

Plainfield Public Schools Office of Early Childhood



Remote Learning Parent Handbook



Plainfield Public School Board Members

Cameron E. Cox – President
Terence J. Johnson – Vice President
Lynn Anderson-Person
John C. Campbell
Pat Hembree
Emily E. Morgan
Carmencita T. Pile
Dr. Avania A. Richardson-Miller
Richard Wyatt



Dr. Diana Mitchell – Superintendent of Schools
Mark A. Williams – Assistant Superintendent
Elizabeth Filippatos – Executive Director Student Services
Gary Ottmann – Interim Business Administrator
Evelyn Motley – Director, Office of Early Childhood
Elena Rutherford – Supervisor, Office of Early Childhood

Contracting Centers

Al & Jeans Inc.

BUF 1

BUF 2

Dawn to Dusk Childcare Center

H.O.P.E.S. CAP, Inc. - Early Childhood & Family Services Center –
Head Start of Plainfield

H.O.P.E.S. CAP, Inc. - New Horizons –
Head Start of Plainfield

The King's Daughters Day School

Little Hearts Learning Center

Neighborhood House Association East

Neighborhood House Association West

Playhouse Child Development Center

Precious Steps

Precious Steps Too

SSYC Preschool

**PLAINFIELD PUBLIC SCHOOLS
MISSION STATEMENT**

*The Plainfield Public Schools, in partnership with its community, shall do whatever
it takes for every student to achieve high academic standards*

- No alibis, No excuses, No exceptions!

*Las Escuelas Públicas de Plainfield en asociación con la comunidad, hará todo lo que
sea necesario para que cada estudiante alcance los niveles académicos más altos.*

- ¡Sin Limitaciones, Sin Excusas, Sin excepciones!

Table of Contents

Introduction	6
Rationale for Full-Time Remote Learning	7
Welcome Letter	8
Educational Philosophy of Virtual Learning	11
Preschool Full-Time Remote Learning Provisions	
Scope and Expectations of Full-Time Remote Learning	12
Attendance	15
Procedures to Transition from Full-Time Remote Learning to In-Person Services	16
Procedures for Communicating District Policy with Families	17
Reporting	19
Parent Resources for Implementing Remote Instruction	
A Closer Look at the Platforms Facilitating Virtual Instruction	20
How to Use ClassDojo?	20
How to Use Google Meet?	21
Virtual Learning Quick Guide	23
Parent-Friendly Preschool Student Schedule for All Remote	24
Virtual Learning Etiquette	25
Suggestions for Parents Implementing Instruction at Home	26
Home Learning Rules	27
Remote Learning Parent Agreement	28
Center Computer Loan Agreement (if applicable)	29
Appendix	
Appendix A: Sample Remote Instructional Student Schedule for Group A	32
Appendix B: Sample Remote Instructional Student Schedule for Group B	33



As a former high school teacher, I proudly walked into my classroom each day with new hopes, dreams, and possibilities for my students. As you know, there is nothing more special than a touch or an encouraging word from a teacher. If only this were our current reality. Not being able to see each other physically has been hard for everyone. With most of the nation currently working from home due to COVID-19, our schools are physically closed; you are unable to see your teachers and friends in person. In an effort to stay connected to everyone, we have developed this plan to keep our administrators, teachers, and students connected. It is extremely urgent that we continue to support each other as we continue on this virtual journey together.

Plainfield Public Schools, along with other Districts in New Jersey, restructured our hybrid teaching and learning plan in order to prepare for a virtual-only opening for the 2020-21 school year. While planning during this COVID-19 Pandemic, we know our ultimate goal is to keep students safe and provide our students with a quality education.

The following Virtual Remote Learning Plan has been developed to be consistent with the requirements in the NJDOE Guidance with consideration to our unique needs in Plainfield. Our TEAMPPSD Virtual Remote Learning Plan, ensures the greatest continuity of instruction for students through the daily remote learning instruction. Our Plan allows every student access to adequate nutrition each day through the use of grab and go meals distributed to each student for every day. The District has collaborated closely with the Plainfield Health Officer, Dr. Nazir, throughout this entire Pandemic.

Diana Mitchell, Ed.D., Superintendent
A Champion for Students

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.

Rationale for Full-time Remote Learning

On March 11, during the Plainfield Public Schools Board of Education Work and Study Session, Dr. Diana Mitchell presented the positive COVID-19 cases to the Board of Education and the Public.

These numbers were verified by the Plainfield Health Officer:

Plainfield Cases – 2,364

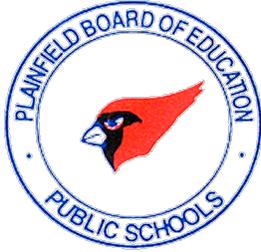
Plainfield citizens under quarantined – 4,936

Plainfield Deaths – 112

Children (ages 0-18) – 122

Based on these numbers and the safety of the entire Plainfield Community, the Superintendent conferenced with Board members to explain the risks and dangers of opening schools for in-person instruction. She also explained there are several multi-family generations living within close quarters in the City of Plainfield and we simply cannot risk opening schools for in-person instruction spreading and increasing the number of COVID-19 cases in the City of Plainfield.

