Mahwah Township Public Schools
Emergency Virtual Instructional Program Guide
2026-2027 School Year

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

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

Updated: June 8, 2026

State of New Jersey
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PATRICK J. FLETCHER
Executive County Superintendent

August 13, 2026

Dr. Michael DeTuro
Superintendent
MAHWAH TOWNSHIP PUBLIC SCHOOLS
Mahwah Board of Education
60 Ridge Road
Mahwah, NJ 07430

Dear Dr. DeTuro:

My office has reviewed your district's emergency plan for virtual or remote instruction for the 2026-2027 school year as per P.L. 2020 c.27 and has found it to be compliant with the required checklist elements.

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

You must post the approved plan on your LEA website. If revisions are made to this plan, please resubmit it to this office accompanied by the Board approval and another attestation.

Sincerely,

Patrick J. Fletcher

Patrick J. Fletcher
Executive County Superintendent – Bergen County

PJF/scl
Pc. Sharon Rosario

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Introduction to Full-Remote Instruction

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

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

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

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

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

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

The following Emergency Virtual Program plan specifically addresses the following:

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

Building Leadership (Grades PreK-12)			
Name	**Building**	**Position**	**E-mail & Telephone**
Michael Henzel	Betsy Ross School	Principal	mhenzel@mahwah.k12.nj.us (201) 762-2252
Michael Hagopian	George Washington School	Principal	mhagopian@mahwah.k12.nj.us (201) 762-2242
Paul Wyka	Lenape Meadows School	Principal	pwyka@mahwah.k12.nj.us (201) 762-2262
Billy Bowie, Ed.D.	Joyce Kilmer School	Principal	bbowie@mahwah.k12.nj.us (201) 762-2272
Brian Cory	Ramapo Ridge Middle School	Principal	bcory@mahwah.k12.nj.us (201) 762-2383
Danielle Wood	Mahwah High School	Principal	dwood@mahwah.k12.nj.us (201) 762-2303

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

School Schedules

- In the event of an emergency, full-remote instruction will replace in-person learning. Students will follow their same schedules, with their current teacher(s), only through virtual means.

- Additional clarification regarding instructional schedules will be provided to families by the building principal in the event that a school building needs to be placed on full-remote instruction.

Mahwah High School	7:40 a.m. – 2:17 p.m. Lunch: 10:37 a.m. – 11:20 a.m.
Ramapo Ridge Middle School	8:00 a.m. – 2:40 p.m. Lunch (Grade 6): 10:39 a.m. – 11:24 a.m. Lunch (Grade 7): 11:28 a.m. – 12:13 p.m. Lunch (Grade 8): 12:17 p.m. – 1:02 p.m.
Joyce Kilmer School	8:52 a.m. – 3:22 p.m. Lunch (Grade 4): 12:41 p.m. – 1:41 p.m. Lunch (Grade 5): 11:21 a.m. – 12:21 p.m.
Betsy Ross School	8:42 a.m. – 3:12 p.m. Lunch (Grade K & 1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2 & 3): 12:30 p.m. – 1:00 p.m.
George Washington School	8:42 a.m. – 3:12 p.m. Lunch (Grade K &1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2 & 3): 12:30 – 1:00 p.m.
Lenape Meadows School	8:50 a.m. – 3:20 p.m. • PreK (a.m. session: 9:00 a.m. – 11:30 a.m.) • PreK (p.m. session: 12:50 p.m. – 3:20 p.m.) Lunch (Grade K): 11:30 a.m. – 12:00 p.m. Lunch (Grade 1): 12:00 p.m. – 12:30 p.m. Lunch (Grade 2): 12:40 p.m. – 1:10 p.m. Lunch (Grade 3): 1:12 p.m. – 1:40 p.m.

Full-Remote Instruction

Elementary Program

PreK-5 District Virtual Classroom and Instruction

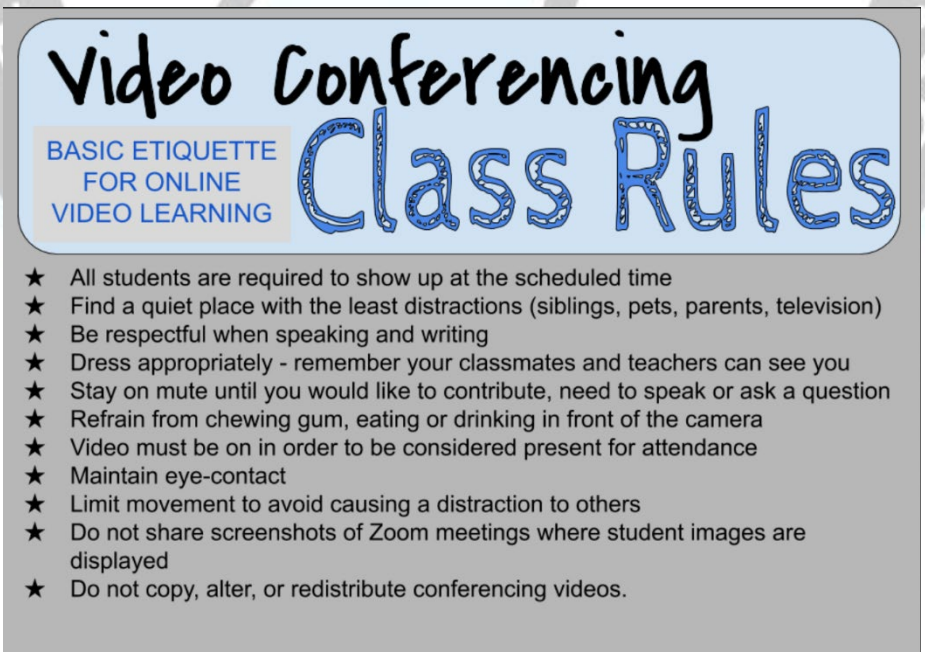
- In the event of an emergency, full-remote synchronous instruction will replace in-person learning. Students will follow their same schedules, with their current teacher(s), only through virtual means. Asynchronous learning activities will also be made available for our student-learners. Such plans will be reviewed and determined based on which learning structure will maximize student growth and learning.

