



Allendale

SCHOOL DISTRICT

“A Tradition of Excellence”

2023-2024 Digital Learning Plan

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Introduction

On June 26, 2020, the New Jersey Department of Education (NJDOE) published “The Road Back – Restart and Recovery Plan for Education” (NJDOE Guidance), a Guidance document to assist New Jersey School Districts to develop, in collaboration with community stakeholders, a Restart and Recovery Plan (Plan) to reopen schools in September 2020 that best fits the School District's local needs. The NJDOE Guidance presents information for New Jersey Public School Districts related to four (4) key subject areas: Conditions for Learning; Leadership and Planning; Policy and Funding; and Continuity of Learning.

The Allendale Board of Education Restart and Recovery Plan (Plan) had been developed to be consistent with the requirements in the NJDOE Guidance with consideration to the School District’s local needs in order to ensure school(s) in the District reopen safely and are prepared to accommodate students' unique needs during this unprecedented time. The requirements outlined in the NJDOE Guidance and incorporated into this Plan are controlled by Executive Order of the Governor of New Jersey and are subject to change.

The New Jersey Department of Education (Department) remains at the ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for school year (SY) 2023-2024. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2021-2022 SY as LEAs faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. Allendale has reflected on their experiences with virtual and remote instruction when planning for the 2023-2024 SY.



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In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related District closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9. In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (Plan) to the New Jersey Commissioner of Education. This plan would be implemented during an LEA closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health related closure. A Chief School Administrator or lead person must consult with the board of education or board of trustees, if practicable, prior to implementing the LEA's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the New Jersey Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and other such matters as determined by the New Jersey Commissioner of Education. LEAs must include the statutory and regulatory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2023-2024 SY," in plans for virtual or remote instruction for the 2023-2024 school year.

The 2023-2024 plans must be approved by the Board of Education, submitted to the County Office of Education for review and approval, and posted on the LEA's website. The Allendale plan can be found here and this plan is designed to meet the needs of all students and their age-appropriate needs.



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Essential Staff/Personnel (Responsibilities)

Staff Member	Position	Contact
Michael J. Barcadepone	Superintendent	mbarcadepone@allendalek8.com
Maria Engeleit	Business Administrator	mengeleit@allendalek8.com
Tanya Lopez-Gonzalez	Director of Curriculum, Instruction, and Assessment	tlopezgonzalez@allendaek8.com
Jennifer Goodell	Supervisor of Special Education	jgoodell@allendalek8.com
Paul Gomez	Technology Director	pgomez@allendalek8.com
Bruce Winkelstein	Brookside Principal	bwinkelstein@allendalek8.com
Anastasia Maroulis	Hillside Principal	amaroulis@allendalek8.com



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Tara Mansouri	Hillside School Nurse	tmansouri@allendalek8.com
Karen DePol	Brookside School Nurse	kdepol@allendalek8.com

Administration

All Administrators will continue work as usual. Central Office Administration will continue to support the daily operation of the School District and support the building-level administrators with the implementation of the Online Learning Plan. The building-level administration will communicate with parents and staff to ensure the successful implementation of the Online Learning Program. Principals will send families the details of the Online Learning Plan for individual grade levels. Building-level administrators will collaborate with the teachers to implement the Online Learning Plan.

Business Office

The Business Administrator/Board Secretary will oversee Business Office functions, including payroll and accounts payable to ensure service is not interrupted. All Business Office personnel will continue to perform their normal duties to maintain the operation of the District, with support being provided to the Central Office and Building Administration as needed.

The Business Administrator will coordinate food services with the FSMC to provide and deliver lunches to all students qualifying for free and/or reduced lunch.

Teaching Staff



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The teaching staff will work from home. They will collaborate with their colleagues and the administration to implement the online learning plan. All teaching staff will be available to meet as directed via remote conferencing software or telephone conferencing. Depending on the circumstances, specific staff members may be required to report to their school or the Board of Education offices as directed by the Superintendent. Teachers will be available to students and families during normal school hours. They will provide new instructional resources to students in accordance with how often the class is scheduled (*i.e.*, daily, weekly, etc.).

