaffe@mahwah.k12.nj.us
Sue Parker, School Nurse	sparker@mahwah.k12.nj.us

In addition to the required email communication, parents/guardians must complete and submit the following Google form application: https://forms.gle/5mKaBzmHn6J5oRYt9.

Initial applications for full-time remote learning must be submitted by August 21, 2020.

The two required steps (email + form) for re-entry will ensure systems and conditions are in-place for your child to transition to full-time remote learning. For example, our team will need to notify teachers and counselors so that they can assist in your child's transition to the full-time remote setting, update study hall ("lunch") rosters, update district transportation lists, and – if applicable – review IEPs and related program needs.

The district policy requires up to ten (10) calendar days to facilitate and confirm your child's transition to full-time remote learning after the initial application deadline of August 21, 2020.

- IMPORTANT: Please review the section below titled RE-ENTRY OF FULL-TIME REMOTE LEARNING STUDENTS. This section outlines the minimum duration of time that students will need to be committed to full-time remote learning.

SCHEDULE

Remote learning students will follow the same modified bell schedule that students will follow at school. Unlike students who attend classes at school, full-time remote learning students will engage in remote learning every day as opposed to following our A/B rotation.

The lunch period in remote learning students' schedules is essentially a "free period." Students can use this period to take a break from their laptop, have a snack, work on assignments or projects, study, read, etc.

Period	Time
1	8:00 a.m. – 8:35 a.m.
2	8:38 a.m. – 9:11 a.m.
3	9:14 a.m. – 9:47 a.m.
4 (lunch 6)	9:50 a.m. – 10:23 a.m.
5 (lunch 7)	10:26 a.m. – 10:59 a.m.
6 (lunch 8)	11:02 a.m. – 11:35 a.m.
7	11:38 a.m. – 12:11 p.m.
8	12:14 p.m. – 12:49 p.m.

Alternating Wednesdays

Beginning on September 16, the district will have alternating virtual Wednesdays for synchronous and asynchronous instruction.

Teachers will advise students of related expectations and opportunities in advance of these days.

September 16	September 30	October 14	October 28	November 11

Synchronous and Asynchronous Learning Experiences

- Students on remote learning will engage synchronous and asynchronous learning experiences.
- Instruction in remote learning will not be bell-to-bell (i.e., for the entire class period).
- For synchronous learning components of lessons, students will be able to view and hear essential parts of the lesson from home live. For example, students will be able to see the classroom screen / whiteboard / presentation system. In addition, students will be able to access essential posted class materials/notes/handouts.
- Conferencing, live-stream, and Zoom technology will be utilized for remote learning students.
- Asynchronous learning components will include posted activities/assignments/projects, pre-recorded supplemental Zooms and Screencasts, etc.
- Videos and materials will be posted for students who are absent or on school-approved Home Instruction.

Grade Reporting

- Traditional grade reporting will apply for remote learning students.
- Students' grades will be reflected on the student and parent portals.
- Remote learning students will continue to receive progress reports and report cards per the regular reporting schedules. Specific dates are outlined on the RRMS website.

Extra Help

- Extra support for remote learning students will remain in place.
- As detailed in the COMMUNICATION AND CONTACTS section below, remote learning students and their parents/guardians will continue to have access to various supports.

Faculty Workday

Unlike students who will be following the Modified Single Session Bell Schedule, faculty will be working full days.

Teachers and counselors will host virtual office hours, after dismissal, for students – including for remote learning students – who seek extra help or are identified for requiring additional support during this unique and challenging time.

1:30 p.m. – 2:55 p.m.

- Scheduled virtual office hours to connect with students / provide extra help
- Additional teacher-initiated student support for remote learners
- Review and provide feedback on remote learning student work
- Teams and Content Area Planning and Professional Development for Hybrid Plan Implementation
  - Design of in-person lessons and materials
  - Design of remote learning lessons and materials
  - Design alternative forms of assessments
  - Identifying unique learning gaps and developing plans to address them
  - Reviewing and updating curriculum, units, etc. as a result of hybrid plan

Student Services Counselor Lunch Sessions

Extra help for struggling students will continue to be provided by the Student Services Counselor during "lunch" (study hall) periods.

The number of student participants for the Student Services Counselor's "lunch" (study hall) sessions will be capped at 12 students per lunch period. Students who are at school will be given priority for these sessions. Students will be required to sign-up in advance to reserve a spot.

However, if space is available, remote learning students will be able to access this support. In addition, remote learning students have the ability to request extra help from the Student Services Counselor at any point during the school day by emailing Ms. Policastro at: kpolicastro@mahwah.k12.nj.us.

Modified 1:1 Laptop Program

Remote learning students in grades 6–8, like students who will be attending classes at school, will be assigned laptops through the continuation of the middle school's modified 1:1 laptop program.

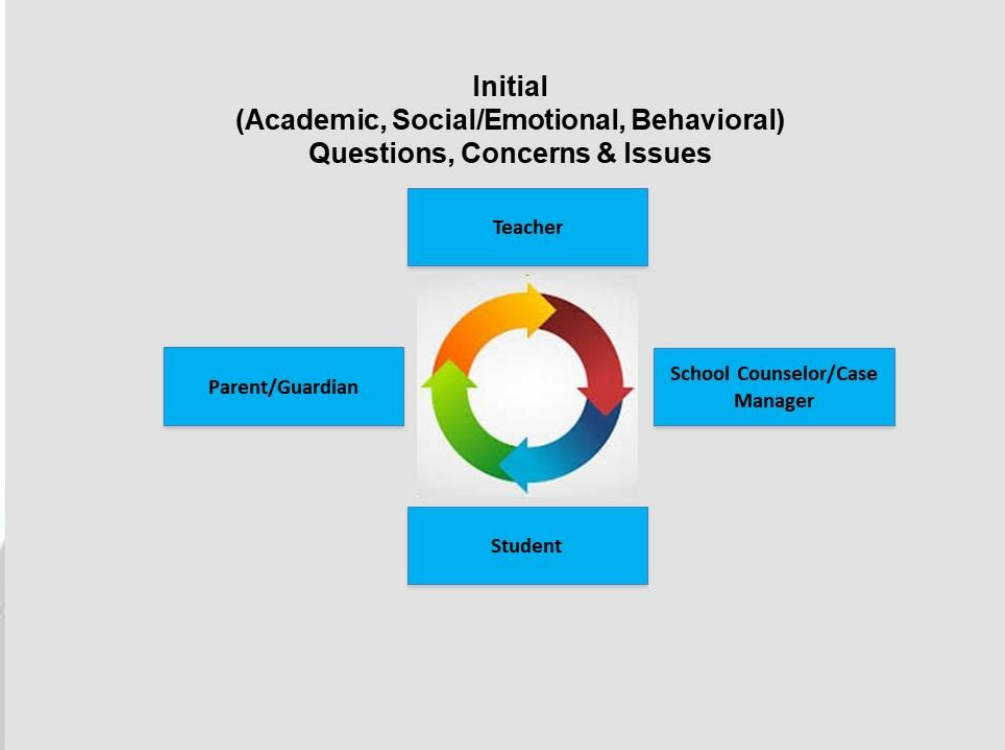
To ensure appropriate and adequate technology is available for all students on remote learning days, students will take their laptops home as they did from March – June 2020 due to the public health-related school closure.