- Online protocols and expectations for elementary students can be found below, in the following infographic:

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

Student Expectations

- Attendance will be taken electronically daily. Families will be notified of absences. Usual attendance policy will be followed.
  - Those students who may be on home instruction while virtual/remote instruction is in place will continue to have their instruction, although delivered via remote means, will be a maintenance of the program started prior to the transition to full-remote instruction.
  - Parents of those students who are not participating in online instruction and/or submitting assignments will be contacted by a student's teacher, school counselor, and/or school leader.
- 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.



Addressing Academic Needs

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

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

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

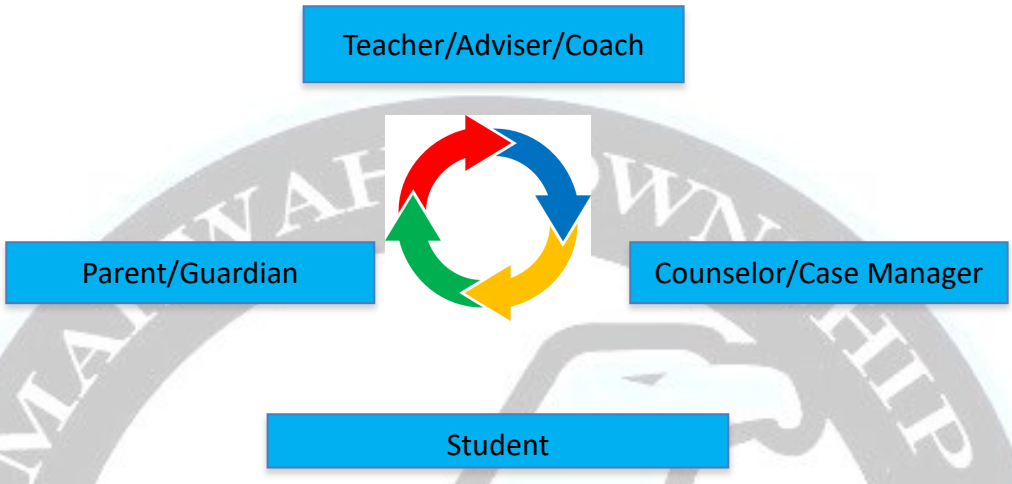
In the event the district is required to provide remote instruction, students will be provided with no fewer than four hours and instruction will not extend beyond the typical on-site learning day. Instruction will take place via direct instruction and asynchronous learning.

Instruction (lesson, follow-up: look, sound, feel)	Curriculum	Support/Assistance (ESL, IEP, Related Services)	Feedback: Reporting
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	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).

Instruction (lesson, follow-up: look, sound, feel)	Curriculum	Support/Assistance (ESL, IEP, Related Services)	Feedback: Reporting
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.		Alternate methods of instruction, inclusive of SIOP, differentiation, and access to technology will be strategies utilized to ensure ELLs access the same standards of education as non-ELL peers.	

Communication

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



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

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

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

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

Addressing the Digital Divide

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

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

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

1:1 Laptop Student Program

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

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

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

Technology Repair and Troubleshooting

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

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

Food Services

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

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

Facilities

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

Other Considerations

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

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

Social and Emotional Health of Staff and Students

Educator / Staff Well-Being

- Although we have limited experience and evidence in responding to a situation of this magnitude, the evidence we do have suggests that when schools reopen, the need for social and emotional support safeguarding the well-being of not only our students, but also our entire faculty and staff, is crucial to the success of the new school year.

Considerations and Responsibilities:

- Remote vs. In-Person Learning - For those students and staff members who cannot or will not return to in person learning, how do we stay connected to their SEL needs?
- To ease feelings of anxiety and uncertainties about the return to school, provide a detailed document/town hall meeting addressing all the "nuts and bolts" concerns before the start of school.
  For example:
  - attendance policy,
  - disinfection/cleaning program,
  - reporting possible incidents of COVID-19,
  - contact tracing,
  - COVID-19 testing,
  - Scheduling substitutes,
  - modifications to academic assessments
- Make self-care and wellness a priority throughout the district during the 2020-2021 school year.
  - Build in opportunities for positive school climate and culture events, when feasible, for both staff and students, whether in person or remotely.
  - Provide sufficient time (daily/weekly) and create events for faculty and staff to re-establish connections with each other to promote healing.
  - Identify mental and behavioral resources and encourage faculty and staff to use these services.
  - Utilize areas outside where teachers can go for a "mask-free" break / breath of fresh air to clear their minds and relax, or have a socially distant lunch break.
  - Provide opportunities for teachers to speak with counselors within the school as needed, much like when we have a traumatic experience in the school.

Prioritize the Need for Professional Development for Faculty and Staff.

- https://mahwah-nj.safeschools.com/login

- **Course 101: What You Need to Know** - This 9-minute course informs you how coronavirus spreads, how to recognize its symptoms; prevent and treat the virus; and, determine what to do if you become sick with coronavirus.
- **Course 102: Preparing Your Household** - Get practical guidance in this 7-minute course from the Centers for Disease Control and Prevention (CDC) to help you get your household ready before, during and after an outbreak occurs in your community.
- **Course 103: Managing Stress and Anxiety** - This 9-minute course will help you define stress and anxiety; identify common signs and symptom; and, identify how to reduce stress for yourself and others during this difficult time.
- **Course 104: Transitioning to a Remote Workforce** - In this 7-minute course, you'll learn best practices for leadership when transitioning to a remote workforce; best practices for working remotely; and, identify pitfalls to avoid during the transition.
- **Course 105: Cleaning & Disinfecting Common Spaces** - In this 8-minute course, get practical guidance from the CDC for cleaning and disinfecting rooms or areas where those with confirmed COVID-19 have visited.
- **Course 106: CDC Guidelines for Using Cloth Face Masks** - This nearly 8-minute course will help you learn the steps for creating a sewn cloth face covering; learn the steps for creating a non-sewn cloth face covering; and, identify best practices for wearing a cloth face covering.
- **Course 107: Reopening Your Organization** - This 6-minute video will assist employers in making reopening decisions during the COVID-19 pandemic, especially to protect vulnerable workers and others that your employees may come into contact with.