Public Schools of Plainfield New Jersey



DEPARTMENT OF CURRICULUM & INSTRUCTION

Office of Early Childhood Programs & Services
209 Berckman Street Plainfield, NJ 07060
Office (908) 731-4372 Fax (908) 731-4389

August 24, 2020

Dear Parent/Guardian:

On behalf of the Plainfield Board of Education and Dr. Diana Mitchell, Superintendent of Schools, we are excited about the 2020-2021 school year and making sure you and your child have a safe, healthy and high quality preschool experience.

Governor Murphy has given districts the option to offer remote only teaching and learning to ensure all critical health and safety protocols outlined in the state's school reopening guidance are totally in place. Health and safety are the main priorities of the Plainfield Board of Education, so *remote only* is the model that the district will open with on September 8, 2020. This model will be followed until at least November 2nd, unless there are decisions that need to be made due to increased cases of COVID-19 in our district.

Plainfield Public Schools, Office of Early Childhood, restarting committee has met and planned for two models of instruction during the pandemic. **Plan A- Remote ONLY Model** transitioning to **Plan B- In-Person – Hybrid model with parent choice of remote instruction.**

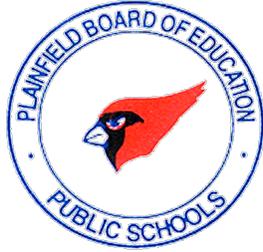
Plan A- Remote Only

Instruction will be provided via Google Meet, Class Dojo and/or WhatsApp, Monday thru Friday, from 8 AM to 3 PM (**Click here for Parent Friendly Schedule**). The instruction will be using the synchronous and asynchronous model with 1 hour of virtual instruction by the teacher. The maximum 1 hour of screen time is recommended by the Department of Education, Division of Early Childhood as allowable, developmentally appropriate use of technology. The other times in the schedule are planned activities for parents to complete with students. All activities and virtual instruction is aligned with New Jersey Preschool Teaching and Learning Standards. The High Scope curriculum will be followed, including Social and Emotional Development, Math and Language, Literacy and Communication content areas, which will be the main focus of remote learning.

Technology needs (devices and connectivity) will be assessed and addressed by your child care center.

Materials, supplies and instructional packets will be provided by your child care center.

Public Schools of Plainfield New Jersey



DEPARTMENT OF CURRICULUM & INSTRUCTION

Office of Early Childhood Programs & Services
209 Berckman Street Plainfield, NJ 07060
Office (908) 731-4372 Fax (908) 731-4389

While the teachers will be designing the lessons and sharing their practices and techniques, you will be playing a part equally as important – facilitating instruction.

Parent Orientation and training will be provided for parents and/or your selected child care provider during remote learning, on accessing the instructional platforms and parent expectations. You will receive a parent handbook from your child care center, including home learning rules, suggestions for parents implementing instruction at home and virtual learning quick guide.

Once the district transitions to **Plan B- In Person – Hybrid model including parents’ choice of remote teaching and learning** you, will receive updated information. You can assess this plan on the district’s website.

If you have any questions or need additional information about the remote learning, please reach out to your child care center. We have the training and access to resources and tools necessary to make this experience as beneficial for our students and families as possible.

Sincerely,

Evelyn Motley, Director
Plainfield Public Schools
Office of Early Childhood

Cc: Elena Rutherford
Cc: Preschool Center Directors

A Message from Our Providers

Welcome! Our primary role as Preschool Center Directors is to ensure that instruction, appropriate use of technology, and learning is taking place in each classroom in a safe and orderly environment.

Our schools are committed to providing all students with opportunities to succeed academically, socially, and through the use of identified rich preschool experiences.

A strong preschool education begins with a strong foundation in language arts and mathematics. Our Center Staff is dedicated to helping make this happen for each child with the incorporation of technology.

We have a collective responsibility to expose your child to a learning environment that prepares them for lifelong learning. In an effort to accomplish this, we will build relationships between parents, students, faculty, and staff. We are confident that we will be successful if we align our technological resources to support our students.

We look forward to working with each of you to ensure the success of your child. With your support, we can ensure your child's success at any of our preschool centers across the district.

Early Childhood Preschool Providers, Plainfield City Public Schools

Educational Philosophy of Virtual Learning

As the Plainfield Office of Early Childhood launches its 21st year of providing free high quality early childhood education, we want our parents to know we will continue doing so in these unprecedented times. Our top priority has always been to insure that your children receive a developmentally appropriate educational experience in a safe, loving and nurturing environment. We will continue to accomplish this through our partnership with our Early Childhood Centers.

We have two priorities and those are safety and preparing your child for Kindergarten. We have spent time collaborating with our curriculum team to determine the best way to successfully deliver aspects of our preschool day to your child, using virtual learning that preserves the high quality approach. You should know that there is great value in the use of virtual learning in early childhood. Studies have shown that children learn by using their senses. It is assumed that the sense of sight and hearing are the most important senses in the learning process. We have developed a program that will help your child build a learning relationship with their teacher and develop the skills they will ultimately need to transition to Kindergarten.

Our program includes a virtual daily classroom experience, with live interaction and lessons. This is where your child will see his/her teachers and friends. This is called synchronistic learning and we want all children to have this interaction daily. This may require you to assign a learning partner for your child, if you are unable to log them into the virtual classroom daily. That learning partner is critical to your child's experience. The Learning Partner could be an adult family member, an older sibling or a baby sitter. The person does not need any educational experience; they just need to be able to get the child online. Your Family Worker will help you or your child's Learning Partner with this process. The remainder of your child's day will include video posts and assignments from learning packages that will be sent home. These are called asynchronistic learning activities and are equally important to complete. This will insure your child has a fully developmentally appropriate program. We are confident that with these tools and your active participation your child will have an enjoyable quality learning experience.