The RRMS Modified 1:1 Instructional Technology Handbook is accessible on our school website.

Communication and Contacts

Initial Situations

The following visual reflects the primary cycle of ongoing communication which is paramount for building the home-school partnership, especially during remote learning.



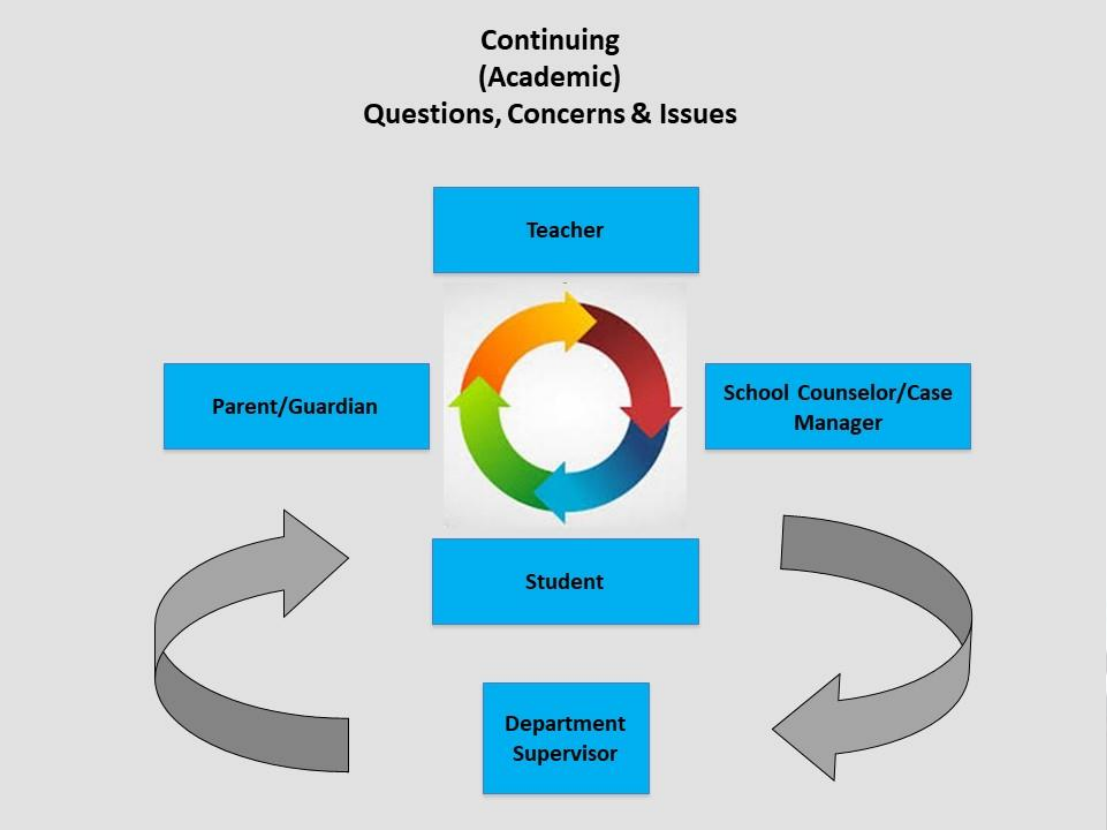
As demonstrated above, initial academic, social/emotional, or behavioral questions, concerns, and issues during remote learning should be directed to the individual teacher and/or school counselor and, if applicable, case manager. This cycle of communication mirrors the cycle engaged for learning in the schoolhouse.

To ensure students' needs are met during remote learning, it is essential that the cycle of communication continues to be engaged.