School Culture and Climate (Staff)

- To this end, our schools will thoughtfully plan around the well-being of educators (Staff Survey) so they can support the social and emotional well-being and learning needs of their students, acknowledge and prepare for the potential trauma that staff and students have faced during the COVID-19 school closures, and recognize and empower educators' and staff's strengths.
    - Continued surveys and meetings will take place to gauge staff member well-being.

Wraparound Supports (Students) and Accelerated Learning Opportunities

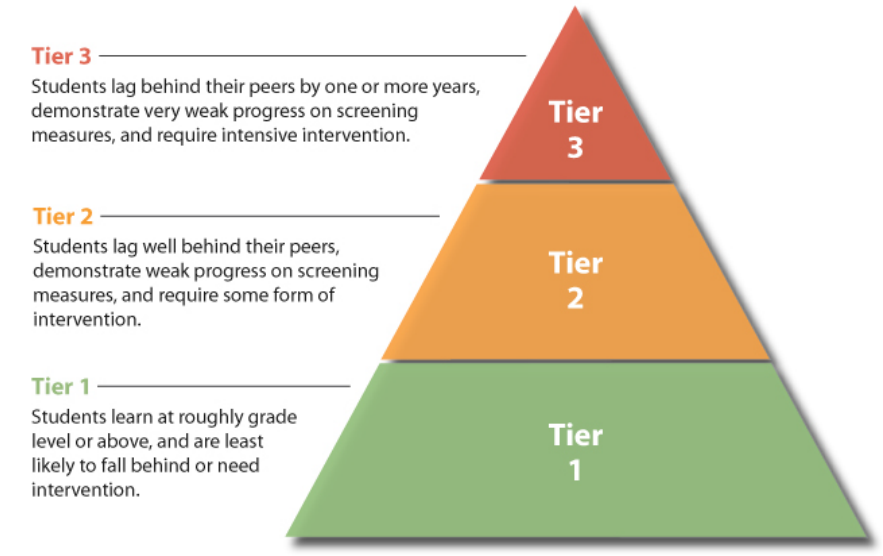
- Wraparound supports include health support, primary health and dental care, family engagement, expanded before-school and after-school and summer learning time, and mentoring programs.

    - **Tier 1** – Prevention and universal supports for all students and families

- Provide access to resources to self-care, self-help, parent supports, and psychoeducational information.
- Continue to utilize a trauma-sensitive and culturally responsive approach to student engagement and support.
- Continue to develop efforts to provide social and emotional learning programming.
- Plan check-ins with teachers and parents to assist in identifying at-risk students.
- Share information with parents and educators regarding how to identify when a student may be struggling with a mental health issue.

- **Tier 2** – Establishing more intensive supports (in addition to Tier 1) that can be provided to students who are identified as at-risk for mental health and/or substance abuse
  - Utilize existing staff to provide support for students who are identified as needing assistance.
  - Connect families with local community providers, county resources, and other organizations to enhance Tier 2 and 3 supports.
  - Establish connections to outside agencies to better support families who may be receiving or in need of Tier 2 or 3 supports outside of school.
  - Explore higher education partnerships to assist with the further development of mental health curriculum resources and supports.

- **Tier 3** – Individualized and intensive support for students who are identified as needing mental health and/or substance abuse interventions
  - Provide students with individualized counseling, monitoring progress, and therapeutic support through existing programs and current staff.
  - Collaborate with local community providers and county resources.
  - Connect students and parents to individual counseling, family therapy, out-patient programming, or addiction services, as needed.



21st Century Community Learning Center Programs

Virtual Plan for Multilingual Learners

Access to Technology

All ML students have access to technology via IPad or a laptop device. A survey was sent home to all ML families to ensure families have access to technology and wifi at home (currently two students in the district have Hot Spots provided by us to ensure equitable access to Wifi).

QR codes were created for all registrations.

Free and Reduced Lunch Recipents:

All students who are on free and reduced lunch will receive their allocated meals. As per school procedure meals will be distributed.

TalkingPoints

TalkingPoints is a two-way multilingual family engagement and communication tool that allows staff members and families to stay connected via text message. The communication can be done through messaging, audio, and video. Pictures are also able to be sent. Through the platform, families can quickly and easily message through their phone or computer to ensure all lines of communication are open.

ClassLink

All students in the ML program have been rostered to the various online resources and platforms available to our ML students.

This includes:

- Google Translate Extension
- Google Classroom- Every classroom page has a zoom link established
- Lexia English
- I-Ready
- Snap reader
- Recording Tools-ScreenCastify, Flipgrid, and Zoom
- Quizlet
- Newsla
- Commonlit
- Kahoot
- Microsoft's Immersive Reader
- IXL
- Equato for Math
- AZ Reader

Tutoring Services:

After school tutoring services will continue on zoom after school on a bi-weekly basis.

Adult ML Classes:

After school tutoring services will continue on zoom on Tuesdays at 5:30-7:30.

N.J. Admin. Code § 6A:15-1.2.

The New Jersey Bilingual Education Code (N.J.A.C. 6A:15) sets forth state regulations to ensure all ELs can access their legal right to a "free, appropriate public education." Its purpose is to protect the rights of EL students, ensure they are provided bilingual education and related services, assist district boards of education in providing educational services to ELs, and mandate evaluation of the effectiveness of the education provided to ELs.

