

Fairfield School District

Emergency Virtual/Remote Instruction Plan

2021-22

Submitted: October 20, 2021



This plan is an ongoing process & subject to change as directed by the NJDOE, NJBOH, NJDOH, CDC, and/or other state/federal organizations.

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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, hereinafter referred to as Local Educational Agencies (LEA), to annually submit a proposed program for emergency virtual or remote instruction (Plan) to the New Jersey Department of Education (Department). 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.S.A. 18A:7F-9. To assist LEAs in submitting their Plans, the Department is issuing “Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year (SY),” which includes a checklist identifying components that must be included in a LEA’s Plan.

It should be noted that the Fairfield School District identifies all employees as “essential” to our comprehensive educational program. Essential staff include, administrators, teaching staff, speech therapists, aides, secretaries, custodians, support staff, contracted personnel working with our staff, etc. In the event that our district must implement remote instruction, the Fairfield School District will require all employees to report to the building, while students remain at home.

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2021-22 District Calendar & Bell Schedules

The Fairfield School District will continue our full-time in-person instruction for the 2021-22 school year, providing lunch and recess. However, in the event that our school district must close due to a public health-related district closure, we will immediately implement remote instruction. The main function of remote instruction is to continue to follow the board approved [district calendar](#). Therefore, staff/students should maintain the current [bell schedules](#) (see page 6 in the Student-Parent Handbook).

Structural Guidelines for Remote Instruction

1. Schedule

- a. All staff/students should follow the regular bell schedule as if we were in-person learning.
- b. A regular school day will run from 8:35am - 3:35pm.

2. District Devices

- a. Stevenson students will be issued a chrome book at the parent's request by contacting Mr. Michael Ludwig, Network Administrator, at ludwigm@fpsk6.org. Churchill students have 1:1 devices that may go home with them.
- b. If parents/students have technology issues, we created a remote learning help desk ticket system, located on our school website, under "Departments." A [technology service request](#) may be made via the Google Form.

3. Instruction Requirements

- a. All staff will have an established, current, and working Google Classroom.
- b. All staff will have a current website linked to the District Website
- c. All staff will follow the Board approved curriculum in all subjects.
- d. Digital resources will be utilized as much as possible.

4. Digital Handouts

While we understand the need in primary grades (Prek, K, 1) to have hard copy instructional tools, it is vital that we begin preparing ourselves for switching to remote learning. Our goal is to transition to all digital handouts/resources, rather than hard copies. We realize this will take some time to fully achieve, but we encourage staff to focus on switching to digital format resources. Some teachers may begin the year with hard copy tools, but they will be transitioning to all digital formats as soon as possible. This initiative will assist students practicing and utilizing digital resources so that, if we must switch to remote learning, students will be as prepared as possible.

5. Attendance

- a. The School Nurse will coordinate remote attendance.

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6. Live Streaming

- a. All teachers (classroom, electives, special education, related services, etc.) will live stream their mini-lessons in ELA, Math, electives classes, and related services. This is called synchronous instruction. In some instances, recorded lessons may need to be utilized.

7. Asynchronous & Synchronous Instruction

- a) Regardless of what type of instruction is delivered to our remote students, the key to effective communication and learning will be for staff to use a variety of synchronous and asynchronous instructional methods. Also, all teachers must ensure their remote students are included in their remote extra help live sessions. Additionally, all staff will utilize Google Classroom to the maximum extent possible, by communicating with students, posting assignments, assessing student work, etc.
- b) It is strongly encouraged that students at home schedule remote extra help with their teacher(s) at designated times teachers are available.
- c) If at any time, students consistently fail to submit completed work or communicate with their teacher(s), the Classroom Teacher will work with the School Counselor and/or School Nurse to facilitate communication with parents/guardians to address the situation. This student should be referred to the I&RS Committee (Intervention & Referral Services) for further investigation.
- d) If the student participation/communication is inconsistent or continues to be lacking, the School Counselor will do a wellness check to the child's home. If the situation does not improve, the Principal may have to file truancy.