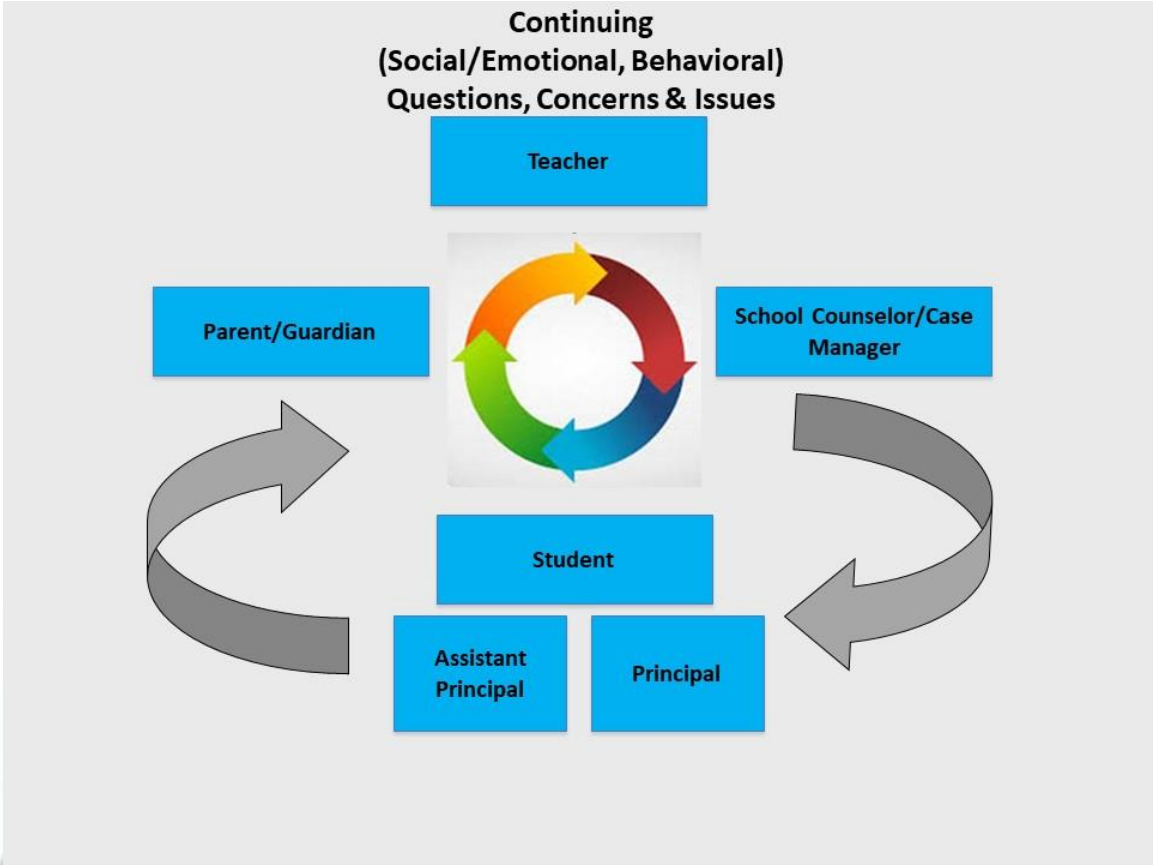
Continuing Situations

There might be circumstances during remote learning when, despite the primary efforts of the involved individuals, the question, concern, or issue continues, and efforts/discussion have been exhausted. For such situations, additional support(s) will need to be involved.

For example, the next visual reflects a continuing situation in the academic domain. In this domain, department supervisors are a great resource for students, parents/guardians, and staff. Department supervisors continue to serve as important contacts for parents/guardians during remote learning.



When continuing situations are in the social/emotional and/or behavioral domains during remote learning, the assistant principal and/or principal are appropriate contacts as reflected in the visual below.



Resolving Situations

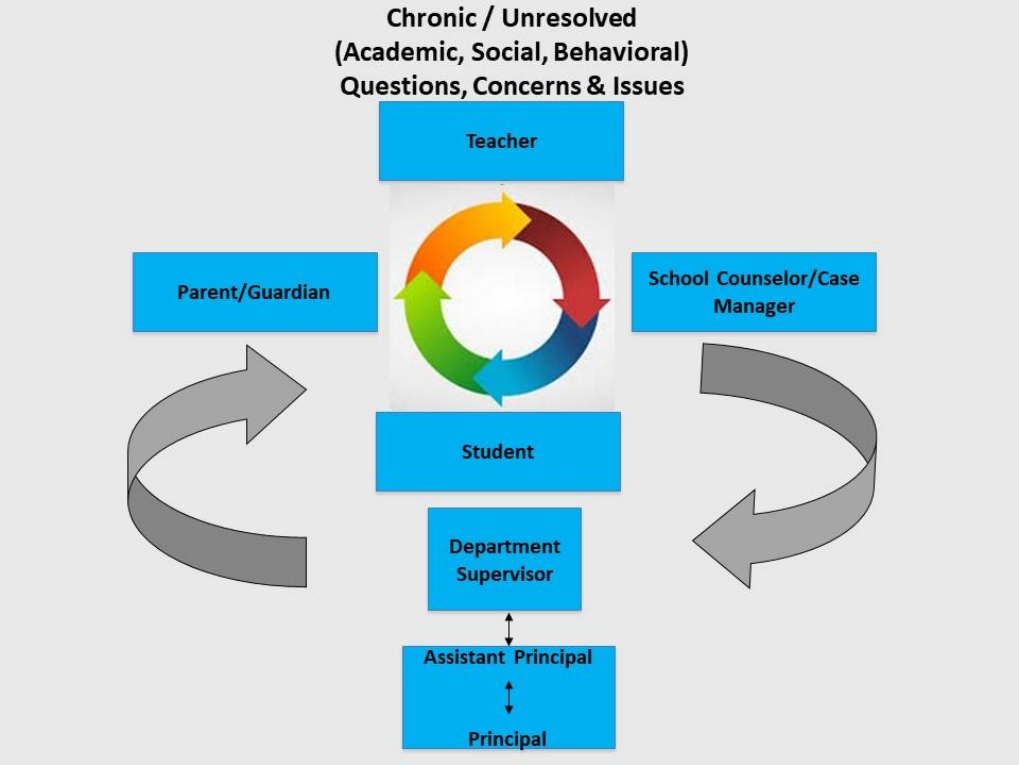
When questions, concerns, or issues become ongoing or remain unresolved, many layers of our school resources will be involved.

We trust parents/guardians and our students will share in this commitment with us – including during the remote learning experience. The home-school partnership will only be as healthy, strong, and collaborative as we collectively make it!

When situations rise to this level, all stakeholders must seek answers and solutions. All stakeholders must keep the student's best interest at the forefront of all communication, while understanding the importance of maintaining the integrity of our school's programs, procedures, and policies.

Ongoing and unresolved situations require parents/guardians, students, and staff to engage the matter respectfully and thoughtfully. It is extremely important, in these situations, for all adults involved to model for children/students how to communicate civilly and how to successfully navigate persistent problems or conflicts with a focus on answers and solutions. When situations reach this level during remote learning, parents/guardians, students, and staff should commit to direct "live" communication and avoid email chain-variety

communication. The "live" communication could be a scheduled Zoom videoconferencing session with all parties present. Phone conferences could also be considered.



Ramapo Ridge Teams

Our team structure provides an additional avenue of effective communication and an opportunity for students, teachers, and parents/guardians to connect and build the home-school partnership.