Below is the protocol when a new Multilingual Learner enters the district.

Part 1: Building Level Administrative Assistant

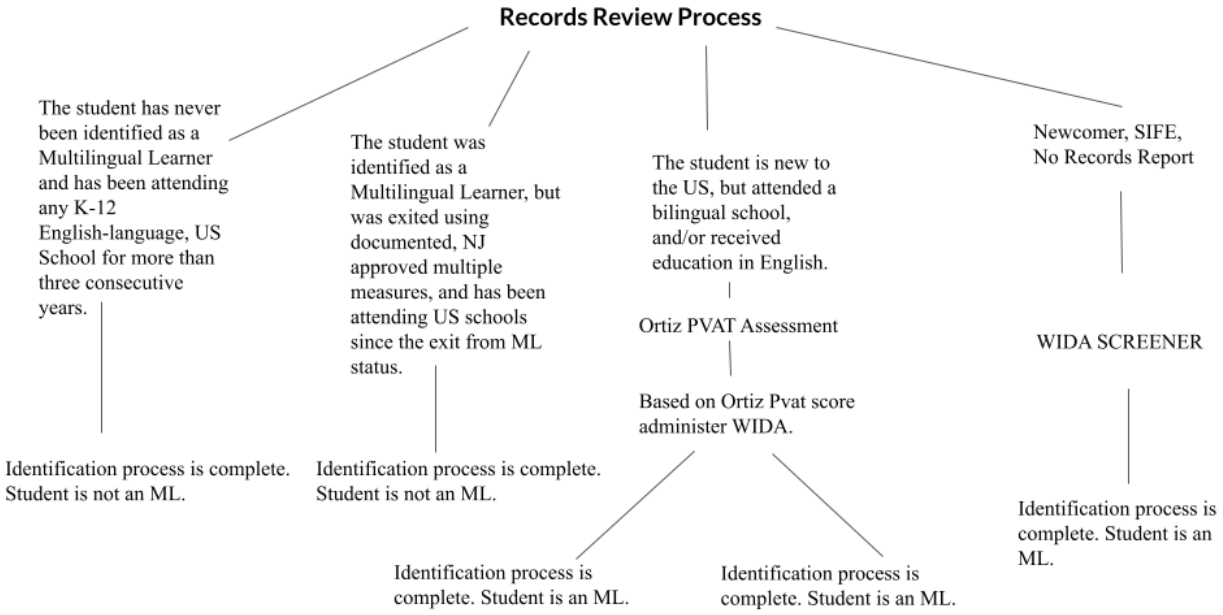
1. Parent/Guardian will first connect to the building administrative assistant. The administrative assistant will alert the current Supervisor of Multilingual Learners of the new student enrolling.
2. The building administrative assistant will provide a copy of the enrollment packet (this is to include the home language survey, free and reduced lunch forms, etc). The administrative assistant can also determine the need for parent liaison for communication. If the family requires translation, the Supervisor will organize this collaboration.
3. The building administrative assistant 6-12 will begin the process of setting up transportation for the new student. If the family fulfills the policy below, an email to the Transportation Supervisor and Supervisor of Multilingual Learners, should be sent to confirm services.

   Transportation Policy:
   K-5 Complimentary Bussing
   6- 12- Bussing upon requirements:
   - Based on English language abilities to ensure the safety of the child.
   - Family requires for free and reduced lunch
   - Family does not have access to transportation

4. The building administrative assistant will also alert the building teacher of Multilingual Learners to begin the language proficiency of the new student.

Part 2: Building ML Teacher

1. Full records report review (including, but not limited to home language survey, oral interview information with the family/report cards/transcripts).



Parent Refusals:

- Parents have the right to decline enrollment of their child in a bilingual/ESL program, ESL-only program or English language services program.
- During the first three years of a pupil's participation in a program, the parent or guardian may only remove a pupil at the end of the school year. If the parent or guardian wishes to remove the pupil prior to the end of the school year, he/she must have the approval of the county superintendent of schools.
- The county superintendent of schools should be informed about a parent's intent to remove his/her ML child from a bilingual/ESL program only if the parent wishes to remove a student from a program before the end of a school year. In such cases, the county superintendent will review the case and may determine to maintain the student in the program, if it is in the best interest of the student.
- MLs will remain enrolled in the program until the appeal process is completed.

Part 3: Academic Programming for Identified Students

1. K-5: programming is offered to students whose primary language is not English, as well as to learners who are still developing proficiency in English as a second language. Eligible students are enrolled in the mainstream classroom with a SIOP trained teacher, and receive supplemental instruction in an intensive small group setting. ML instruction is delivered exclusively in English through a proficiency-based approach and develops linguistic concepts, as well as academic language that may be transferred across content areas.

    - Students who score above a 3.6 or higher on WIDA will receive a push-in model and be placed with a SIOP trained teacher
    - Students who scored a 3.5 below will receive push-in services, as well as small group instruction.
    - Newcomers and SIFE students will receive daily small group/one-on-one instruction.
    - Students with 504 or IEPS will be placed in classes with SIOP trained teachers to ensure that special education services are able to be fulfilled.
    - Reading specialists will support Newcomer and SIFE students.

2. 6-8: programming is offered in grades 6-12. Students enrolled in the program receive supplemental instruction exclusively in English through sheltered instruction as a Second Language program, and scheduled daily blocks of ML and ML Support.

    - Students who score above a 3.6 or higher on WIDA will be placed with a SIOP trained teacher in a regular education setting and will be offered a second ESL Support Class.
    - Students who scored a 3.5 below will be placed in ESL Language Arts and an ESL Support Class.
    - ESL Support Class can be adjusted throughout the year.
    - Labs and Support Classes will be provided throughout the year based on student needs.

3. 9-12: programming is offered in grades 6-12. Students enrolled in the program receive supplemental instruction exclusively in English through sheltered instruction as a Second Language program, and scheduled daily blocks of ML and ML Support.