The infographic is a rectangular box with a yellow border, divided into two columns. The left column is titled 'Synchronous' in bold blue text, accompanied by a clock icon. Below the title, it states 'Students learn at the same time.' and lists three characteristics: 'Communication happens in real time.', 'Possibly more engaging and effective.', and 'Allows for instant feedback and clarification.' At the bottom of this column is a light blue box with a yellow pushpin icon, titled 'Examples' containing 'Video conferencing, live chat, live streamed videos.' The right column is titled 'Asynchronous' in bold blue text, accompanied by a grey circle icon. Below the title, it states 'Students learn at different times.' and lists three characteristics: 'Communication is not live.', 'Possibly more convenient and flexible.', and 'Allows students to work at their own pace.' At the bottom of this column is a light blue box with a yellow pushpin icon, titled 'Examples' containing 'Email, screencasts, Flipgrid videos, blog posts/comments.' A small 'edublogs' logo is in the bottom right corner of the infographic.

Synchronous	Asynchronous
Students learn at the same time.	Students learn at different times.
Communication happens in real time.	Communication is not live.
Possibly more engaging and effective.	Possibly more convenient and flexible.
Allows for instant feedback and clarification.	Allows students to work at their own pace.
Examples Video conferencing, live chat, live streamed videos.	Examples Email, screencasts, Flipgrid videos, blog posts/comments.

8. Supplemental/Extra Help for Students

Staff will reach out to parents to schedule extra help and parents can also email teachers to schedule extra help sessions.

To ensure all stakeholders are aware of when that extra help is, all staff must post their designated day(s) and time(s) on their website and Google Classroom. Additionally, all staff will submit their

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designated weekly extra help time to their Principal by the end of the first full week of being remote. A central list will be created for reference.

9. Unique Student Situations

It is our expectation that all students will attend school in-person. We understand that education and life is not a one-size-fits-all; therefore, if parents elect to keep their children home for the 2021-22 school year, your choices for educating your child will be as follows:

a. Home Schooling

- Parents always have the option to withdraw their child from the Fairfield School District and elect to homeschool their child on their own. The parent must complete a withdrawal form prior to homeschooling their child.

b. Home Instruction Due to Medical/Health Condition

- In the event some parents elect not to send their child to in-person school, due to their child's medical/health condition, home instruction will be provided, as per the [board policy](#). We anticipate that if your child has a medical/health condition, home instruction will be remote. As per Board Policy, students will receive no fewer than 10 hours of instruction weekly. Home instructors will be first offered to current Fairfield teachers, and then if none apply, we will contract out with a provider to secure a certified teacher. If a Fairfield teacher elects to be the home instructor, they will be compensated at the contracted rate.

c. Students Needing to Quarantine

- If a student needs to quarantine, the parents should email the teacher and School Nurse immediately. The team will ensure the proper time frame is established in conjunction with the local health department. The applicable staff and parents will be notified.
- When a student is needing to quarantine, asynchronous, synchronous, or a hybrid model of instruction will be implemented immediately.
- The student will be considered "present" for the remote instruction days, provided he/she is complying with the remote learning.

10. Outreach

- a. Our support staff may reach out to families to check in on them during the remote instruction.

Remote Instruction & Lunch/Recess

If the district must implement remote instruction, the lunch/recess schedule will be followed by the student at home. We ask parents to oversee the lunch/recess period according to the student's grade level, which can be found on page 6 in the [Student-Parent Handbook](#). Since Fairfield is not part of the National School Lunch Program, it is not necessary for meals to be provided by the district; however, if any family is in need, we will work with our local parent organizations to provide meals to the families.

Our local parent organization, HSA (Home and School Association) partnered with Maschio's Food Services to facilitate a food service program for parents to utilize. Parents place orders online and Maschio's Food Services provides meals in the buildings. If we need to implement remote instruction, we will ask parents to provide lunch at home. Any parent that is unable to do so should contact the HSA and the Business Administrator for assistance in acquiring meals for their child.