Each student is assigned to the **Ramapo** or **Ridge Team**. Team assignments remain in-place during remote learning. There are two teams per grade-level. Each team has a team leader and is comprised of teachers who plan and coordinate instruction in the core subjects (Mathematics, Language Arts, Science, Social Studies and Reading in sixth grade or World Language in seventh and eighth grade) and who monitor student learning.

Team members collaborate and share pertinent information regarding teaching and learning as they continually design and assess the educational experience of our students. The overarching hallmark of the team structure is that it provides a complete picture of the whole-child in a broad context as opposed to the single snapshot and narrow context offered, at times, by the individual departmental approach.

Team Leaders will continue to review students' progress and lead discussions and create action plans for students who are engaged in remote learning.

Team Leaders	
6th Grade	Donna Conrad
6th Grade	Lauren Erickson
7th Grade	Mercedes Blanco
7th Grade	Dianna Burkel
8th Grade	George Kayal
8th Grade	Michael Tremblay
Encore	Brian Girardi

We encourage you to use all of the supports that are in place for you and your child at Ramapo Ridge Middle School and in Mahwah Township Public Schools.

Summary of Communication Protocol

Classroom Teacher

⬇

School Counselor

⬇

Child Study Team (Case Managers) (IEP-related issues)
ESS (counseling/program-specific issues)

⬇

Department Supervisors

Maureen Lynch	Language Arts 6-12	201-762-2323
Danielle Poleway	Mathematics 6-12	201-762-2322
Dennis Jarvis	Science 6-12 and Practical Arts 9-12	201-762-2321
Miriam Lezanski	World Languages 6-12,ESL K-12, Performing/Visual Arts 9-12	201-762-2320
Roger Pelletier	Athletic Director 6-12 , Physical Education Supervisor 9-12	201-762-2331
Nikki Van Ess	Social Studies 6-12, Business 9-12	201-762-2324
Joseph Cozine	Special Education 6-12	201-762-2325
Ruth Davis	Instructional Technology	201-762-2334

Assistant Principal, Suzanne Whelan 201-762-2390

⬇

Principal, Brian P. Cory 201-762-2382

District Directors and Coordinators

Joan Schettino	Transportation	201-762-2407
Michael DeTuro, Ed.D.	Curriculum and Instruction	201-762-2418
Lisa Rizzo, Ed.S.	Special Services	201-762-2283
Carlos Rosa	Technology	201-762-2409
Gregory Romero	Buildings and Grounds	201-762-2402
Jack Petrunyak	Pomptonian Food Services Director	201-762-2338

Assistant Superintendent, Dennis M. Fare

Interim Superintendent, Leonard Fitts, Ed.D.

RE-ENTRY OF FULL-TIME REMOTE LEARNING STUDENTS

Full-time remote learning students will have the ability to re-enter the hybrid A/B schedule, which includes in-person classes at school, at three designated points during the school year. The designated re-entry points align with our marking period dates.

First Marking Period: Ends on November 10, 2020
Second Marking Period: Ends on January 22, 2021
Third Marking Period: Ends on April 1, 2021
Fourth Marking Period: Ends on June 22, 2021

The dates for full-time remote learning students to re-enter the hybrid A/B schedule are as follows: November 11, 2020 January 25, 2021 April 12, 2021

Our team will need at least 15 school days to process requests for a student's re-entry and to plan for a successful transition for your child. Therefore, requests for re-entry must be received by the dates below:

For Re-Entry On	Requests Must Be Received By
November 11, 2020	October 21, 2020
January 25, 2021	January 11, 2021
April 12, 2021	March 23, 2021

Requests for re-entry should be communicated to your child's school counselor, in writing, via email. If you have children at different grade-levels, a separate email is required to be sent to each school counselor.

Marykate Coakley, Grade 6	mcoakley@mahwah.k12.nj.us
Cassidy Kologrivov, Grade 7	ckologrivov@mahwah.k12.nj.us
Beth Marren, Grade 8	bmarren@mahwah.k12.nj.us

Email communication regarding requests for re-entry should also be copied to:

Suzanne Whalen, Assistant Principal	swhalen@mahwah.k12.nj.us
Kathleen Jaffe, Secretary	kjaffe@mahwah.k12.nj.us
Sue Parker, School Nurse	sparker@mahwah.k12.nj.us

In addition to the required email communication, parents/guardians must complete and submit the following Google form by the dates listed above:

- **Digital Full-Remote Application Form - English**
- **Digital Full-Remote Application Form - Spanish**

The two required steps (email + form) for re-entry will ensure systems and conditions are in-place for your child to re-engage classes at school. For example, our team will need to assess facility spaces and plan for appropriate space/seating for your child, notify teachers and counselors so they could plan accordingly for your child's re-entry, review study hall ("lunch") rosters, review district transportation lists, and – if applicable – review IEPs.

Remote Learner Behavior

Please review the expectations for remote learner behavior here.

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.

Mahwah High School

FULL-TIME REMOTE LEARNING PLAN

Request to participate in Full Time Remote Learning

Requests to transition to full-time remote learning should be communicated to your child's guidance counselor in writing via email. Parents will be required to complete a district form. Email communication regarding requests for re-entry should also be copied to:

Linda Bohny, Assistant Principal	lbohny@mahwah.k12.nj.us
Dominick Gliatta, Director of Guidance	dgliatta@mahwah.k12.nj.us
Nancy Mariani, Secretary	nmariani@mahwah.k12.nj.us
Mary Beth Kakolewski, School Nurse	mkakolewski@mahwah.k12.nj.us

In addition to the required email communication, parents/guardians must complete and submit the following Google form application:

- **Digital Full-Remote Application Form - English**
- **Digital Full-Remote Application Form - Spanish**

Initial applications for full time remote learning must be submitted by August 21, 2020.

The two required steps (email + form) for re-entry will ensure systems and conditions are in place for your child to transition to full-time remote learning. For example, 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 and related program needs.

The district policy requires up to 10 school days to facilitate and confirm your child's transition to full-time remote learning after the initial application deadline of **August 21, 2020**.

IMPORTANT: Please review the section below titled RE-ENTRY OF FULL-TIME REMOTE LEARNING STUDENTS. This section outlines the minimum duration of time that students will need to be committed to full-time remote learning.