    - Students who score above a 3.6 or higher on WIDA will be placed with a SIOP trained teacher in a regular education setting and will be offered a second ESL Support Class.
    - Students who scored a 3.5 below will be placed in ESL Language Arts and an ESL Support Class.
    - ESL Support Class can be adjusted throughout the year. Labs and Support Classes will be provided throughout the year based on student needs.

Adult/Parent ML Classes:

- After school tutoring services will continue on Zoom on Tuesdays, at 5:30 p.m. – 7:30 p.m.

Items to consider…

1. Do you think SIFE students should have an escort for two weeks upon entry and shadowing them and showing them how to navigate, cafeteria bathroom, lockers, classroom portals etc. k-5 who does this? 6-12 shared responsibility with guidance counselors and who?
2. Counseling to support SIFE/Newcomers
    1. Social skills and structured play opportunities
3. Medical health: We will connect families with Waldwick Clinic, as needed
4. Self-care: sneakers, clothes, toothpaste, deodorant,
5. Parent/Teacher Conference: ML teacher will sit in on this conference.

Credit Recovery

Summer School Program

Students who need credit recovery will have the opportunity to regain coursework through our summer program.

Educere

Additionally, students will have the opportunity to recover credits through Educere, an online hub that allows for students to work through coursework virtually. While the linkage to high quality, cost-effective virtual education programs is central to Educere's services, it is our personalized learning approach that customers have come to rely upon. Educere understands that every virtual education customer is unique and requires special attention.

To satisfy the individual needs of our customers, Educere joins the expert touch of our Personal Learning Coach™ with the leading edge technology, Edtell™. Together these exclusive resources provide the capacity for Educere to offer personal services to our customers at all points of the virtual education experience.

At the onset of each relationship, Educere assigns a Personal Learning Coach™ to work with the customer. Without delay, we begin collaboration with the school, student/parent and/or educator to pinpoint the most appropriate virtual education programs. Individual students unaffiliated with a school can register directly for a virtual course or program through the Educere website. A Personal Learning Coach™ is available via email and a toll-free number to provide support throughout the registration and virtual education experience.

As it relates to schools, the school first selects the most appropriate virtual education program. Next the program framework and registration process are adapted to fit the schools specifications. In turn, the proprietary Edtell™ education communications platform is available to customize a website establishing complete and straightforward communication of the school's virtual education program to students and/or educators. The Edtell™ published and hosted website includes comprehensive program and registration information, and is easily linked to the school's main website.

As the focus shifts to launching the school's program to students and/or educators, Educere reviews our virtual education rollout checklist with the school. This collection of kick off methods includes announcement and meeting suggestions cultivated from the best practices of our customers, and supported by Educere, where appropriate. After the program is announced to students and/or educators, enrollment is carried out using Educere's turnkey registration solution, administered by the Personal Learning Coach™ and Edtell™.

To register for a program students and/or educators connected with a school can go directly to www.educere.net or to the school's Edtell™ made virtual education website, to search for programs, review program overview pages, and select a program. The program registration instructions and materials are found on every program overview page. At any time during the process, the Personal Learning Coach™ is available to suggest programs aligned with the student's and/or educator's interest, and to guide the student and/or educator through the registration process. Students, educators, and schools can access the Personal Learning Coach™ for assistance using the toll-free phone number or email address included on the program overview page. Upon receiving the registration material of a student and/or educator, Educere coordinates the registrant's enrollment with the participating education provider.

Once the registrant is enrolled in a program, the Personal Learning Coach™ helps the registrant adjust to the virtual education experience. While not a tutor, the Personal Learning Coach™ supports the student, educator and school across the entire virtual education experience.

Title I Extended Learning Opportunities

Tutoring Opportunities

Mahwah district provides tutoring for at risk K- 8 students in Math and Language Arts before school, after school, and during the lunch/recess period. The services are provided by certificated staff.

Summer School Programs

Even when on virtual instruction, Mahwah Schools will plan to host a variety of summer programs. If one’s child loves music or wants to experiment through our STEAM program, or one’s child is entering our kindergarten class, we have a program available.

We have developed a robust summer program for our students, from our incoming kindergarteners through high school, inclusive of the following:

- Summer Booster
- Camp Invention
- Kindergarten Kickstart
- Summer Music Program
- Extended School Year
- Safety Town

Information on the above summer programming offerings will be shared with the district's families so that they can determine which might be best for their child. Our program directors and coordinators will remain available to answer any questions our families might have.

All summer programming information can be found through our summer learning online hub: http://bit.ly/MahwahSummerPrograms

Other Extended Student Learning Opportunities

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-to resources 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

2. Provide resources on SEL and trauma-based learning. *(Give examples)*
3. Continue to evaluate the systems to identify staff and student needs and make adjustments to best support the school community and individuals.

Timelines: (Summer / Week Before / Days Before / Fully-In)

- Reach out to staff members now to find out their concerns
- Continue to survey staff for support in serving the school community



Academic, Social, and Behavioral Supports

What does this mean?

- #1 Rule - Do not cause more trauma.
- In order to address the challenges we all face due to potential trauma from the pandemic, and the collateral consequences of fear, isolation and economic hardship, we must ensure that social emotional learning is infused to everyday school life.
- The role of trauma informed social emotional learning is critical in re-engaging and supporting adults, rebuilding relationships and creating a foundation for academic learning.

Consideration of instructional values: Implementation and Instruction

We need to ensure that the decisions we make align with our values and that we do not alter our beliefs. In consideration of our *instructional* values/programs. In thinking about how it traditionally happens and how that can be *modified* in our current circumstances moving forward.