Student Health Reminders

We know everyone will be working together to ensure the health/safety/wellness of our staff/students. We strongly encourage you to take your child's temperature each day before leaving for school. Also, we will have a sign off requirement (with the beginning of the year sign offs) asking parents for their help, commitment, and diligence in enforcing the following:

- Please adhere to any travel restrictions.
- If you administered Tylenol, Motrin, or other medication to decrease our child's fever or general discomfort, you are not permitted to attend school for 24 hours.
- Utilize the daily checklist each day to ensure your child does NOT have any symptoms listed below for 24 hours: (1) fever of 100° F or greater, (2) cough, (3) shortness of breath or difficulty breathing, (4) chills, (5) repeated shaking with chills, (6) muscle pain, (7) headache, (8) sore throat, (9) new loss of taste or smell, (10) fatigue, (11) congestion or runny nose, (12) nausea or vomiting, or (13) diarrhea. For the NJDOH Daily Health Screening for Students/Staff, please go to [Updated Daily Health Checklist 1/15/21](#).
- When in doubt, please keep your child home, and if needed, contact the School Nurse and/or the child's health care professional for further consultation.
- If your child is sick, keep your child home.

Guidelines for Remote Learning

In the event we need to adjust the learning environment to remote learning, the guidelines listed below will be followed. All essential staff will report to the building during remote learning, unless directed otherwise by the NJDOH.

1. All staff should have a unified visual format/Google Slide for staff to use to post their weekly assignments to assist in a consistent user-friendly remote experience. Teachers will post assignments due each day on one page/link in Google Classroom. All assignments must have a due date, and short-term due dates are encouraged.
2. Digital assignments are preferred.
3. All staff will follow the district approved curriculum.

Specific Details Regarding Remote Learning

1. Technology

- a. Stevenson students will be issued a chrome book at the parent's request, by contacting Mr. Michael Ludwig, Network Administrator, at ludwigm@fpsk6.org. Churchill students have 1:1 devices that may go home with them.
- b. If parents/students have technology issues, we created a remote learning help desk ticket system, located on our school website, under "Departments." A [technology service request](#) may be made via the Google Form.

2. Daily/Weekly Schedule

Everyone will follow the regular full-day schedule from 8:35am-3:35pm. All staff/parents/students should follow the current schedule; therefore, special teachers' classes will occur.

3. Instructional Delivery

Teachers must focus on prioritizing the NJSL standards for each subject at every grade level. Teachers should focus on three major functions of remote learning:

- a. Name the learning outcome.
- b. What experiences show students learned the outcome?
- c. What experiences/activities will get students there?

Lessons will be aligned to the grade level curriculum and standards that are required by NJDOE. Instruction will continue in a remote setting by following the New Jersey Student Learning Standards for all content areas. Some resources for staff are listed below:

[10 Tips for Moving to Online Learning](#)
[ABC Mouse](#)

[At Home Educational Online Activities](#)
[Ideas for Things to Do At Home](#)

[Curriculum Resources](#)
[Zoom Tips for Teachers](#)

[Digital Mini-Lessons](#)

[NJ Teacher-to-Teacher Pop Up](#)

[Scholastic Learn at Home](#)

[Virtual Education Dilemma: Scheduled Classroom Instruction vs. Anytime Learning](#)

[Learning Acceleration Guide](#)

[The Key to Getting Hybrid Schooling Right](#)

[Comparing Reading Research to Program Design](#)

[Best Tools for](#)

[Virtual and Distance Learning](#)

[9 Ways Online Teaching Should be Different From Face to Face Student Online Learning](#)

[Readiness Assessment](#)

[The Unproductive Debate of Synchronous vs. Asynchronous Learning](#)

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4. Google Classroom Platform

The Fairfield School District's Google Classroom platform will be a major component of that remote platform. All staff will be required to have Google Classroom. Additionally, students will be presented with instructional videos and have the opportunity to experience "live" instruction with their teacher and classmates. This instruction may come in the form of whole class and/or small group teaching (depending on the grade level).

5. Remote Live Instruction

All core curriculum areas will be taught live by the classroom teachers. Special education will follow the classroom teacher guidelines for live instruction as well. Elective teachers will hold live instruction according to their schedule. For related services, live sessions will be provided as per the individual IEP. Live remote lessons should be at least 15-20 minutes to introduce the learning outcome/lesson objective.

Essentially, the teacher will introduce what students are learning that day at a given period - similar to how they teach in-person. All live instruction must be recorded and may be uploaded to teachers' Google Classrooms to further support students in the remote learning environment.