Please know that your child's teaching team is in partnership with you as we work together to give your child a comprehensive and completely enriching preschool experience, while embracing the use of technology and keeping them safe. We know there will be a time for us to return to the classroom together, but until then, we know that as a team, we can assure the success of our most valuable treasures, your children.

Preschool Full Time Remote Learning Provisions

Scope and Expectations of Fulltime Remote Learning

Quality and Scope of Instruction

- Preschool student's remote instruction will be provided Monday through Friday, with 4-1/2 hours of developmentally appropriate Synchronous and Asynchronous instruction, with 1 hour of screen time as recommended by Department of Education, Division of Early Childhood.
- The Synchronous learning will be scheduled into 2 small groups of 7 and 8 students – total class size does not exceed 15 students.
 - **Group A** will be comprised of three-year-olds and **Group B** will be comprised of four-year-olds. This model will provide the teacher the opportunity to focus on where children are academically and scaffold their learning accordingly. Live interactive sessions with the teacher will be presented using the Google Meet video conferencing platform. (For Remote Instructional Schedules of Group 1 and 2, see Appendix A and B on pg. 32)
- The Asynchronous learning will be scheduled, structured, consistent, and plausible activities developed by the teacher, which will be posted on ClassDojo and/or WhatsApp, depending on what the parent is most comfortable with.
- Daily postings, including instructional videos by the teacher in ClassDojo and/or WhatsApp, in English and Spanish, will provide parents with the guidance to carry out the activities that will be followed up with the teacher during the daily live virtual sessions.
- All elements of the instructional plan meet the guidance of Department of Education, Division of Early Childhood.
- Newly enrolled students will be assessed using the Early Screening Inventory (ESI-3) to determine any delays which will result in a student intervention plan.
- The districts adopted High/Scope researched based curriculum including Social/Emotional Development, Math and Language, Literacy and Communication content areas, which will be the main focus of remote learning. This content focus will guide teachers' virtual lesson plans, and students' on-going assessment using a performance-based assessment, HighScope Child Observation Record, which is aligned with the Early Childhood Teaching and Learning Standards.
- Parents will post pictures in ClassDojo and/or WhatsApp of student work as evidence of assigned activities being completed.
- Materials, supplies, and instructional packets will be supplied to parents to ensure that children have the proper tools needed for hands-on activities.
- A modified Dual Language model will be implemented where Spanish and English instruction will be delivered while incorporating sheltered English/Spanish strategies.
- To ensure rigorous instruction, teachers will receive coaching using the reflective cycle model on remote teaching strategies and developing comprehensive lesson plans aligned with Preschool Teaching and Learning Standards by assigned Master Teachers.
- Also, the Preschool Intervention/Referral Team coaches will coach teachers on Positive Behavior Support strategies and assist teachers with the implementation of intervention plans of students who have been assessed as needing support.

Access to the requisite educational technology

- All families are responsible for communicating technology needs to their child care center.
- Family Workers at each contracted child care provider will assess parent technology needs, including connectivity and devices, to ensure that every child has the educational technology needed to be fully engaged in the teaching and learning.
- Devices and hotspots will be delivered or scheduled pickup by parents/guardians with a signed agreement of return.
- ClassDojo (see pg. 20 for details) training will be offered to all families as needed (offered in Spanish as well).
- For any technical difficulties contact IT via the district website using the link below
- Link: [Parent Request for IT Support](#)
- Students will follow the Districts Technology & Anti-Bullying school policies (parents are responsible to monitor their child's electronic usage, ex: websites, social media, etc.)
- Links found below for PPSD Internet/Technology Policy & Anti-Bullying Policy.
 - Link: [Internet Safety and Technology Policy](#)
 - Link: [District's Anti-Bullying Policy](#)

Provision of Special Education and Related Services to the Greatest Extent Possible

Provision of Special Education

- Compliance with IEPs and 504s will continue
- IEPs will be fulfilled and all modifications will be adhered to the greatest extent possible
- All students with an IEP and participating in the general education classroom will receive virtual resource sessions according to their IEP, provided by PPS, Special Services Department.
- All IEP meetings will be held virtually/remotely
- All mandated timelines are being adhered to the greatest extent possible (ex. Annual reviews and updates)
- Evaluations for Special Education will continue to take place in person
- Staff trainings for virtual evaluations are in process
- **Preschool Disabilities Programs will be offered for daily in person instruction on a modified schedule following all COVID safety protocols established by the NJDOE Road Back & the CDC**
- A student's special education providers will carefully consider the student's individual needs and present levels of academic and functional performance.
 - This will include consideration of student's goals, supports, services, and modifications during remote instruction.

Related Services

- All in person related services will follow all COVID safety protocols established by the NJDOE Road Back, CDC & PPSD protocols
- Occupational Therapy, Physical Therapy and Speech Therapy will be offered in person in a socially distanced location at a school to ensure fidelity of services
- ABA will be offered in person for students attending the daily recommended programs & virtually
- Tele-Therapy will be provided when necessary
- Virtual consultation for parents as necessary

Length of the School Day

- Students will follow the district mandated time frames as per requirements pursuant to N.J.A.C. 6A:32-8.3
- The attached instructional schedules meet the requirements of DOE, Division of Early Childhood's Preschool Program Implementation Guidelines of a 6-hour day.