Instructional Value	Traditional	Modified/Same/Unknown
Example: Student Agency	*Flexible Seating*	*Flexible Seating in a less flexible way - spots where seating can go to adhere to 6ft - no switching seats during the day.*
Classroom Arrangement		

Interdependent Learning/ Student Collaboration	Desks arranged in pairs or groups	Desks/student spots social distanced HS Collaborate between in-person and virtual student using break-out groups and online tools Students will sit at a collaborative table with a barrier between them, they will still be able to work in partnerships and talk through tasks but will not share materials. Use of Google Suite to collaborate on documents/projects.
Safe Movement in Classroom and in Hallways	Students move freely in the classroom, will walk with friends and mostly are escorted by adults in hallways. (Elementary)	We will need to purchase dots for hallways that will be placed 6ft apart, in classroom arrows for direction flow may be needed. **routines section will be affected by this as well** Students wear masks when walking in the hallways (6-12)
1:1 Paraprofessional	Para usually situate themselves next to student to work closely with the student.	Conduct meetings being physically distanced, while also wearing face covering.
Delivering Instruction Whole-class Small Groups 1:1	Teacher sits in front of a group for whole-class instruction, then circulates as needed to assess and support students during independent or collaborative work	Record group instruction for students that may be attending virtually. Create opportunities for all students to meet with the teacher 1:1 (both virtually and in-person) Plexi-glass divider in one area of the classroom to conduct one-to-one instruction.

	Teacher provides instruction in-person & no classes are recorded, may be pertinent to high school.	Consider adding new technology to classrooms at high school that allows students to live stream the screen's lesson, or allow for a student to go back & view lessons anytime.
Classroom Setup	No physical barriers Some classrooms have desks others have round tables	Consider acrylic barriers at table areas, or when working individually with students.
Music Room Setup	Kids sit next to each other and sometimes share music stands	Chairs will be spaced 6'+ apart. No sharing music stands. Open windows and doors.
Desks	HS Students sit in a different desk each period. There are 6 periods each day.	Desks will need to be cleaned during the 4-minute passing time. All students will need to assist in learning clean-up techniques for their individual spaces. Strategically group students so maybe only teachers move, depending on classes at lower grade-levels. Science Labs: Allow seating for one student at each lab table with more room between limited seating in the middle of lab desks.
<u>Materials</u>		
Learning How to Share and Problem-solve	Sharing toys during choice time, taking turns	Students allowed to participate in some choice-time activities while wearing masks. These items will have to be cleaned daily. Play outside for breaks with our youngest students.

Science Labs	Goggles, aprons, shared equipment	Establish procedures to clean after each use. Coordinate use with other teachers using the same lab. Rotate use of equipment. Consider barriers separate students at lab tables. -Students can bring their own science goggles.
Manipulatives in Math	Students shared items such as counters, dice, etc.	Students will have their own resource/manipulative bins for mathematics. HS Use online manipulatives as much possible, Assign gathering/creation of manipulatives for HW the night before needed.
Student Belongings from Home	Students put items in the communal closets and put work related items in bins/cubbies	Students will have their own bin for personal items to place a backpack/jacket in and their own bin for classroom items. -Elementary students have their own plastic pencil box or zip pencil case to keep their supplies in.
Passing of Materials	Students pass out papers, materials to each other	Students individually pick up their own materials/papers etc. Possible help from paraprofessionals to prep work for the next day by setting up at the end of the day for next day of instruction.
Collecting of Materials	Students hand in papers to be graded HS - Students are already normed to Google Classrooms and Kami for assessments submission	HS & MS Submit work online as much as possible. -Feedback to students and their work can take place virtually.
Student Laptops (6-8)	Laptops stay in school and are taken from a classroom cart.	Laptops are brought from home each day. Technology considerations for K-5 students.

Shared Musical Instruments	Students could borrow school instruments for lessons and rehearsals	Each student must bring their own instrument to school when needed, with no borrowing. No loaners will be provided to students if they forget their instrument.
Shared Musical Equipment/Materials	Students would share books, stands, chairs, and percussion equipment	Each student must bring their own book to school. If they forget, they will not be able to borrow from the school or share with another student. Percussion equipment will be sanitized between each use. Each student will use a fresh music stand and chair. Stands and chairs will need to be divided into used and clean. Students will put their used stands and chairs in a designated area after each use to be cleaned for the next day
Woodworking, Robotics, STEAM courses. Tools, Machinery, Electrical Circuit Boards, 3-D Printers, Robots, etc.	Students share the use of devices in these performance based classes.	Not enough equipment to have individually-assigned equipment, so cleaning after each use would be necessary.
Classroom Set of Textbooks	HS Business students pick up a textbook from a bookshelf on their way into class. HS Special Ed Learning Strategies class also has textbooks that students can share.	Consideration for virtual textbooks Learning Strategies students will need to bring their books to LS to avoid sharing a classroom set. Identify other courses that use classroom sets of texts.

Computer Usage in Classrooms/ Computer Labs	Students use the computers in classrooms for centers/assignments. Classes use computer labs for specific periods during the day.	Students will not be able to rotate usage of computers within a period. One student may use a computer but it will have to be cleaned after each use. Computer lab computers will need to be cleaned after each class. Elementary - assign teachers to labs and individual students to a computer workstation to reduce contact.
<u>Interaction Time/Routines/Procedures</u>		
Use of the Bathroom	Students can generally go when they feel necessary	It might be necessary to implement classroom trips with only a certain number of students at a time so students do not mix out of their "pod." Increase custodial staff and assign by bathroom to ensure cleaning between use.
HS Use of Bathroom	Students sign out when they need to.	Bathrooms may need to be monitored to coordinate usage from all rooms. Boy's: Close every other urinal.
Kindergarten Bathroom Use	Students can use the classroom bathroom whenever they need to.	Bathroom will need to be cleaned after each use.
HS Science Labs	Held on specific rotation days	Lab rotations scheduled so that same cohort is not always at home/in-school for lab
Morning Meeting	Students sit in a circle on the rug and for greetings may touch hands or use the same ball.	Students can stand around the perimeter of the room and not on the rug or even outside on the field when it is nice. Greetings will have to be non-contact and without an item.