Custodial/Maintenance

The custodial and maintenance staff will be assigned to a modified schedule. The Supervisor of Buildings and Grounds will oversee a rigorous cleaning plan for the entire facility. All custodians will work the day shift only. For a long-term school closing, the custodial and maintenance staff will work on special projects on a rotating schedule, as determined by the administration.

Building-Based Secretaries

All building-based secretaries will access their email regularly and respond to parent inquiries as needed. They will communicate with their building administration daily. Building-based secretaries may be required to report to their school or the Board Offices, as directed by the Principal. They will complete special projects as determined by the administration.

Central Office Secretaries

All Central Office staff will support the administration as normal with the daily operation of the School District. Central Office staff will work on daily responsibilities and special projects, as directed by the administration.

Child Study Team Members



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All school psychologists, social workers, LDTCs, and related service personnel will work from home. They will continue to perform their responsibilities of their positions remotely using teleconferencing and video conferencing technology to communicate with families, conduct meetings and provide services. Child Study Team members will collaborate with the instructional staff to provide services to students.

Technology Department

The Technology Department will support the technology needs of the teachers, administration, and students regarding the online learning plan. For a long-term school closing, the Technology Department will work on special projects, as determined by the administration.



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Vision/Expectations

The Allendale School District developed this Online Learning Contingency Plan to provide continuity in learning and instruction throughout an extended school closure. Over the years, the District has become equipped to use digital devices, along with specific digital learning platforms to simulate a learning day for students. Still, the adaptation of traditional lesson plans and materials for online learning purposes does require time, effort and careful consideration.

This plan pulls from previous experiences, research, and best practices and recommendations from online learning organizations. It includes important information that will be disseminated to parents and staff in the event of a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. We are following the home or out-of-school guidelines provided in 6A:16-10.1. The written plan required through 6A:16-10.1 is detailed in this packet. The plan will continue the student's academic progress and maintain a record of delivery of instructional services and student progress.

Roles and Responsibilities

Students

- Dedicate appropriate time to learning, as guided by your teachers.
- Check appropriate Google Classrooms and school emails for information on courses, assignments, and resources on a daily basis.
- Attend and participate in remote/virtual school days offered by each of your teachers.
- Identify a comfortable and quiet space to study/learn.
- Submit all assignments in accordance with provided timelines and/or due dates.



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Parents

Support your child in their learning process by:

- Monitoring updates and checking in with your child daily about the remote/virtual school learning tasks, activities, and assessments they are working on.
- Encouraging adherence and attendance in the virtual school day offered by your children's teachers.
- Designating a place where your child will work independently on his/her assigned tasks.
- Asking your child to provide a brief summary of the learning he/she is engaging in for each class to ensure their understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Asking your child about their deadline calendar and supporting them, as needed, in submitting assignments in accordance with the established deadlines.
- Reminding your child to email his/her teachers if they have any questions.

Staff

- Teach virtual lessons every school day following the regular schedule.
- Give students feedback and assess learning.
- Be present for your students and communicate daily.
- 1:1 paraprofessionals will participate in Google Classroom and Google Meet lessons to provide support and feedback to their assigned special education students. Paraprofessionals will use email to keep their students on task with the daily virtual learning schedule and list of assignments. They will email the case managers on the daily progress of the special education students in the virtual lessons.



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Administration

- Supervise Digital Learning Plan (on going and continuously throughout the school day).
- Supervise curriculum, instruction and assessments informally and formally.
- Supervise staff using the District Supervision Plan and documenting observations on T-Eval.
- Keep all stakeholders informed (ongoing and continuously).

