Updated: September 2021

2021 Emergency Preparedness Plan for Public Health Related School Closure

The purpose of The Deron School of NJ Emergency Preparedness Plan is to outline the measures taken to ensure students will continue to receive instruction in the event of long-term school closures as a result of any public health EMERGENCY school closure lasting more than three days. The plan outlines the protocols developed to ensure ongoing and open lines of communication, eLearning as the main platform to maintain a continuum of instruction, equitable access for all, delivery of approved related services, and various stakeholders' responsibilities delineated to successfully implement all aspects of the plan. The plan also outlines how The Deron School will provide a continuum of services for students who lack internet for eLearning or for some reason are unable to utilize this format.

Student Demographics

The Deron School's MD programs are organized to address a combination of learning disabilities with instructional groups that are established for preschool, elementary and secondary instruction. With a campus in Union and one in Montclair, The Deron School currently serves a total of 250 students, all of which are classified eligible for Special Education and Related Services. Additional demographics as follows:

	Total Students	Male	Female	Hispanic	African American	Caucasian	Asian	Native Hawaiian/ Pacific Islander	Other	Pre-K
Deron Union	115	88	27	56	38	12	8	1	0	8
Deron Montclair	135	95	40	53	47	31	4	0	0	0

THE DERON SCHOOL OF NEW JERSEY, INC.

Ensuring Ongoing and Open Lines of Communication

The Deron School will continue to communicate pertinent information using the following methods:

- **Realtime Instant Alert-** Allows administration to communicate information with all stakeholders using a voice recorded message, email and text
- **Principals Update-** Allows the principals at each campus to communicate with parents and guardians via email
- **All Staff emails**- Allow campus principals to communicate with all staff
- **Phone-**Staff will have access to all student phone numbers to facilitate telephonic conferences, internet access and eLearning
- **U.S Mail**- In the event that students lack access to the internet and telephone teachers will have the ability to mail work directly to them

The following key stakeholders have been identified to respond to various situations and emergency response as deemed appropriate by Kenneth Alter, Executive Director.

Union/ Montclair Campus			
Kenneth Alter	*Executive Director* *Emergency response*	*kalter@deronschool.org*	*201.394.1193*
Lori Alter	*Director*	*lalter@deronschool.org*	*973.715.6300*
Eric Alter	*Director*	*ealter@deronschool.org*	*201.321.0760*
Mariesa Grado	*Director*	*mgrado@deronschool.org*	*973.573.3805*
Lauriene Tschang	*IT Coordinator /Consultant*	*Ltschang@deronschool.org*	*908.206.0444*
Montclair Campus			
Greg Farley	*Principal*	*Gfarley@deronschool.org*	*973.509.2777*
Jeanine Vignone	*Supervisor* *Tech Support for staff*	*Jvignone@deronschool.org*	*973.509.2777*

Wendy Orjeda	*Supervisor - Cross Campus*	*Worjeda@deronschool.org*	*973.509.2777*
Union Campus			
Kelly Bunero	*Principal*	*Kbunero@deronschool.org*	*908.206.0444*
Claudia Marra	*Supervisor*	*Cmarra@deronschool.org*	*908.206.0444*
Wendy Orjeda	*Supervisor - Cross Campus*	*Worjeda@deronschool.org*	*908.206.0444*

eLearning

In the event of a long-term school closure, the provision of home instruction services will be provided in accordance with NJAC6A: 16-10.1 and includes means developed by The Deron School to meet the needs of students with Multiple Disabilities and Autism Spectrum Disorders (ASD). Deron's three year technology plan (enclosed) and current one-to-one technology supports eLearning making it the primary platform that will be used in the event of an emergency to ensure students can continue to receive four hours (240 minutes) of meaningful and relevant instruction and approved related services per day.

The following measures have been taken to ensure the success of eLearning:

- All students will have access to:
    - A personal device for eLearning for each student
    - A Deron issued email address
    - Access to Google Classroom and Google Hangouts for video/telephonic conferencing
    - Access to video and/or audio conferencing via Zoom (emergency back up)
    - Access to educational websites used in class and aligned to lessons
    - Credentials to log in to apps providing supplemental instruction
    - Packets of work sent home with each student
- All staff will have remote access to:
    - Realtime- Deron's Student information system
        - Student information and emergency contacts
        - Student records including Individualized Educational Plans (IEP)