Expectations of Students & Families During Remote Learning

- Students and parents will adhere to PPSD remote learning guidelines.
- In collaboration with parents, teachers and administrators, students will receive thorough efficient education
- Any failure to comply with the rules as outlined in the district's policies may result in disciplinary action.
- Plainfield Public School District and/or child care centers may remove a user's access to the learning platform without notice, at any time, if the user is engaged in any unauthorized activity
- The parent/guardian must agree to monitor student use at home (if applicable) and away from school
- The best way to keep students safe and on-task is to have a parent/guardian present and involved.

Parents/Guardians will be responsible for:

- Updating their contact information by contacting their child's child care center
- Ensuring the students have breakfast and lunch/utilizing the food distribution stations at the contracting child care centers for breakfast and lunch
- Logging students onto device in a timely manner
- Remaining with students while the live sessions are going on
- Viewing and completing all assigned posted activities with the students
- Taking photos of student work and posting in class DOJO/and or Whats App
- Meeting with the teacher immediately after each session to discuss postings and expectations for the next day's activities

- Keeping the teacher and center informed of any technology challenges that could impede teaching and learning
- Keeping the center informed of all other family needs (food, housing, etc.) that could adversely affect the family's well being

Attendance:

- Each child care center will be running daily attendance for each student using the Genesis Student Management System.
- Parents/Guardians of students who are not attending nor participating in classes will be contacted by the school designee.
- PPSD will adhere to district attendance procedures for student absences (10 consecutive days of non-partial participation results in termination in the program).
- Parents/Guardians are responsible to log into ClassDojo daily to view and participate in virtual sessions and class assignments, which will count as attendance.
- If a parent does post activities on the weekend/during the evening, it will be counted as participation
- Teachers will maintain accurate daily attendance records. Communicating to parents/guardians will be required for students who are not logging into ClassDojo and submitting assignments.
- Active participation during remote teaching and learning (plan A) will allow students to be transitioned into In-Person teaching and learning (Plan B model).
- If a student misses 10 consecutive days of remote learning they will be terminated from the program
 - If a parent is terminated during the remote model, the slot is not guaranteed for the in-person model

Class Participation:

- ClassDojo is the platform that has been adopted by the Plainfield Public Schools, Office of Early Childhood. ClassDojo will be used for delivering instruction of our HighScope curriculum. ClassDojo is designed to support communication between teachers, schools, and families.
- Parents and students will log into **ClassDojo** daily to receive lessons, materials, and assignments. All assignments are to be completed and submitted in ClassDojo.
- Parents and students will join daily live virtual sessions using Google Meet. You can access the meeting by logging into ClassDojo for the daily code

Support and Resources

- Child care centers will offer parent orientations to inform parents of the program and its components
- Parents/Guardians will be provided virtual training sessions by their child's teacher on how to access platforms being used and the use of devices to ensure participation. These sessions will also allow the teacher and the parent to establish a relationship and discuss expectations for remote learning.
- Materials will be provided to families to facilitate home-based instruction

- Access to a Family Worker - a ratio of 45 students to one Family Worker, whose role and responsibility is to support and communicate with families to ensure that their social and health services needs are being met. They will assist families by providing information and resources of child care in the community that may be needed for working parents/guardians.
- A parent handbook will be provided to assist parents with being partners in their child's remote teaching and learning experience.
- Report any concerns to the child care center Director
- Students will be expected to participate in instructional activities every day. Communicate needs for accommodations with your child's teacher.

Procedures to Transition from Full-Time Remote Learning to In-Person Services

Eligibility for Transition

- All students will have an opportunity to transition to full-time in-person learning. Parents can choose to have their child continue to participate in remote learning.

Procedures

- Upon transition to in-person instruction, parents will be contacted by Family Workers, to inquire about their choice for their child: In-person or remote learning. If parent chooses to continue with remote learning, parent will sign an agreement stating that they understand that a future request to in-person instruction will be granted based on availability.

Student and Academic Services during Transition from Full-Time Remote to In-Person

- During remote learning, Special Education Services for inclusion students will be implemented virtually according to the students' IEP.
- Upon transition to in-person teaching and learning, Special Education Resource services will continue to be provided by the Special Education Department virtually.
- Upon transition to in-person classroom instruction, students will continue learning with the same group of students and teachers.
- Family Workers will continue to provide support to assigned families to help ensure a smooth transition from remote learning to in-person.

Measures to Assess Pre-K Students' Learning Progress during the Transition from Full-Time Remote Learning to In-Person Learning

Use current developmental assessment criteria to determine students' progress prior to the transition from one learning modality to the other.

- At the beginning of the school year (within 45 days), teachers will complete the state recommended Early Screening and Online ESI-3, where parents will be interviewed to determine if children have any delays that will be addressed through intervention plans and modifications to instruction to meet students' needs.
- During remote learning, teachers will collect baseline data using the Child Observation Record (COR), the High Scope curriculum's performance-based assessment.
- Teachers will document student progress taking anecdotal notes and reviewing student work.
- COR items are identified that can be achievable virtually in the areas of Social and Emotional Development, Language, Literacy and Communication, and Math.
- SGOs will be identified based on data.
- Data collection (anecdotal notetaking and student work review) will continue using the COR upon transition to in-person teaching and learning.