SCHEDULE

Remote learning students will follow the same modified A/B rotational bell schedule that students will follow at school. Unlike students who attend classes at school, full-time remote learning students will engage remote learning every day as opposed to following our A/B rotation.

Modified A/B Hybrid Schedule

Time	Note	Day 1P	Day 1S	Day 2P	Day 2S	Day 3P	Day 3S	Day 4P	Day 4S
6:54 a.m. - 7:34 a.m.	40 min	Period 0							
7:40 a.m. – 8:23 a.m.	43 min	Period 1	Period 1	Period 2	Period 2	Period 3	Period 3	Period 4	Period 4
8:27 a.m. – 9:10 a.m.	43 min	2	2	3	3	4	4	1	1
9:14 a.m. - 9:57 a.m.	43 min	3	3	4	4	1	1	2	2
10:01 a.m.- 10:44 a.m.	43 min	6	6	7	7	8	8	9	9
10:48 a.m. – 11:31 a.m.	43 min	7	7	8	8	9	9	6	6
11:35 a.m. – 12:18 p.m.	43 min	8	8	9	9	6	6	7	7
12:18 p.m. – 12:22 p.m.	4 min	Student staggered dismissal							
12:22 p.m. – 1:23 p.m.	43 +18 min	Staff Lunch/Remaining Prep							
1:24 p.m. – 2:37 p.m.	73 min	Virtual Teacher-Initiated Student Support for Remote Learners/Q &A/ Office Hours							

Alternating Wednesdays

Beginning on September 16th, the district will have alternating virtual Wednesdays for synchronous and asynchronous instruction.

Teachers will advise students of related expectations and opportunities in advance of these days for small group remote instruction.

September 16	September 30	October 14	October 28	November 11

Synchronous and Asynchronous Learning Experiences

Students on remote learning will engage synchronous and asynchronous learning experiences.

Instruction in remote learning will not be bell-to-bell (i.e., for the entire class period).

For synchronous learning components of lessons, students will be able to view and hear essential parts of the lesson from home live. For example, students will be able to see the

classroom screen / whiteboard / presentation system. In addition, students will be able to access essential posted class materials/notes/handouts.

Conferencing, live-stream, and Zoom technology will be utilized for remote learning students.

Asynchronous learning components will include posted activities/assignments/projects, pre-recorded supplemental Zooms and Screencastify videos, etc.

Videos and materials will be posted for students who are absent or on school-approved Home Instruction.

Grade Reporting

Traditional grade reporting will apply for remote learning students.

Students' grades will be reflected on the student and parent portals.

Remote learning students will continue to receive progress reports and report cards per the regular reporting schedules. Specific marking period dates are outlined on the Mahwah High School website at: https://www.mahwah.k12.nj.us/domain/264

Extra Help

Extra support for remote learning students will remain in place during the afternoon time block.

As detailed in the Communication and Points of Contact section below, remote learning students and their parents/guardians will continue to have access to various supports.

Faculty Workday

Unlike students who will be following the modified hybrid A/B schedule, faculty will be working full days.

Teachers and counselors will host virtual office hours, after dismissal, for students – including for remote learning students – who seek extra help or are identified for requiring additional support during this unique and challenging time.

1:24 p.m. – 2:37 p.m.

- Scheduled virtual office hours to connect with students / provide extra help
- Additional teacher-initiated student support for remote learners
- Review and provide feedback on remote learning student work
- PLC Planning and Professional Development for Hybrid Plan Implementation
  - Design of in-person lessons and materials
  - Design of remote learning lessons and materials
  - Design alternative forms of assessments
  - Identifying unique learning gaps and developing plans to address them

- Reviewing and updating curriculum, units, etc. as a result of hybrid plan

Student Assistance Counselor

Remote learning students will be able to access counseling support from the Student Assistance Counselor at any point during the school day by emailing Mrs. Stewart at jstewart@mahwah.k12.nj.us.

1:1 Laptop Program

The MHS 1:1 Instructional Technology Handbook is accessible on our school website at: https://www.mahwah.k12.nj.us/domain/619

Communication and Points of Contact for Resolving Issues

Communication is a shared experience and we intend to make that experience seamless. Parents should be concerned about their child's educational experience, and our district staff wants to know about your concerns and answer your questions. However, with over 3,100 students in our district, you can understand why it is necessary to follow general guidelines to help streamline communications. Appointments must be made to meet with a staff member, and parents should reach out to a direct contact to address concerns. We are here to assist in any way that we can, and supports are in place to do so.

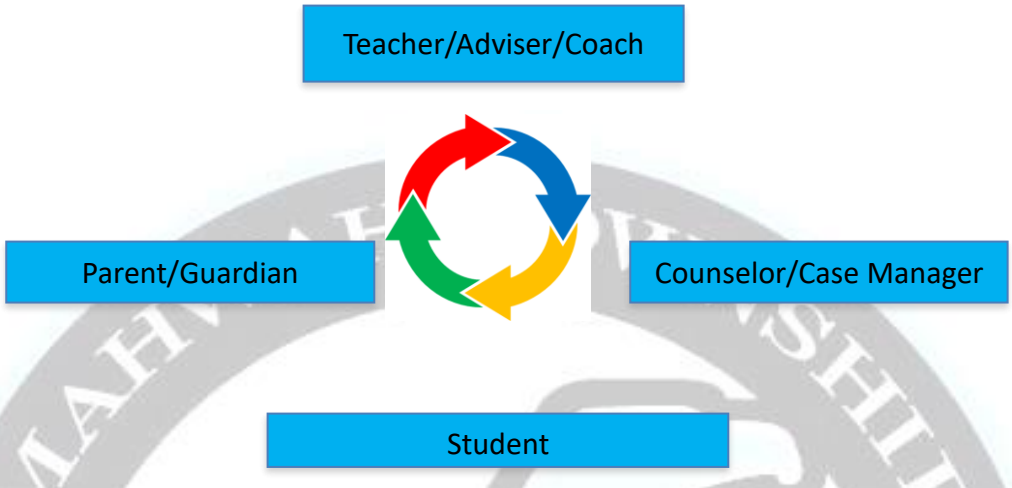
Students should speak directly to staff members about their concerns and try to resolve matters by interacting in person (face-to-face via Zoom videoconferencing is preferable) to provide students with a sense of agency.