Personal Hygiene	Students would be expected to independently wash hands before eating, after bathrooming etc.	Teachers at the younger levels will need to build time into their day for washing hands after students enter, before eating, after using the bathroom, and after sneezing/coughing/blowing their nose. (Our youngest students need assistance with this.) Ensure that an adequate supply of hand sanitizer is available for all instructional spaces that do not have sinks.
Lockers at MS/HS	Students use lockers freely during passing time	Students may be limited to locker usage due to distancing concerns. HS students can visit lockers only before/after school, but not in between classes. -Could students carry their backpacks to keep their supplies on them to avoid stopping at lockers during the day?
Full School Morning Meeting	Students congregate in the all purpose room and are greeted by the Principal for important announcements and recognition.	Students arrive at school and proceed directly to their classrooms. However, the Principal can still Zoom (from the Main Office) into each classroom at the start of the day to foster school community.
Instrument Cleaning	Students would be expected to independently clean their instrument and mouthpieces	Build in time at the end of a lesson/class to have students clean their instruments. Routine cleanings may take place at home. Send detailed information out to parents regarding proper cleaning
Arrival and Dismissal	HS Students arrive and gather in common areas before class. Students are dismissed and leave school for their	HS After screening, students can be sent directly to classrooms. Dismissal to be staggered by area. JK (Arrival) - students will need to go directly to classrooms/hallways/areas JK (Dismissal) - students will need to dismiss staggered approach. Walkers should go out first.

	cars, buses, pickup and walking. JK - Arrival - students are housed in two common areas, picked up by HR teacher and escorted to classrooms. Dismissal - students meet in three common areas and dismissed by teachers.	
Gym Class	MS and HS change for gym	Students will not change for gym.
Related Services	Students are typically pulled out for OT, PT, speech, counseling. Supplies provided by the provider are used.	Half-hour session after half hour session does not allow for cleaning in between. Students can bring their personalized supplies from the classroom or have a bag to leave in the specialist's room. No more than two at a time. Plexiglass barriers serve as additional protection. Wearing of masks, except in speech. Speech therapists can get masks with a plexiglass covering over the mouth area so the mouth can be seen, as well as face covering to avoid spit that often flies into faces. Need gloves for facial manipulation.
Digital Assignments	Ts send assignments via Google classroom at the elementary level periodically and it was easy to navigate these assignments.	Teachers and students will need to be trained to set up digital assignments in a manner that will be easy for students to find. Ex, Day 5 assignment vs. Character POV write long. Organizing and naming documents in Google classroom.
<u>Screenings/Assessments</u>		

Present Level of Functioning	Reading levels/math fact tests Running records On-demand writing Open Court	Something, whether standardized or informal, will have to be given to all in the younger grades to see where they are at. Considerable time needs to be spent looking at this our special education students' progress. TC assessments - in person, reading specialists can administer DRA for students who demonstrate more significant reading loss to target instruction. More time will be needed to assess all students.
Checks for Understanding / Formative Assessment	Observing work, Asking high order questions to elicit responses, thumbs up/thumbs down, exit tickets	More frequent check-ins/ feedback using high order questions with online tools such as PearDeck, Quizlet Edpuzzle. Providing opportunities (exit tickets/do-nows, etc.) for student reflection on what is working/what is not.
TC / Open Court Assessments / On-Demand	Done individually/group in person	If in person, all assessments can be done with a mask/barrier between teacher and student. If virtually, all assessments will be administered individually on Zoom. On Demand - have students write while on Zoom and then take a screenshot of document and upload to Google Classroom or Seesaw? Older students can type and submit their assignments.
iReady Classroom Mathematics Assess/Unit Assess/Fact assessments	Students take tests in person during class	If in person, all assessments can be done in school. If virtually, all assessments must focus on process not product. Use online platform for students to answer modified assessments – Seesaw, one can see process explanation and real-time student work.
Timely Feedback		Teachers can provide feedback when digital documents are returned; however, students need to learn to check back on their work.
Individual Conferencing in Reading and	Student and teacher meet in close proximity and	Conferring can happen virtually in small groups. Groups can be determined after initial assessments/ screenings or started initially and then modified.

Writing Workshop	often share text/writing.	• Zoom break-out rooms can be used for this purpose.
HS Final Exams Course Grading Policy	Students take a final exam at the end of their course (January for first semester courses; June for all other courses). The exam grade counts as 20% of the final grade for the course.	Eliminate exams and count each marking period equally towards the final grade.
Curriculum		
Hands-on Learning (*iReady Classroom Mathematics*, Reading Workshop, STEAM, etc.)	Shared materials, partnerships, collaboration, small group work, reading groups	-Use materials and wash hands and disinfect objects immediately after use. -Students keep books in a bag for a week at a time and books are disinfected at the end of the week. Students wash hands after handling books. -Books in book carts are disinfected regularly, as well.
HS Science Labs	Students do labs in groups at lab tables.	Continue in-person labs when safety allows. Consider 6 students do lab first hour; 6 students do lab second hour partnered with students from virtual cohort. Use Teacher demos where teacher collects data and gives to students to complete lab report; Simulations & Virtual Lab Resources: PhET; Howard Hughes Medical Institute BioInteractive (free); Labster (cost); Visible Body (cost); spreadsheet: https://docs.google.com/spreadsheets/d/1oxCAy8qxw7e77-BRF9c6toWvca8cscV7ytGCKbklukY/edit#gid=0
Differentiation	Scaffolding, Mini-lessons,	All of traditional strategies adjusted to include virtual cohort, Choice Boards; more frequent check-ins/

	centers, formative assessment, progressive tasks, collaborative learning, verbal cures, addressing learning styles	feedback; time management supports for virtual work(setting own timers, goals, etc.) Small groups for differentiation, virtual or in person.
Guided Reading	Students and teachers sit together at kidney table or small table	Smaller groups with Plexiglass partition to execute instruction.
Content	Follow district-approved curriculum	Pare down curriculum based on essential questions and standards (teachers provided time to work in PLCs to do so before the students return to school)
HS Extra Help	HS offers 20 minutes of extra help at the end of each day as part of the school/teacher schedule	Could minutes from each class period be re-allocated to the end of each day for additional extra help time to support students who may be remote learning that day. This would be in line with teachers contractual minutes
Large Group Ensembles	4-12 large group performing ensembles	Chamber ensembles. Quintets and quartets.
Cooperative Learning	Learning stations, Jigsaw, Give one/ Get one, Think Pair Share, and other structures are used frequently	Be creative! Adapt these to online situations.