For double block subjects, a parallel instructional practice may follow. Breaking out in small groups, remotely and live, may be implemented. For those students who are not in the small groups, they will continue working on their assignments as they normally would have if they were in the physical classroom.

Parents are reminded to ensure that their children have a secure space in their home for learning, ensure children have proper attire when participating in live instruction, and be prompt for the start of the live instruction.

6. Data Driven Instruction

Data driven instruction will be vital to effective remote learning.

7. Pre-Recorded Video

Classroom teachers can utilize pre-recorded videos for Social Studies, Science, and Safety/SEL/Character Education. To supplement remote learning, all teachers may utilize pre-recorded videos for all subjects to further support students.

8. Assessments & Homework

Teachers will provide appropriate feedback to students/parents on academic performance. This feedback will be specific to each grade level and subject. Teachers will use informal and formal assessments and provide feedback on a regular basis. A variety of assessments will be used, including but not limited to exit tickets, independent assignments, writing samples, self-assessments, peer assessments, project-based assignments, class discussion, Q&A and observations through live teaching. To the best of our ability, benchmark assessments will be administered beginning of the year, mid-year, and end of year.

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Remote learning was unprecedented in the 2020-21 school year; therefore, grading was adjusted accordingly at that time. Since instructional plans are now in place for both in-person and remote instruction, marking period grades will be given for all subjects for the 2021-22 academic school year.

Assessments, such as the NJSLA, will be determined by NJDOE guidelines. A determination on administering in-district assessments, such as LinkIt will be made based knowing that many of these tests can only be administered when students are present in school.

Teachers will continue to monitor, record and address specific standards and areas that need attention during remote instruction. Specific learning gaps will be communicated among teachers to ensure that students are gaining the necessary skills required for each grade level.

Communication will be the key to a successful remote learning environment. Parents, staff and students should continue communicating during remote instruction to ensure that all learning needs are met.

Homework will be provided as deemed appropriate by the classroom teacher.

Some resources for staff are listed below:

[Using Art in Assessment](#)

[Summative Assessment in Distance Learning](#)

[75 Tools to Support Formative Assessment](#)

[How to Do Formative Assessment in Distance Learning](#)

[Formative Assessment in Distance Learning](#)

[24 Digital Tools for Formative Assessment](#)

9. Extra Help

Staff will reach out to parents to schedule extra help and parents can also email teachers to schedule extra help sessions. To ensure all stakeholders are aware of when that extra help is, all staff must post their designated day(s) and time(s) on their website and Google Classroom. Additionally, all staff will submit their designated weekly extra help time to their Principal by the end of the first full week of being remote. A central list will be created for reference.

10. Remote Daily Attendance

It is expected that students will participate in remote instruction in every capacity. On or before 8:55am, students must log onto their Classroom Teacher's Google Classroom.

By 8:55am, the Classroom Teacher will take attendance by using the Genesis platform attendance feature. The School Nurse will make phone calls home for students that have not been reported absent. Parents should notify the school if their child will be absent on any given day.

All special area teachers must take attendance for every period they offer a live instruction, by following the above procedure. If any child misses 4 live instruction sessions, the Principal will remotely meet with the parent/student, to create protocols for coming to school on time. If further attendance issues continue, the Principal may need to consider filing truancy.

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11. Response to Intervention (RTI)

The New Jersey Tiered System of Supports/Response to Intervention (RTI) will continue during remote instruction. The assigned RTI teacher will continue working with students individually and in small groups.

12. Remote Special Education & Related Services

Fairfield will continue to meet our obligations to students with disabilities to the greatest extent possible. Should a return to remote learning be required, please refer to the above Remote Learning Plan for outlined educational procedures for all students.

- IEP/504 plans will continue accordingly with appropriate accommodations as documented in each students' specific plan.
- Each student will have access to a device and internet connectivity (if needed).
- Related services (Speech, Occupational & Physical Therapy etc.) will be provided to students as outlined in Individualized Education Plans i.e.) push in, pull out, group sizing/arrangement.
- Consideration will be given to changes necessitated by health-related circumstances.

The implementation of student IEP's is documented through outlined schedules of pre-recorded videos, live teacher sessions, provided lessons, tests and quizzes.