Staff members will be in ongoing communication with parents and students, and parents are able to reach out to the staff member directly, as has been the case during a typical school year. Department supervisors are also able to assist in matters, and can be contacted as needed.

How to Contact Staff Members

Our staff members are very concerned about your child's educational experience and want to give all of our students their complete attention during the school day. For this reason, it is necessary to make an appointment to meet with any staff member. For confidentiality reasons, we respectfully request that staff members not be asked to engage in discussion about individual student situations while other students, staff, and/or parents/guardians are present, or while parents/guardians are at our school/on our campus for another purpose such as volunteering, attending a class party or event, or during Back-to-School Night. Contact information (e-mail addresses and voicemail) is located on the high school webpage under the link "About Us" - select "Staff Directory." It is important that you include the best times to reach you when you leave your message.

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.



Communication - 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.

Chain of Communication

You should move through the following steps in order when resolving a concern:

Classroom teacher, coach, or adviser

↓

Guidance Department

↓

Child Study Team (special education issues only)/**ESS** (counseling/program issues only)

↓

Department Supervisors

Maureen Lynch	Language Arts 6-12	201-762-2323
Danielle Poleway	Mathematics 6-12	201-762-2322
Dennis Jarvis	Science 6-12; Integrated Design/Technology 9-12	201-762-2321
Miriam Lezanski	World Languages 6-12,ESL K-12, Performing/Visual Arts 9-12	201-762-2320
Roger Pelletier	Athletic Director 6-12 , Physical Education Supervisor 9-12	201-762-2331
Nikki Van Ess	Social Studies 6-12, Business 9-12	201-762-2324
Joseph Cozine	Special Education 6-12	201-762-2325
Ruth Davis	Instructional Technology	201-762-2334

Ted Lusby	Head Custodian	201-762-2340
Jack Petrunyak	Pomptonian Food Services Director	201-762-2338

↓

Director of Guidance, Dominick Gliatta- **201-762-2312** (scheduling, guidance, ESS, 504 and I&RS Plans)

↓

Security Officer, Robert Mac Farran - 201-762-2307 (disciplinary and parking issues)

↓

SRO Officer Michael Jack - **201-762-2343** (school security and safety)

↓

Assistant Principal, Linda Bohny - **201-762-2304** (academic and attendance issues)

↓

Principal, John P. Pascale -**201-762-2302**

↓

District directors and coordinators (curriculum, special education, transportation)

Joan Schettino	Transportation	201-762-2407
Michael DeTuro, Ed.D.	Curriculum and Instruction	201-762-2418
Lisa Rizzo, Ed.S.	Special Services	201-762-2283
Carlos Rosa	Technology	201-762-2409
Greg Romero	Buildings and Grounds	201-762-2402

↓

Assistant Superintendent, Dennis M. Fare

↓

Interim Superintendent, Leonard Fitts, Ed.D.

Only after you have followed these steps to the highest level should you contact the Board of Education with a concern.

Resolving Situations

When questions, concerns, or issues become ongoing or remain unresolved, many layers of our school resources will be involved.

We trust that parents/guardians and our students will share in this commitment with us – including during the remote learning experience. The home-school partnership will only be as healthy, strong, and collaborative as we collectively make it!

When situations rise to this level, all stakeholders must seek answers and solutions. All stakeholders must keep the student's best interest at the forefront of all communication, while understanding the importance of maintaining the integrity of our school's programs, procedures, and policies.

Ongoing and unresolved situations require parents/guardians, students, and staff to engage the matter respectfully and thoughtfully. It is extremely important, in these situations, for

all adults involved to model for children/students how to communicate civilly and how to successfully navigate persistent problems or conflicts with a focus on answers and solutions.

When situations reach this level during remote learning, parents/guardians, students, and staff should commit to direct "live" communication and avoid email chain-variety communication. The "live" communication could be a scheduled Zoom session with all parties present. Phone conferences could also be considered.

RE-ENTRY OF FULL-TIME REMOTE LEARNING STUDENTS

Full-time remote learning students will have the ability to re-enter the hybrid A/B schedule, which includes in-person classes at school, at three designated points during the school year. The designated re-entry points align with our marking period dates.

- First Marking Period: Ends on November 11, 2020
- Second Marking Period: Ends on January 22, 2021
- Third Marking Period: Ends on April 1, 2021
- Fourth Marking Period: Ends on June 22, 2021

The dates for full-time remote learning students to re-enter the hybrid A/B schedule are as follows: November 11, 2020 January 25, 2021 April 12, 2021

Counselors will need time to process requests for a student's re-entry and to plan for a successful transition for your child. Therefore, requests for re-entry must be received by the dates below:

For Re-Entry On	Requests Must Be Received By
November 11, 2020	October 21, 2020
January 25, 2021	January 11, 2021
April 12, 2021	March 23, 2021

Requests for re-entry should be communicated to your child's guidance counselor in writing via email.

Email communication regarding requests for re-entry should also be copied to:

Linda Bohny, Assistant Principal	lbohny@mahwah.k12.nj.us
Dominick Gliatta, Director of Guidance	dgliatta@mahwah.k12.nj.us
Nancy Mariani, Secretary	nmariani@mahwah.k12.nj.us
Mary Beth Kakolewski, School Nurse	mkakolewski@mahwah.k12.nj.us

- In addition to the required email communication, parents/guardians must complete and submit the following Google form application by the dates listed above:
- **Digital Full-Remote Application Form - English**
- **Digital Full-Remote Application Form - Spanish**

The two required steps (email + form) for re-entry will ensure systems and conditions are in place for your child to transition to full-time remote learning. For example, 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 and related program needs.

The district policy requires up to 10 calendar days to facilitate and confirm your child's transition from full-time remote learning to hybrid learning.

Technology

Remote Learner Behavior

Please review the expectations for remote learner behavior here.



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.