Procedures for Communicating District Policy with Families

District Communication Guidelines During Full-Time Remote Learning

- Initial virtual parent trainings will be conducted (in Spanish and English) to ensure parents understand the remote learning program and expectations of parents and students.
- At the start of the school year daily communications will be sent to parents (through ClassDojo or WhatsApp).
- Time is scheduled daily and at end of day, for virtual parent support.
- Family Workers will provide ongoing wellness checks with families
- Communications will be provided in the family's home language
- Parent Information sessions will be conducted with parents as needed
- Check notifications on the District's website: www.plainfieldnj12.org
- Dedicated sections on the district website will inform about support for Distance Learning, Student Services, Academic Support, Contact Information and COVID-19 Guidelines.

Opportunities to Review the District's Remote Learning Policies

- A parent handbook in English and Spanish will outline the full-time remote learning program.
- Virtual parent information sessions will be conducted (in English and Spanish).

Procedures for Submitting Full-Time Remote Learning Requests

- Full-Time remote learning will continue from Sept. 8, 2020 to November 1, 2020.
- All students will have the opportunity to participate in full time remote learning at the start of the school year.
- Upon transition to in-person instruction, parents will be contacted by Family Workers to inquire about their choice for their child: In-person or remote learning.

Scope and Expectations of Full-Time Remote Learning

- Parents will be provided in writing and virtually, updates and expectations of fulltime remote learning program.
- Parents participation in virtual parent information sessions
- Parents must ensure that students participate in virtual learning daily
- Parents must ensure that students log in to ClassDojo daily
- Parents must communicate with teachers or Family Worker if their child(ren) are unable to participate due to illness
- Changes to family contact information should be communicated to the teacher and Family Worker as soon as possible
- Parent/Student daily expectations are outlined further within this Parent Handbook (see “Virtual Learning Quick Guide” on pg. 23)

Transition from Full-Time Remote Learning to In-Person Services and Vice-Versa

- Once we transition from full-time remote learning, Family Workers will contact each parent to inform them of the transition to in-person instruction and inquire about their selection for their child: Monday – Friday, in-person or Monday – Friday, remote.
- Parent will be informed, in writing, the timeline for transition from remote learning to in-person services
- Once returned to in-person learning, in the event a positive COVID-19 case is reported during in-person instruction, parents and staff will be notified immediately with instructions on how learning will resume over the following days
- The Office of Early Childhood and/or your child care center Director will notify all stakeholders of changes from in-person services to remote learning, and vice-versa, in writing
- Active participation in full remote will guarantee you a slot in the in-person Model-B

Ongoing Communication with Families

- Time is scheduled daily, at the end of the day, for virtual parent support from teacher.
- Family Workers communicate with assigned families in writing and via phone calls to address families' questions or concerns and to help ensure parent and student full participation.
- Provide parents with resources to communicate with their district administrators via the District's "Let's Talk" communication platform: [Let's Talk Link](#)

Reporting

Full-Time Remote Learning Data

- Attendance and participation data will be collected daily and documented through Genesis
- Teachers will document student participation daily and submit weekly participation reports to center Directors. Center Directors submit weekly Center participation reports to the Office of Early Childhood
- OEC will complete and submit districtwide reports to NJDOE.
- Data collected daily will include:
 - Number of students participating in virtual meetings (synchronous instruction); and
 - Number of students completing assignments posted and uploaded by parents on ClassDoJo (asynchronous instruction).
- Reporting will also include contacts with parents regarding student participation in remote learning to support success of achieving a high level of student participation in fulltime remote learning
- Data will include the number of students participating in fulltime remote learning by each of the following subgroups:
 - economically disadvantaged;
 - major racial and ethnic groups;
 - students with disabilities;
 - and English learners
- In addition, each center collects and reports Child Observation Record data that provides reports organized by major racial and ethnic groups, students with disabilities, and English language learners.

Parent Resources for Implementing Remote Instruction

In order for teachers to meet the academic needs of students during the full-time remote program, parents/guardians will play a key role in executing the instructional activities that the teachers develop. To assist with this responsibility, resources were developed to aid parents/guardians in implementing the instructional practices presented while at home.

A Closer Look at the Platforms Facilitating Virtual Instruction



ClassDojo

What Is ClassDojo?

ClassDojo is a school communication platform that teachers, students, and families use every day to build close-knit communities by sharing what is being learned in the classroom home through photos, videos, and messages. <https://www.classdojo.com/about/>

For our remote learning, ClassDojo will serve as a one-stop shop for students and families. Teachers will send an invite for each parent to join their child's class page. Only authorized persons, approved by the child's teacher, can access the class page and student information. Once approved, parents will be able to see class and student content and communicate with teachers.

Parents will use the ClassDojo platform to show student daily attendance, view student assignments, submit student work, and communicate with teachers. Our teachers will use ClassDojo to share remote instruction and practices with students and families. Teachers will post activities and assignments for students to complete. Parents will sign on each day to view the activities assigned for the day.

Please view the YouTube link to learn how to login to ClassDojo

English - <https://youtu.be/gjS1U8wiH7A>

Spanish - <https://youtu.be/76nRdzvRsIw>

ClassDojo Portfolios and How it Works?

ClassDojo Portfolios is a digital student portfolio that allows families to share students' work with their teachers. Parents/Students can add to their portfolio using Chromebooks, laptops, and iOS/Android devices. Parents/students create and upload photos, videos, drawings, and journal entries through ClassDojo, and can also upload Microsoft Office files, PDFs, and image files.