1. Special Education Teachers are required to document their day-to-day lessons/outcomes, student participation, communication with students/families, as well as review and maintain students completed work and assessments.
2. Modifications/accommodations will be implemented to the most appropriate extent possible, as outlined in student Individualized Education Plans.
3. Related Service providers will maintain logs of sessions, including student name, date/time service was provided, platform utilized and student outcome toward achieving individual goals.
4. Student progress will be tracked through ongoing monitoring of individual goals/objectives, and identification of the mastery or non-mastery of those goals, as observed through daily/weekly performance both formally and informally. Progress monitoring is provided to parents 3x's annually, along with student report cards.
5. Parent engagement is essential to student success.
6. Procedures to address the return to school, taking into consideration the needs of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of an IEP/504 Plan.

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- a. Fairfield School District will communicate frequently with the families of students with significant medical risk factors to determine if additional precautions or unique measures are necessary prior to a student's return to school.
- b. IEP teams will review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.
- c. IEP teams will consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.
- d. IEP teams will develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

13. Remote Paraprofessional Assistance & Responsibilities

Regardless of mode of instruction (in-person or remote), aides will attend all instructional live sessions. If recorded videos are sent to students, they will also be sent to the aides, so they can assist the student(s) they are assigned to. Aides will be expected to:

- Maintain open communication with the teachers/administrators/students & families on assigned days, as outlined in staff schedule.
- Perform as many traditional tasks as possible.
- Consistently provide support for assigned students via email, Zoom, and Google Classroom as appropriate.
- Provide a weekly log sheet on hours worked/sessions attended.
- Questions or concerns should be directed to the Director of Special Services.

Best Practices for Remote Instruction

Best Practices for Remote Instruction and Recommendations

K-4

ELA

- Review: 5 minutes
 - Quick question or prompt with student responses, i.e. give a thumbs up/thumbs down, write/draw answer on a white board
 - Check for understanding before moving on to next lesson
- Mini-lesson: 10-15 minutes
 - Introduce & model new skill in mini-lesson
 - Actively engage students
 - Include interdisciplinary connections with literary choices
 - Check for understanding
 - Introduce task/activity for students to begin independently
- Independent Practice: 15-25 minutes
 - Individual or small group instruction with documentation of learning/progress
 - Conferencing
 - Documentation of on-going progress
 - Note student needs for continued practice or extension activities
- Closure: 5-10 minutes
 - Teacher sharing of student success
 - Students sharing
 - Brain Break
- Celebrating Student Work - End of Unit
 - FlipGrid Videos
 - Publishing with Padlet Responses

Math

- Warm-Up: 15 minutes
 - Number Talk/Minute Math
 - Begin by allowing students to review the problem for 1-2 minutes
 - Share as many different ways as possible to solve the problem
 - Not just about abstract models, but include visuals as well
 - Daily Routines/Calendar
- Mini-Lesson: 10-15 minutes
 - Math Message
 - Should be inquiry-based or exploratory (manipulative or visual model)
 - Include interdisciplinary connections with literature
 - Avoid using procedures, unless students have prior knowledge of concept and are ready for abstract models. *They should be able to reveal and describe the procedure conceptually*
 - Guided Practice

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- Ask for non-answers and reasoning (e.g. provide answer, but ask for how they would solve it)
- Encourage multiple representations (e.g. try solving it a different way)
- Independent Practice: 15-20 minutes
 - Small group instruction with documentation of learning
 - Manipulatives or visual model readily available for reinforcement
 - Extension ready for enrichment (e.g. Puzzle or Rigorous Task)
- Closure: 1-5 minutes
 - Review Independent Practice work and concept/skill
 - Assessment of learning

Resources:

- [Considerations for Remote Instruction in Early Reading](#)
- [Considerations for Remote Instruction in Early Math](#)
- [Remote Learning Considerations for K-5 Universal Screening](#)
- [Flipgrid](#)
- [Padlet](#)