Technology Resources

We recognize that, especially during this time, our staff members will need additional supports in the area of technology integration and instructional practices. The following will serve as an ongoing list of professional development opportunities for all administrators, teachers, and instructional paraprofessionals:

2020 Thunderbird Academy Course Description

	Wednesday, August 12
9:00 a.m. - 10:00 a.m.	**Screencastify Record and Submit** https://mahwah.zoom.us/j/91138289865?pwd=QWhaZG9tZW5DY2NESWNVOGdMNXNiUT09
10:30 a.m. - 11:30 a.m.	**Creating a Hub for Learning with Seesaw and Google Classroom (for beginners)** https://mahwah.zoom.us/j/92573214091?pwd=YTBacUNQbGxRNTFheXR0WGZhSnZYQT09
12:30 p.m. - 1:30 p.m.	**Google Classroom 201** https://mahwah.zoom.us/j/99216737774?pwd=NnpyV0srMmRNcUZwMGNLcnBVSXJkUT09
2:00 p.m. - 3:00 p.m.	**Peardeck** https://mahwah.zoom.us/j/91029881372?pwd=c3JKcEhycFRRNm5vVFJsVUxZQ1M1QT09

	Tuesday, August 18
9:00 a.m. - 10:00 a.m	**Quick Tips for Teaching Remotely** https://mahwah.zoom.us/j/91429297231?pwd=T1NCR0E5ZHhkSXF0TGEvU3JFSG1jdz09
10:30 a.m. - 11:30 a.m.	**Kami** https://mahwah.zoom.us/j/97124496021?pwd=aXpMa2duclhERlhoaGovYUpyMEt2dz09
12:30 p.m. - 1:30 p.m.	**Zoom Breakout Rooms, Remote Control and Basic Best Practices**

	https://mahwah.zoom.us/j/91112071382?pwd=RU4rd1RMZFlDS1RHekVLdndPRGFkQT09
2:00 p.m. - 3:00 p.m.	**Google Drive, Docs, Sheets and Slides** https://mahwah.zoom.us/j/94067032572?pwd=M3hnZmNGVFdzNlJjNTRLMWlLajk2UT09

- No limit to the number of attendees at each session
- Registration is NOT required
- To join, simply click the Zoom link provided on the appropriate day/time

A recording of each session along with the training materials will be available on the Tech Integration Website after the Thunderbird Academy has finished.

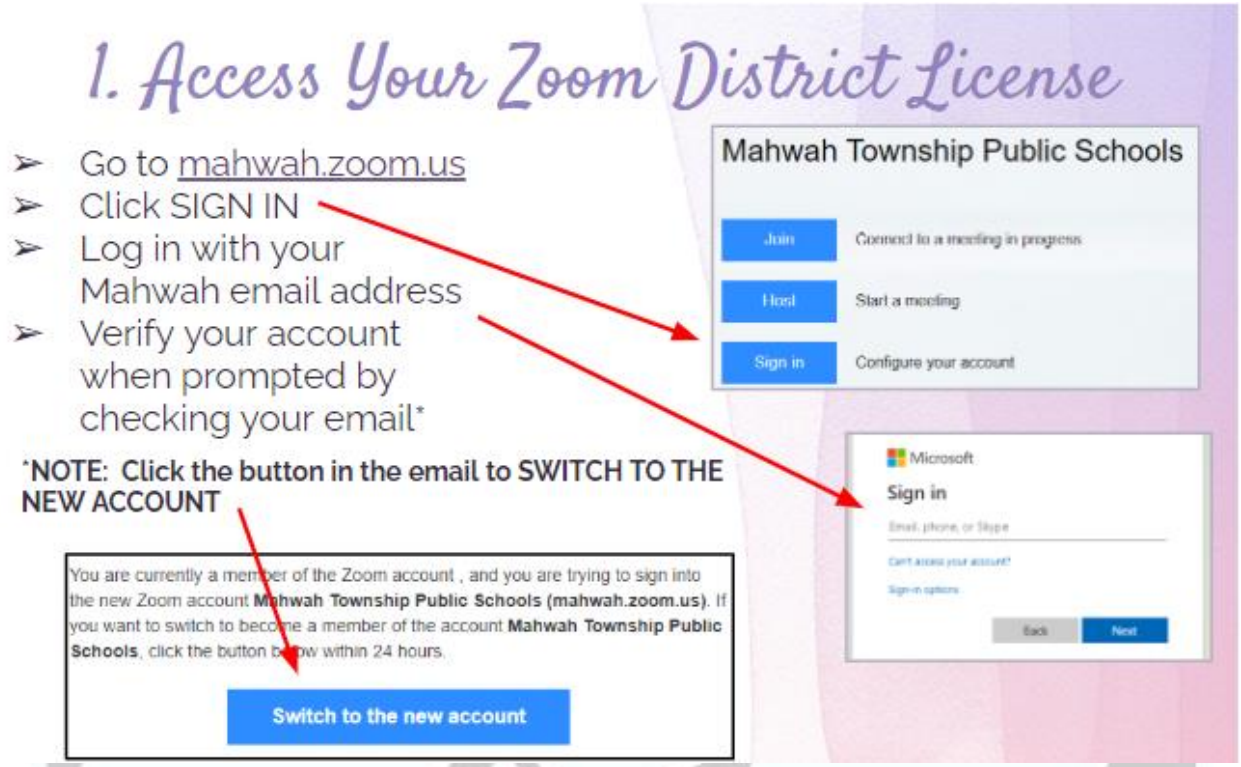
Interested in learning at your own pace? Check out some of these options:

LEARN AT YOUR OWN PACE

- **IXL** - IXL is a web-based tool designed to help students grow, with immersive learning, insights into progress, and targeted recommendations for next steps. Students are able to log in to practice thousands of math and language arts skills at school, at home, and on the go! Get the strategies you need to effectively personalize learning for your students, with how-tos on every feature and best practices for implementing IXL in your unique classroom. If you are new to IXL, check out the Teacher Toolkit available at https://www.ixl.com/resources/teacher-toolkit . For more seasoned users, join any of the 30 minute sessions hosted by IXL's Professional Learning team to take your IXL usage to the next level. https://www.ixl.com/resources/webinar-schedule

- **EdPuzzle -** EDpuzzle empowers teachers to make any video your lesson. Crop a video, explain it with your own voice and embed quizzes at any time. Take any video from YouTube, Khan Academy, Learn Zillion, and more, customize it for your classroom and increase student engagement. As an added benefit, Edpuzzle allows you to access data about your students so you know if they truly understand the lesson. Learn more about EdPuzzle by visiting: https://sites.google.com/mahwah.k12.nj.us/samr/professional-development/interactive-resources/edpuzzle

Access all of the recorded sessions in YouTube by going to the Thunderbird Academy Playlist



Potential Shift to Remote Learning:

Whether it is by individual district decision or mandated as such by the Governor of the State of New Jersey, if we are required to institute full remote learning for all students, the following protocol will be implemented to ensure this successful shift:

- Students will be sent home with all relevant materials and supplies.