Small-group Lessons During the School Day	Students are assigned to a lesson group by instrument. Lessons happen on the same day of the week and rotate week to week. (Period 1, Period 2, etc.)	Lesson groups may need to be formed by homeroom and not by instrument. This will prevent kids from other homerooms commingling. Lesson groups would be organized by homeroom rather than instrument. Lesson rotation would depend on how the modified school day will be.
Freshman Advisory	Upper classmen served as group leaders for Freshmen Advisory (a class) during lunch to provide freshmen with information, develop strategies, build rapport, etc. A faculty member is assigned to supervisor the experience in each of the FA rooms. This class is required for graduation.	Provide opportunities for Freshman Advisory via virtual Zoom videoconferencing.
<u>Other</u>		
I&RS	Meetings to discuss how to assist students and meet their needs	Zoom videoconferencing to replace in-person meetings.

Attendance	Students have an expectation to arrive to class on-time and at the HS are given a "cut" for being more than "x" number of minutes late to class	Continue to follow student handbook. For academic accountability and to limit instructional interruptions, students need to be come to class on-time, whether in-person or virtually.
Faculty Meetings, Back-to-School, Concerts, Plays, Award Nights, etc.	Community gathered together in one large space	Meetings through Zoom or pre-recorded and shared. Virtual concerts
Communication to ELL Families	We often send communications only in English.	We need to find ways to communicate with all.
Extra Help	HS teachers are available for extra help	Hours by Zoom Use of virtual office hours
First Day of Class	HS Typically all periods meet.	Concentrate on making connections.
Learning Management System	Google classroom is used at the HS Google classroom is also used at JK. Screencastify was also utilized to record lessons given the educator extension of 40 min.	Consider Canvas which offers a lock-down browser and a monitor that makes testing more secure. Options for pre-recording or recording supportive materials for students - outside of Zoom.

Transportation

- Our school district will maintain social distancing practices on buses to the maximum extent practicable and adopt best practices for cleaning and disinfecting all vehicles used for transporting students. If maintaining social distancing is not possible, all students who are able must wear face coverings while on buses. Our school schedule also limits enrollment, which will impact the number of students on any bus route.

    - Parents are able to waive their right to transportation.
    - In-district bus drivers are trained by in-district Administration.
    - Bus drivers will wear face coverings, with students wearing face coverings during bus ride.
    - Paraprofessionals will be on board bus routes for the first few weeks of school to assist students with getting acclimated to wearing a mask on the bus route.
    - Windows will be open during route to provide ventilation.
    - Students will sit back of the bus to front of the bus, dependent on pick-up.
        - Siblings may sit together to increase capacity.
    - Social distancing will take place at bus stops.

- Best practices for cleaning and disinfecting school buses and other transport vehicles will be adopted and employed.

    - Cleaning will take place in between bus routes.

- Drivers and students will be wearing PPE/face coverings
- Paraprofessionals will begin the school year by riding morning and afternoon routes to supervise face coverings
- Bus cleaning protocols
    - All School Bus companies have been informed about recommended guidelines to follow by the NJ Department of Education and CDC. These include the following:
        - Bus personnel (Drivers and Aides) are to wear masks.
        - Bus personnel are reminded to frequently wash their hands.
        - Bus Companies are required to clean and sanitize the vehicles.
        - Students will be required to wear masks upon entering and leaving the bus, and during the ride should social distancing not be possible.

        - Bus personnel will be maintaining attendance on each route, and providing this information to school personnel daily.

Extracurricular Activities

- All extracurricular activities and clubs must comply with applicable social distancing requirements and hygiene protocol. These activities will take place virtually, as needed.

Childcare

With modified school schedules, we recognize that this may increase the likelihood that families that otherwise would not utilize child care will now require it.

Local Childcare Facilities

Pinnacle Learning Center
109 West Ramapo Avenue
Mahwah, NJ 07430
(201) 512-3313

Apple Montessori
75 East Ramapo Avenue
Mahwah, NJ 07430
(201) 512-0066

Bell's Little Learners
11 Leighton Place
Mahwah, NJ 07430
(201) 847-8400

Lightbridge Academy
51 Island Road
Mahwah, NJ 07430
(201) 529-0066

Holy Cross
125 Glasgow Terrace
Mahwah, NJ 07430
(201) 529-2117

Young World Day School
585 Wyckoff Avenue
Mahwah, NJ 07430
(201) 327-3888

Wyckoff Family YMCA / Mahwah Early Learning Center
60 Ridge Road
Mahwah, NJ 07430
(201) 529-4819

Community Programming

Mahwah Public Schools is excited to continue to engage and connect with the community by providing the Mahwah Parent Academy (MPA) offerings that may be useful for our families while the district would have to transition to virtual learning. Topics will range from curricular workshops, providing parents with an understanding of the academic programs in our schools to student wellness and safety workshops.

We are honored to partner with the Mahwah Municipal Alliance to bring such valuable programs to our Mahwah parent community.

The purpose of the Mahwah Parent Academy is to provide our community with tools, resources, and education to support our students as they navigate the challenges that they face today both academically and socially.

PARENT ACADEMY

Thunderbird Academy