Once added by parents, teachers can then view and approve student work. Teachers will use completed work submitted through each child's ClassDojo portfolio page to mark student participation each day. Parents and teachers can even comment and leave feedback on student work and progress in the student's portfolio.

Please view the YouTube link to learn how to use ClassDojo Portfolio

English - <https://youtu.be/uG7-axyuUcg>

Spanish - <https://youtu.be/57BdVCF0Sgk>



Google Meet

What is Google Meet and How It Works?

Google Meet is a video conferencing platform used to conduct meetings and/or presentations with a group of participants. People can host or join calls from a computer, mobile phone, or popular video conferencing system. Your device will need to have a working web camera and microphone for the teacher to see and interact with your child during the session.

<https://support.google.com/meet>

During remote learning, teachers will use Google Meet to host live virtual class sessions with students each day. Students will “meet” for live class with teachers and peers to have *Greeting Time* and *Small Group* where they will work on simple, hands-on activities led by the teachers.

Teachers will generate a unique Google Meet link to distribute to parents/students to access the virtual meeting. The link will be posted to the ClassDojo story page with the daily tasks. The link can also be shared through email or messaging, at the parent's convenience. Parents should be able to access the google using any of the following internet browsers:

- Chrome
- Mozilla Firefox
- Microsoft Edge
- Apple Safari

Please view our YouTube link to learn how to download and use Google Meet

From computer/laptop/tablet:

English - <https://youtu.be/hJ7aTtINWIM>

Spanish - <https://youtu.be/1Zl7v-gLgMU>

From phone:

English - <https://youtu.be/FDwebh3Roa8>

Spanish - <https://youtu.be/0e7p1zGoGz8>

Virtual Learning Quick Guide

ClassDojo ClassDojo

- Join your child's class page by clicking the link sent by your child's teacher
- This is where daily activities will be uploaded by teachers and assignments will be submitted by parents
 - o Login to your child's student portfolio page to upload videos, pictures, and documents
- Parents can also communicate directly with teachers using the messaging feature
- For technical support, visit the ClassDojo Helpdesk at www.classdojo.com

Virtual Meetings Google Meet

- Students will meet live with their teachers and classmates for **Greeting Time and Small Group** on Google Meet each day
 - o You can only access the Google Meet video meeting using a Chrome  or Firefox  browser
- Being able to see and speak with peers helps maintain students' social emotional wellness

Daily Activities

Teachers will post:

- **two (2) activities** for students
 - 1) A follow-up activity to supplement the virtual small group
 - 2) An additional activity to highlight another content area skill
- A **storybook reading** for students to hear
- Guidance to complete a sheet from the **home instruction packet**

There will be periodic posts made to offer tips to parents facilitating instruction

We use evidence of participation to record student attendance each day. Please do your best to attend live sessions, like videos, and share your child's completed work (pictures, videos, etc.) with your child's teachers on ClassDojo.

Virtual Learning Etiquette

While engaging in our virtual learning programs, your child (and family) will be interacting with teachers and other students. We are aware that there may be other things going on in your home during the time of our live sessions. So, we ask that you help us by utilizing the mute button on your device to block out background noises when possible. Teachers will have the ability to mute students' microphones; however, teachers will not be able to unmute students' microphones. Therefore, we will be asking students to identify their mute button so they can mute and unmute themselves when needed.



Below we have included some recommendations for you to keep in mind while participating in live sessions:

- ✓ Try to sign into live sessions on-time
- ✓ Dress your child appropriately (pants, shirt, etc.)
 - Teachers may ask students to stand and move around during their class meeting
- ✓ Use appropriate language
- ✓ Finish all food/snacks before sitting your child down for virtual class meetings
- ✓ Try to set your child up in a quiet area, free from distractions (TV, toys, etc.)
- ✓ Have an adult nearby, if possible
- ✓ Have small group materials ready for use during the class meeting
- ✓ No recording of sessions without prior authorization



Parent-Friendly Preschool Student Schedule for All Remote

Virtual Model and Platform	Day	Start Time (Live Meetings)
Live Virtual Session Parents please help your child connect to the live virtual session. (Google Meet)	Monday – Friday (Daily)	9:00 AM – 9:45 AM (Group A) 10:10 AM – 10:55 AM (Group B)
Virtual Student Support (if needed)	Monday – Friday (Daily)	2:00 PM – 2:30 PM
Virtual Parent Support (if needed)	Monday – Friday (Daily)	2:30 PM – 3:00 PM
	Day	Suggested Times
Video Posting 1 with a follow up assignment (ClassDojo) The purpose of this post is to supplement the virtual live session. Parents please view this video post and help your child complete the follow up assignment.	Monday – Friday (Daily)	9:50 AM – 10:20 AM (Group A) 1:35 PM – 2:05 PM (Group B)
Free Choice / Free Play Children learn through play. Parents please use tips provided to support learning during play.	Monday – Friday (Daily)	10:25 AM – 11:10 AM (Group A) 11:00 AM – 11:45 AM (Group B)
Video Posting 2 with a follow up assignment (ClassDojo) Parents please view this video posting and help your child complete the follow up assignment.	Monday Tuesday Thursday Friday	11:20 AM – 11: 50 AM (Group A) 9:00 AM – 9:30 AM (Group B)
Reading Assignment (ClassDojo) Parents please help your child view the link to a book that is being provided and help with a simple follow up idea or question about it.	Monday – Friday (Daily)	1:35 PM – 2:05 PM (Group A) 9:35 PM – 10: 05 PM (Group B)
Home Instruction Packet (Weekly Packets provided) Parents please help your child work on one page every day at your convenience.	Monday – Friday (Daily)	2:10 PM – 2:25 PM (Group A and Group B)
Parent education posts (ClassDojo, <i>for parents</i>) Parents please view the resource (video/article). The purpose of these posts is to help parents understand the importance of certain education practices so they can help their children.	Mondays Wednesdays	

* Teachers will assign students to groups



Suggestions for Parents Implementing Instruction at Home

1. Make a Home “Learning Time” Schedule

- Make a consistent schedule *with* your child that you (or the caregiver) and your child can follow along with each day during learning time.