Key Areas & Considerations		Implementation
Attendance	<p>Attendance - Both teachers and students will need to confirm their attendance and participation.</p> <ul style="list-style-type: none">• Teacher absences can be logged in AESOP (mark - no sub needed). They should also email their Principal to let them know about their absence so student support can be arranged. Principal will check in with teachers for sub plans, assess student work, and provide feedback.• Parents will report students “absent” via Realtime. Nurses will check this email account and enter students’ absences in RealTime.• Daily student attendance will be taken by teachers	<ul style="list-style-type: none">• Communicate attendance procedures to all staff.



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	<p>and marked in RealTime.</p> <ul style="list-style-type: none">● In compliance with the 180-day requirement in accordance with N.J.S.A. 18A:7F-9, the District will provide instruction for each school day. Because such instruction is being provided, all students will be recorded as present for applicable days unless the District knowingly determines a student was not participating in any such instruction during health-related school closures. In the event that the District knowingly determines a student was not participating in instruction, teachers, the building Principal and guidance counselors will make every attempt to make contact with the student and parents and mark the student absent in RealTime accordingly.	
Communication	<p>The digital learning day will be announced along with select information from this plan. This information will help communicate expectations, assignments, and additional guidelines.</p> <ul style="list-style-type: none">● All teachers will be available between 8:30am - 3:30pm.● Grade (K-8) classes: all live instruction and feedback will be on Google Meet and Classroom.● Preschool - all live instruction will be on Google Meet. Feedback will be through parent email and	<ul style="list-style-type: none">● Teachers have folders set up and understand how and where to post.● IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities will be conducted over Zoom, as appropriate.● Students' parents will be contacted by the teacher when not submitting assignments. The school Principal will address students not attending virtual instruction.



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	phone calls.	
Free and Reduced Lunch	<p>Students eligible for free and reduced lunch will have lunch delivered by a custodial driver.</p> <ul style="list-style-type: none"> • Pomptonian Food Services is to provide cold meals that contain a sandwich, two servings of fruit and vegetables, and a cold milk or water in a grab and go style. Custodial staff will deliver meals between 11 am - 1pm. No charge to free and reduced students. 	<ul style="list-style-type: none"> • Coordinate with custodial staff. • List of addresses for home delivery.
Related Services	<p>Speech: District Employees (2)</p> <ul style="list-style-type: none"> • Speech teachers will utilize Google Meet for tele-therapy sessions, online voice recording for student practice, or call students directly and provide services 1:1. 	<ul style="list-style-type: none"> • Speech teachers will make a schedule for students. • Arrange with parents if the services will be via Google Meet or phone call. • Running record of services to be maintained. • Running record of goals and objectives being taught. • Develop a pre and post test to monitor regression and recoupment.
	<p>ESL: ESL will utilize Google Meet or call students and provide services 1:1 (*67 to block Caller ID).</p>	<ul style="list-style-type: none"> • Teacher will make a schedule for students. • Arrange with parents if the services will be via Google Meet or phone call, follow up regularly. Running record of services to be maintained. • Running record of goals and objectives being



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		<p>taught.</p> <ul style="list-style-type: none">● Develop a pre and post test to monitor regression and recoupment.
	<p>Physical Therapy: Via Contracted Service Provider (1) Rickard Rehabilitation Services. Parents will be given the option of:</p> <ul style="list-style-type: none">● Bringing their child to the clinic setting and having direct services conducted there as long as this is a viable option for direct services.● The Physical Therapist will provide home therapy packets for students to work on at home with parental supervision. Feedback will be provided to students via email.● For specific students whose PT goals can be addressed in a video therapy session, the PT will use Google Meet for therapy sessions.● If no services can occur, compensatory services after school resumes. Scheduling to be determined with contracted service providers.	<ul style="list-style-type: none">● Case managers will reach out to parents and have a method of services confirmed for the IEP.● Running record of services to be maintained.● Running record of goals and objectives being taught.● Develop a pre and post test to monitor regression and recoupment.