Remote Instructional Resources

Elective Courses

Art

- AutoDraw (<https://www.autodraw.com/>)
- Colorations: The Art of Learning (https://colorations.com/browse-activities/?utm_source=bluecore&utm_medium=email&utm_campaign=eml_educate_031620&utm_content=031620_educate_notify_active&obem=gCcSigyVigotR32OJJvdBhrGcKVsisjEkMxT_ajKGcI%3D&bc_lcid=t5532238904066048lw6139225291390976li3)
- Creating a Masterpiece (<https://creatingamasterpiece.com/product/drawing-program-2/>) (Code: Corona2020)
- EDSITEment! For Arts & Culture (https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_topic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Emily Arrow (<https://www.youtube.com/emilyarrow>)
- Instruments of the Orchestra (<https://listeningadventures.carnegiehall.org/index.aspx>)
- Jarrett Krosoczka (<https://www.youtube.com/studioijk>)
- Khan Academy's Art History (<https://www.khanacademy.org/>)
- Mark Kistler's Drawing Lessons (<https://markkistler.com/?fbclid=IwAR37pyxPHEoYo1NYOcbMBnlpFKacPFic2hH67dMg83CxvycKsITEDS7IAZk>)
- Museum Virtual Tours--Travel and Leisure (<https://www.travelandleisure.com/attractions/museums-galleries/museums-with-virtual-tours>)
- NeoK12 (<https://www.neok12.com/>)
- PBS Learning for the Arts (<https://nj.pbslearningmedia.org/subjects/the-arts/>)
- PBS Learning Media for Preschool (<https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/>)
- Quizizz (<https://quizizz.com/admin?searchActive=true>)
- TedEd for All Arts (https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)

Music (General/Vocal/ Instrumental)

- Article on Performance-Based Music: (<https://www.latimes.com/world-nation/story/2020-06-01/coronavirus-choir-singing-cdc-warning>)
- EDSITEment! For Arts & Culture (https://edsitement.neh.gov/lesson-plans?f%5B0%5D=lesson_plan_subject_topic_facet%3A9391&f%5B1%5D=lesson_plan_subject_topic_facet%3A9451)
- Neo K12 (<https://www.neok12.com/>)
- PBS Learning for the Arts (<https://nj.pbslearningmedia.org/subjects/the-arts/>)
- PBS Learning Media for Preschool (<https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/>)
- Quizizz (<https://quizizz.com/admin?searchActive=true>)
- Sight Reading Factory (<https://www.sightreadingfactory.com/>)
- Smart Music (<https://www.smartmusic.com/>)
- Solfeg.io (<https://help.solfeg.io/hc/en-us/articles/360006637818-How-to-teach-your-music-class-online>)
- TedEd for All Arts

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https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)

- PBS Learning for the Arts (<https://nj.pbslearningmedia.org/subjects/the-arts/>)
- PBS Learning Media for Preschool
(<https://nj.pbslearningmedia.org/subjects/preschool/creative-development/the-arts/>)
- TedEd for All Arts
(https://ed.ted.com/lessons?content_type=animations&category=the-arts&direction=desc&sort=publish-date)

Physical Education/Health

- Coach Wood's PE Class (https://www.youtube.com/channel/UC1dtNDz_Fd-sb_RuGcDew4A/videos)
- Cosmic Kids Yoga (<https://www.youtube.com/user/CosmicKidsYoga>)
- PBS Learning Media for Health and Physical Education
(<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/>)
- PBS Learning Media for Preschool Physical Development
(<https://nj.pbslearningmedia.org/subjects/preschool/physical-development/>)
- The Physical Educator Teacher Tools(<https://thephysicaleducator.com/resources/>)
- Sworkit (<https://app.sworkit.com/collections/kids-workouts>)
- TedEd for All Health
(https://ed.ted.com/lessons?content_type=animations&category=health&direction=desc&sort=publish-date)

World Languages

- Conjuguemos (<https://conjuguemos.com/>)
- FabuLingua (<https://www.fabulingua.com/>)
- Mango Classroom
(https://mangolanguages.com/info/covid19-response.cfm?utm_campaign=COVID-19%20Response&utm_source=hs_automation&utm_medium=email&utm_content=84680798&hsenc=p2ANqtz-sCjUYIjQd-uNMB8sFYZeOvnAP_gkJA29iiAftu9S8UsLr9EcQIIFSv0WRSAPL-GP-i5w4P3dPr5uvbQqk4zQnYIY29tKJyMsvaTTwCFmI65vrs98I&hsmi=84680798)
- PBS Learning Media for World Languages (<https://nj.pbslearningmedia.org/subjects/world-languages/>)
- The Spanish Experiment (<https://www.thespanishexperiment.com/stories>)
- Super Simple Español (<https://www.youtube.com/channel/UCyY3Wd5x85o8AKXjYSoxFAQ/videos>)