2. Create & Maintain a Consistent Workplace

- Find a consistent place in your home where most of the learning time will take place. This should be a flat, cleared surface where your child has enough space to work. (You can help set up the workspace by adding the child’s nametag to the area or hanging up the child’s work in the location)

3. Create Rules for “Learning Time”

- Make a short list of 3 – 5 rules *with* your child that he/she will be expected to follow during “learning time”. Display the list in your child’s workspace so they can see them.

4. Remove Distractions for Work Area

- Clear work area of distractions (turn off the TV, put away toys, no food at the workspace, etc.).

5. Have Materials Available and Accessible

- Prepare for activities in advance, if possible. Always have writing materials available.

6. Offer Child Choice Whenever Possible

- Allow your child to be part of the decision-making process, when appropriate. (Choosing materials to work with, adding play time to the home schedule, etc.)

7. Be Flexible

- Children learn differently and at different paces; Alter activities to best fit your child’s needs.

8. Participate with Your Child (when you can)

- Children tend to respond better to learning new material when they have a partner.

9. Communicate regularly with your child’s teachers

- Please talk with your child’s teachers if you have questions. We are here to assist you!

10. Take a Break When Needed

- When you feel frustrated, take a moment to relax and calm. Allow for movement activity when child seems frustrated or restless. After starting again, go over the rules to keep “learning time” on track.

(If you need ideas or help with implementing any of these practices, please contact your child’s teacher.)

Home Learning Rules

Designed to help get your child to complete assignments at home with less hassle.



Put away toys

(Remove distractions from the work area)



Materials Ready

(Have materials ready to reduce wait time)



Sit comfortably

(Prepare a consistent workspace)



Pay attention

(Explain directions and be patient)

I am ready to learn!

Reglas de Aprendizaje en Casa

Diseñado para ayudar a que su hijo complete las tareas en casa con menos molestias.



Guarde los juguetes

(Eliminar distracciones del área de trabajo)



Materiales listos

(Tenga los materiales listos para reducir el tiempo de espera)



Siéntate cómodamente

(Prepare un espacio de trabajo consistente)



Presta atención

(Explique las instrucciones y sea paciente)

¡Estoy listo para aprender!

Plainfield Public Schools
Office of Early Childhood

Remote Learning Parent Agreement

The preschool remote learning program was designed to ensure the safety of students and staff during the COVID-19 Pandemic, while maintaining a quality education program for our students to learn and maintain improvements in their development. Parents/Guardians will play an integral role in the implementation of our remote learning program.

For remote learning to be successful, parents/guardians (*or the student's caretaker*) must be involved in the process *to the best extent possible*. Your child's learning will greatly depend on your participation and involvement.

By committing to virtual instruction, you agree to *do your best to*:

- Sign up for ClassDojo (online learning platform)
- Make certain your child attends live virtual sessions daily and on time
- Complete daily assignments with your child
 - Set up materials for assignments, as needed
 - Watch the assignment video with the child for directions
- Submit completed assignments to ClassDojo
- Establish a learning partner to assist your child in completing assignments
- Communicate with teachers regularly regarding your child and their progress

By signing below, you agree to facilitate your child's remote learning experience by doing your best to commit to the above-mentioned tasks. *You also understand that live sessions with your child's teachers and/or peers should not be recorded without prior authorization*. If you need any assistance or guidance in accomplishing these tasks, please reach out to your child's teacher.

Parent/Guardian Name

Student Name

Parent/Guardian Signature

Student's Learning Partner
(if different from parent)

Center Representative Signature

Date

Computer Loan Agreement

This Computer Loan Agreement (the "**Agreement**") is made on _____, 2020 by and between _____ having its school and principal place of business located at _____, Plainfield, New Jersey _____ and _____, a parent of a child enrolled at _____ and residing at _____ ("Parent").
In consideration of the mutually agreed upon terms and conditions of this Agreement, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, _____ and the Parent agree:

Computer Loan. _____ shall lend the Parent and the Parent shall borrow a Computer more specifically described in the attached **Schedule 1** in accordance with the terms and set forth in this Agreement during the time period described in paragraph 5.

Delivery and Receipt of the Object.

_____ shall deliver the computer to the Parent
OR
_____ shall make the Computer available for pickup by the Parent at _____ School

Ownership and Grant of Rights.

_____ shall retain all right, title, and ownership of the Computer, except for the Parent and child's limited right to use the Computer for the education of the child during the Term of this Agreement.
The Parent shall not use the Computer for any other purposes other than the education of the child enrolled at _____ without the express permission of _____.
The Parent and child shall not download any computer programs, games, videos or other electronic materials onto the Computer without the express permission of _____.