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	<p>Occupational Therapy: Via Contracted Service Provider (1) School Based Therapy Services</p> <ul style="list-style-type: none"> • The Occupational Therapist will send packets of home exercises and activities that are aligned to home/school OT goals. The OT will provide feedback to students via email. • If no services can occur, compensatory services will be provided after school resumes for students. Scheduling to be determined with contracted service providers. 	<ul style="list-style-type: none"> • Packets for students to use and feedback to be provided by the therapist. • Running record of services to be maintained. • Running record of goals and objectives being taught. • Develop a pre and post test to monitor regression and recoupment.
	<p>School Counselors will have call-in hours or check in with students and parents as needed (*67 to block Caller ID).</p>	<ul style="list-style-type: none"> • Counselors will maintain a log of counseling sessions provided. • Running record of services to be maintained. • Running record of goals and objectives being taught.
	<p>Social Skills</p> <ul style="list-style-type: none"> • Students receiving 1:1 services from Behaviorist will utilize Google Meet or phone call and provide services 1:1 (*67 to block Caller ID). • Group Social Skills will be compensatory upon school re-opening and following a normal operating procedure. 	<ul style="list-style-type: none"> • The Behaviorist will maintain a log of sessions provided. • Running record of services to be maintained. • Running record of goals and objectives. • Running Record of Compensatory services to be made up when school reopens and follows a normal operating procedure.



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Infrastructure	Internet & Computer Access	<ul style="list-style-type: none"> Students in Grades Pre-K-8 will use their District-issued Chromebook to participate in Digital Learning Day.
	Offline Support - teachers will develop a plan for students without Internet access.	<ul style="list-style-type: none"> Hotspots will be distributed to families. Download all materials in advance.
	<p>Platform Experience - All teachers and students have access to and experience using online platforms (i.e., Learning Management System) and digital resources for learning.</p> <p>Google Classroom will be utilized for Grades K-8.</p>	<ul style="list-style-type: none"> Teacher workshops will support use of Google Classroom (and other platforms, if needed). Expose students to any online platforms prior to the Digital Learning Day, if possible.
Tech Support	IT Director, Media Specialist and Computer Teacher will form a Tech Support Team. They will be in touch with teachers throughout the day to evaluate and assess the Digital Learning Plan. They will meet together as a team via Google Meet daily and push out webinars, screencasts and new tools as a response to teacher and student needs.	<ul style="list-style-type: none"> Tech Support Team sets meeting schedule via Google Meet. Establish communication plan - as a team, with admins, with teachers, with parents and with students. Develop additional accounts for some of our District- approved tech tools. Create screencasts for digital tools for staff and students. Make sure students have chargers and that devices are working. Schedule times to exchange non-working devices



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		that limit disruption to student learning.
Instruction	Staff is responsible for planning learning experiences that can provide students' continuity for learning.	<ul style="list-style-type: none"> ● Staff members are expected to support students' remote, synchronous learning. This includes: <ul style="list-style-type: none"> ● Thoughtful planning in preparation for the Digital Learning Day. ● Responding to questions, providing feedback, promoting additional discussion questions. This includes live Google Meet/Google Meet class sessions, email, and/or phone calls. ● Teachers can use screencasting and videos to create lessons to share with students. ● Students are expected to access assessments and work on assignments throughout the day. They should plan to engage in discussions, submit assignments, and access relevant materials selected by their teacher.
	Interaction Plan - Teachers should consider meaningful ways to support students' at-home learning. Digital Tools and Resources for Virtual Learning are being shared across the globe. We will keep resources current and continue to find tools to support learning. This document will house suggested resources and tools.	<ul style="list-style-type: none"> ● Teachers should consider: <ul style="list-style-type: none"> ○ Google Meet/Google Meet ○ Email ○ Facetime ○ Phone calls (*67 to block Caller ID)