- In-house homerooms and hours of instruction will transition seamlessly into the home.
    - In our elementary program (PreK-5), those students in the a.m./morning session will attend virtually in the a.m./morning session.
    - In our elementary program (PreK-5), those students in the p.m./afternoon session will attend virtually in the p.m./afternoon session.
    - Specials will continue with schedule as started on September 8, 2020.
    - Related services will immediately resume via a virtual platform.
    - All ELL, remedial, and special education services will be executed within this virtual platform.

- In our secondary program (6-12), in-school students will join the schedule virtually, where staff will teach synchronously.
    - Related services will immediately resume via a virtual platform.
    - All ELL, remedial, and special education services will be executed within this virtual platform.

Frequently Asked Questions

REMOTE / VIRTUAL LEARNING

A. **Can you please explain remote instruction, and the curriculum being offered?**

Elementary

At the elementary level, grades K-5, all students will be designated to a fully-remote class, where their teacher would interface with them through virtual means, covering content in core areas of instruction. Furthermore, students will be given activities and assignments that will extend their learning. They will also have access to the remote Special Area classes that are being provided each day. There will also be time assigned throughout the week where they will be able to connect with a teacher to provide clarification on the content that is being covered in class.

Secondary

Remote learning will include synchronous and asynchronous learning. For synchronous learning components of lessons, students will be able to view and hear essential parts of the lesson from home live. For example, students will be able to see the classroom screen/whiteboard. In addition, students will be able to access essential posted class materials/notes/handouts. Live-stream or Zoom technology will be utilized.

Asynchronous learning components will include posted activities/assignments/projects, pre-recorded supplemental Zooms and Screencasts, etc.

Videos and materials will be posted for students who are absent or on school-approved Home Instruction.

B. **How will the schools cover the mandated curriculum? Will remote learning follow the same curriculum as the in-person instruction for Mahwah schools, as opposed to a generic grade-level curriculum for the state or nation?**

Our innovative staff and approach to curriculum and learning has positioned Mahwah School District to seamlessly transition to virtual learning. For the past several years, we have focused on professional development related to academic and social emotional learning, and technology. We continue to provide this professional support on an ongoing basis to equip our educators to meet the social, emotional, health, and academic needs of all students.

The curriculum will be the same for both virtual and in-person instruction. In planning curriculum and instruction, we are focused on continuing to build highly effective instruction in both virtual and in-person learning environments. Learning gaps will be assessed throughout each unit of instruction, as we continue to focus on meeting the major content outlined in the grade-level New Jersey Student Learning Standards (NJSLS).

C. **Can you elaborate on the format for virtual learning? Will it be live instruction? When students are learning online, how will you ensure the proper quality of education for all of the students?**

This virtual learning experience will contain a combination of live/synchronous learning and asynchronous learning opportunities. All students will have the opportunity to interact with a staff member to provide explanation and extension related to the learning experiences from the school year. All students will participate in daily learning. All elementary remote students will be taught by a certified Mahwah School District teacher and grouped by grade level. All middle school virtual students will be attending each class live, virtually through Google Meet, according to their daily schedule. All students are expected to attend their classes and work through the curriculum regardless of their location. All students who are attending class from home are expected to engage with their classroom teacher as determined by the teacher, using video conferencing tools (e.g., Zoom, Google Meet) and any other digital platforms/tools provided by the district. Students will be expected to complete and submit assignments, and will be assessed both formatively and summatively by the teacher.

D. **Will all students be given technology devices (laptops)?**

All students in grades 6-8 will be able to use the district issued HP Probook. The 9-12 will continue to receive the HP Elite book for both in-person and remote learning. Students in grades PreK-5 will be given the option to request a district-issued device if needed for remote learning. The technology department will be available, as they were during the remote learning in the Spring. The use of the support request email address (mahwahtech@mahwah.k12.nj.us) will be used to deploy this support.

A community survey will also be sent out, requesting information related to our families' access to technology. Based on families' potential needs for access, our school district will assist in providing technology access accordingly.

E. **Technology/Repair/Troubleshooting**

If you are having any technical difficulties or if you are experiencing difficulties with your device please first contact Mahwah Technology Department via email at mahwahtech@mahwah.k12.nj.us before you attempt to come to the T3 building.

If the technician requires you to drop off y our school issued device do the following:

- Print and complete the attached required computer repair form.
- Go directly to the STEAM building, (T3), Door 1 between 11:00 a.m. – 1.00 p.m. (not the main building) and drop off your computer and form in the bin located in the vestibule.
- We ask that you wait in your vehicle until a technician assesses the issue and contacts you via your cell phone. If your laptop can not be repaired on-site, you will be assigned a loaner laptop, and your computer will be sent out for repair. As soon as your computer is returned from service, we will contact you and schedule a time for its pickup.

F. **How are students going to attend class virtually? What are the expectations for checking in on middle school students who are at home for their two consecutive days?**

Students who are attending class from home are expected to engage with their classroom teacher and fellow classmates, as determined by the teacher, using video conferencing tools (e.g., Zoom, Google Meet) and any other digital platforms/tools provided by the District.

The schedules will be synchronous, with students virtually participating in all assigned classes, following the in-school bell schedules. Attendance will be taken digitally.

G. **Would students be able to participate/ask questions when they are present virtually or is it just an observation of the class instruction?**

The students who are participating in the virtual learning experience will not be able to communicate with the teacher during the lesson. They can email or ask questions during the virtual office hour times at the secondary level, and at the elementary school level, the student can meet individually with their teacher at some point during the week.

H. **Will the elementary instruction involve turning in assignments and having their work graded by the teacher?**

Students will be expected to turn in assignments and work will be assessed both formatively and summatively by the teacher.