Standard of Care

The Parent shall protect and safeguard the Computer while in his/her possession or control.. This obligation shall include maintaining constant and adequate protection of the Computer from all hazards, including but not limited to: fire, water, theft, and from mishandling by unauthorized or inexperienced persons. The Parent shall, at all times, keep the Computer clean but shall not make any repairs to the Computer without the prior, express consent of the Lender.
The Parent shall promptly notify _____ of loss or damage to the Computer.
The Parent shall not lend the Computer or otherwise give it to a third party to use without the prior express consent of _____

Terms of Agreement

The Parent shall be permitted to retain and use the Computer for his/her child during the time as _____ is closed because of the Coronavirus pandemic and the Governor's Executive Order 107 remains in effect. When the child is able to return to _____ the Parent shall immediately redeliver and return the Computer to _____
This Agreement may also be terminated by either _____ or the Parent before the child is able to return to _____ if:

The Parent and child relocate from the Plainfield area;

_____ requests that the Computer be returned;

The Parent no longer wants to maintain custody and possession of the Computer.

Upon termination or expiration of the Agreement, the Parent shall promptly return the Computer to _____ in the same manner and condition as it was received.

Damage to Computer

If the Computer is damaged and/or becomes inoperable as a result of the negligent use, misuse and/or abuse of the Computer by the Parent, the child or other person, the Parent shall pay to _____ the cost for the repair of the Computer, or if the Computer cannot be repaired, the cost of replacing the Computer with another Computer of the same or similar make and model.

Without the express permission of the Executive Director of _____, the child will not be permitted to return to classes at _____ until arrangements have been made regarding the repair and/or replacement of a damaged computer.

Should Computer not be returned and parent not made arrangements with _____, the Computer will be reported as stolen to local authorities.

Governing Law. This Agreement is governed by, and construed in accordance with, the laws of the State of New Jersey.

Choice of Forum. Neither Party shall commence any action, litigation, or proceeding of any kind whatsoever against the other party in any way, arising from or relating to, this Agreement in any forum other than the Superior Court of New Jersey, venued in Union County, New Jersey.

Entire Agreement. This Agreement, together with the Schedules constitutes the sole and entire agreement of the Parties with respect to the subject matter of this Agreement.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement as of the date set forth above.

Parent Signature

Print Name

By _____
Name _____
Title _____

Print Address

Schedule 1
Make of Computer

Model of Computer

Serial Number of Computer

SCHEDULE 1

DESCRIPTION OF OBJECT

[ATTACHMENT TEXT OFTEN INCLUDING ARTIST, NAME OF OBJECT, DIMENSIONS].

SCHEDULE 2

Environmental Controls

[REQUIREMENTS OF TEMPERATURE, HUMIDITY, AND OTHER REQUIREMENTS FOR THE CARE AND PRESERVATION OF THE OBJECT].

Appendix A:

Sample Remote Instructional Student Schedule for Group A

		Start Time	End Time
	Breakfast	8:30 am	9:00 am
Synchronous	Greeting Time A (live session 20 Min)	9:00 am	9:20 am
	Transition	9:20 am	9:25 am
Synchronous	Small Group A (live session 20 Min)	9:25 am	9:45 am
	Transition	9:45 am	9:50 am
Asynchronous	Post 1 with a follow up assignment (Video 8 min)	9:50 am	10:20 am
	Transition	10:20 am	10:25 am
Asynchronous	Free Choice/Work Time with Guidance for Parents	10:25 am	11:10 am
Asynchronous	Clean Up Time	11:10 am	11:15 am
	Transition	11:15 am	11:20 am
Asynchronous	Post 2 with a follow up assignment (Video 8 min)	11:20 am	11:50 am
	Transition	11:50 am	11:55 am
	Lunch	11:55 am	12:25 pm
	Transition	12:25 pm	12:30 pm
	Rest Period	12:30 pm	1:30 pm
	Transition	1:30 pm	1:35 pm
Asynchronous	Reading Assignment (5-7 Min)	1:35 pm	2:05 pm
	Transition	2:05 pm	2:10 pm
Asynchronous	Home Packet	2:10 pm	2:25 pm
	Virtual Student/Parent Support	2:25 pm	3:00 pm

Appendix B:

Sample Remote Instructional Student Schedule for Group B

		Start Time	End Time
	Breakfast	8:30 am	9:00 am
Synchronous	Post 2 with a follow up assignment (Video 8 min)	9:00 am	9:30 am
	Transition	9:30 am	9:35 am
Synchronous	Reading Assignment (5-7 Min)	9:35 am	10:05 am
	Transition	10:05 am	10:10 am
Asynchronous	Greeting Time B (live session 20 Min)	10:10 am	10:30 am
	Transition	10:30 am	10:35 am
Asynchronous	Small Group B (live session 20 Min)	10:35 am	10:55 am
Asynchronous	Transition	10:55 am	11:00 am
	Free Choice/Work Time with Guidance for Parents	11:00 am	11:45 am
Asynchronous	Clean Up Time	11:45 am	11:50 am
	Transition	11:50 am	11:55 am
	Lunch	11:55 am	12:25 pm
	Transition	12:25 pm	12:30 pm
	Rest Period	12:30 pm	1:30 pm
	Transition	1:30 pm	1:35 pm
Asynchronous	Post 1 with a follow up assignment (Video 8 min)	1:35 pm	2:05 pm
	Transition	2:05 pm	2:10 pm
Asynchronous	Home Packet	2:10 pm	2:25 pm
	Virtual Student/Parent Support	2:25 pm	3:00 pm