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	<p>Work Continuity - Lesson will cover content that would have been addressed if school were in session in a traditional setting.</p>	<ul style="list-style-type: none"> • The learning should support existing units of study.
	<p>Work Measurement - Time on task and/or learning growth should mirror that of an in-person day.</p>	<ul style="list-style-type: none"> • Students should spend roughly the same amount of time daily, engaging in each content area. • Long-term assignments are another option.
	<p>Assessment - Assessments should mirror in-school assessments to the maximum extent appropriate.</p>	<ul style="list-style-type: none"> • More focus on formative assessments vs. summative assessments. Break out sessions for 1-on-1 and group work is possible. teacher-created Link-It assessments can be valuable.
	<p>Learning Targets - All students will be informed of their learning targets for the day. Lesson design should include an instructional component, practice, application, a demonstration of learning and assessment/feedback.</p>	<ul style="list-style-type: none"> • Learning targets align to assignments and are clearly communicated to students and parents.
	<p>Accommodation Support - All students who have accommodations for instruction will be provided with, or have access to, those accommodations, per their IEP/504 plan.</p> <p>Special Education teachers will create assignments tailored to each individual learner with modifications</p>	<ul style="list-style-type: none"> • Speak with parents to assist each child to best meet their individual needs at home. • Case managers will monitor all students and maintain communication with staff and parents. • All programs and materials provided for students with disabilities will include the implementation of a student’s Individual Education Program (IEP)



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	<p>and accommodations on each assignment. IEPs will be followed. Case managers can provide additional support.</p> <p>Special Education teachers will set up a Google classroom (Grades K-8) or email individual students/ parents.</p>	<p>to the greatest extent possible.</p>
<p>Hours of Instruction</p>	<p>Students will be provided with a synchronous schedule identical to in-person instruction.</p>	<ul style="list-style-type: none"> • Administrators will monitor the level and rigor of instruction via informal observations and formal observations logged on T-Eval. • Students will follow the same instructional schedule as they do on a typical school day, except online.
<p>State Testing</p>	<p>The District will adjust testing windows if necessary and follow all guidance from the NJDOE relative to the NJSLA-ELA, NJSLA-M, NJSLA-S, DLM, and the WIDA.</p>	

<p>Instructional Expectations and Suggestions</p>
<p>Do continue to consider best practices about teaching and learning. (Things like student engagement, activating prior knowledge, formative assessment, etc. are all key regardless of virtual or in-person.)</p> <p>Try to vary the experiences for students.</p>



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Consider that some students may be staying with a babysitter, neighbor, or family member. We cannot guarantee that all students will have a parent available to help aid with new and unfamiliar content.

Differentiate your lessons wherever appropriate.

Consider using a menu of options as a way to incorporate choice.

Be “present” for your students. Research shows that “presence” (being a part of online discussions, offering face-to-face video conferences, providing immediate feedback) is one of the key indicators of highly effective online teaching. Just as is the case in the traditional classroom, respect, rapport, and relationships are key.

It's okay to keep things simple, to repeat yourself, and to represent deadlines in multiple formats.

Initiate collaboration with your colleagues. Pool your resources, learn from each other, and lean on each other.

Accountability

Student

- Attendance will be taken daily.
- Feedback will be given informally via check-ins and formally via grades on assignments and tests and quizzes.
- Students will be responsible for all assigned work.

Staff

- Administrative staff will continue to formally observe and record observations in T-Eval.



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Administration

- Superintendent will communicate with the Admin team daily.
- Superintendent will communicate with the BOE regularly.

FACILITIES

- The School Business Administrator and Supervisor of Buildings and Grounds will develop a custodial schedule to ensure the buildings and grounds are maintained through an extended closure.

Frequently Asked Questions

Q: What if students are absent?

A: Parents will report students “absent” via an Allendale Realtime account. As with any other day, students can make up for the lessons missed upon returning to school.

Q: What if teachers are absent?

A: Teachers can log their absence in AESOP (no sub needed). Please also email your building Principal so they can plan to support students’ at-home learning via another teacher.

Q: What if we don’t have access to the internet?

A: WiFi Hotspots can be requested from the Tech Department



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Q: What about report cards?

A: If we are still out when report cards are due, they will go live when we return.