STEAM

- Concord Consortium (<https://learn.concord.org/>)
- Imagineering in a Box (<https://www.khanacademy.org/humanities/hass-storytelling/imagineering-in-a-box>)
- NASA STEM Engagement (<http://nasa.gov/stem-at-home-for-students-k-4.html>)
- Playdough to Plato (<https://www.playdoughtoplato.com/stem-activities-for-kids/>)
- Storytime from Space (<https://www.youtube.com/channel/UCpotjVqWv3KfGHjWztjPKgg>)
- Code.org (<https://code.org/>)
- Coding - Hour of Code (<https://hourofcode.com/us/learn>)
- Navigating Digital Information
(<https://www.youtube.com/playlist?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU>)
- Typing (<https://www.typing.com/>)
- Typing Club (<https://www.typingclub.com/>)
- Typing Games Zone (<https://www.typinggames.zone/>)

Remote Social Emotional Learning (SEL)

Fairfield will continue the implementation of our social emotional learning programs. They are to be used regardless of the mode of instruction (in-person or remote). In addition, we will be incorporating the following items on a daily basis and throughout the school year:

- Establish a morning school-wide encouraging message to follow the Pledge (to be coordinated by Peer Leader/Character Ed coordinators)
- Implementation of the curriculum utilizing daily instructional periods, in addition to Safety, Social Emotional Learning & Character Education weekly period
- All staff be cognizant of student behavior and social emotional well-being
- Report concerns pursuant to district policy. Students requiring mental health support should be referred to school mental health professionals
- Professional Development inclusive of Mental Health; Training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic
- Collaboration with wraparound community services (as needed) inclusive of but not limited to; mental health supports, primary health care and dental care, family engagement, including adult education, academic enrichment, expanded after-school learning time, and/or summer programming and mentoring
- Building strong, positive relationships within the classroom; classroom communities are essential
- Establish routines and maintain clear communication with students/families; During and after a crisis, people benefit from clear and regular communication from a trusted source of information
- Prioritize relationships and well-being over assignment and behavioral compliance, and support students and colleagues in feeling safe, connected, and hopeful
- Staff/Students will take part in courageous conversations to discuss past, current and future impacts of COVID-19 on themselves and the world around them
- Promote self-awareness by having students review a feelings chart and share how they are feeling on a daily basis. Encourage students to communicate their feelings, by utilizing a scale, such as, “On a scale of 1-10....
- Utilize the district Behaviorist to support students’ social emotional learning needs and efficacy of SEL curriculum

Social Emotional Learning Best Practices and Recommendations Elementary K-6

SEL is the process of developing and using the knowledge, attitudes, and skills that help youth and adults to:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Make responsible decisions
- Social and emotional competencies help all students:
 - Deeply engage with academic content
 - Recognize and build on their strengths/assets
 - Participate in respectful dialogue
 - Resolve conflict peacefully
 - Advocate for themselves, their families, and their communities
- SEL Competencies
 - **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
 - **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
- Establish Daily Community Time
 - Create a positive classroom community
 - Build connections with each other
 - Engage in class discussions
 - Share thoughts, ideas, feelings, questions
 - Reflect on topics, experiences, situations
 - Include Energizers - Brain Breaks incorporated throughout the day
- Considerations for SEL Planning
 - Focusing on key vocabulary
 - Planning activities for daily Community Time
 - Planning ways to incorporate SEL throughout the school day
 - Sharing virtual activities connected to SEL

Resources:

- [SEL Road Map from CASEL](#)
- [SEL Competencies Chart](#)
- [21 Simple Ways to Integrate Social Emotional Learning Throughout the Day](#)
- [SEL Activity Cards](#) *Some activities may not be able to be completed due to social distancing guidelines