        - Lesson plans
    - Google Drive
        - Individual student support and strategies documents
        - All documents relevant to the day to day operations, procedures and learning resources
    - Provide direct instruction via:
        - Google Classroom
        - Google Hangouts
        - Video and/or audio conferencing via Zoom

Ensuring Equitable Access to Instruction

Additional measures have been taken to ensure equitable access to instruction for all students, including those who may have limited or no availability to the Internet. Such measures include:

- Alternative video conferencing via Zoom in the event of technical difficulties with Google
- Video tutorials embedded into Deron's website
- Access to support from IT for parents and staff
- Workbooks and other resources prepared for each student
- Video training for parents to help students access Google hangouts
- Funding is available to support families who lack Internet service in their homes
- In the event that students suffer intermittent/ lack access to the Internet and telephone teachers will have the ability to mail work directly to them

Essential Employees

The following non-instructional staff are deemed "essential employees" needed to support uninterrupted day to day operations. They will be able to gain access into the school and provided with remote access to their school desktop and/drive:

- Ken Alter, Executive Director
- Wendy Orjeda, Supervisor

- MaryAnn Quinn, Bookkeeping
- Suzanne Vitiello, Administrative Assistant
- Laura Tompson, Administrative Assistant
- Annette Matarese, Administrative Assistant
- Arlene Kalakalis, Administrative Assistant
- Noemi Feleciano, Administrative Assistant
- Kristina Rivera, Administrative Assistant
- Tom Laury, Custodian
- Leon Hercules, Custodian
- Eddie Sanchez, Custodian

Related Services

Should the NJDOE determine that related services can be delivered via video conferencing, our staff will be available to deliver services accordingly. Delivery of related services during school closure has been further defined based on guidance from the NJDOE "COVID-19: Frequently Asked Questions (FAQ) Related to School Emergency Preparedness Plans," updated on March 17, 2020, as well as from additional guidance provided here: https://www.njleg.state.nj.us/2020/Bills/A4000/3860_I1.HTM. Delivery of related services are as follows:

- Teletherapy will be used as the primary platform for delivery of related services pending approval from the NJDOE regarding use of Teletherapy is determined as the primary platform that will be used to deliver related services. Additional supports will be provided as follows:
    - Student-specific work packets to provide mandated sessions targeting IEP goals
    - Scheduled time via Google Hangout for additional face-to-face support
    - Scheduled time for weekly check-ins with parent via phone and email for increased support
- Documentation provided to each sending school district, along with the names of any students with inconsistent or no participation using Google Hangouts

School Nutrition Benefits

The sending school districts of all students who receive free or reduced meals, will be asked to make provisions for their students attending The Deron School in accordance with whatever plans have been made for their in-district students. Each district will be contacted by a Deron social worker and provided with an email or letter requesting the same.

Assessments of Student Growth

During periods of extended school closures, progress report indicators will reflect the eLearning format adding the following to student narratives:

- (Student) was able to easily transition to our eLearning platform and continues to fully participate in Google Classroom and Meet.
- (Student)is continuing to develop his/her skills using our eLearning platform and his/her interest and participation continues to grow through participation in Google Classroom.
- (Student)benefits from our multifaceted eLearning program and has done especially well completing work packets and checking in with his/her teacher as skills using Google continue to emerge.

Progress towards meeting annual IEP goals will continue to be assessed using various tools differentiated by age and subject. When applicable, data will be taken for those students who require more intensive ABA. Students assessed using the DORA for English Language Arts and the ADAM for Math will be assessed as scheduled throughout the month of June.

eLearning Attendance Policy

In order to ensure equitable access for all, students at The Deron School are participating in eLearning in multiple ways and attendance is registered according to each student's specific situation.

The majority of students participating in eLearning at Deron follow their virtual schedule to receive instruction from their teacher(s), video conferencing in real-time via Google Hangout Meet and Google Classroom. Students receive the related services dictated in their IEP using the same format. It is understood that this format may not be appropriate for all students or feasible for all families, on all days.

When a student is unable to attend their regularly scheduled virtual classes, their teacher contacts the family to check if work is being completed offline and classroom expectations are being met. If the student was unable to log on, but completed work, they will be counted present for the day. Each classroom teacher maintains a record of attendance and contact with the family to this end. A student is considered absent when a parent notifies the school that their child is absent and unable to participate for the day due to illness directly affecting their child.

Exceptions

If a student's absence is a result of circumstances other than illness, and the student is able to make up all or part of the work to meet class expectations, they will be marked present. This is consistent with information gained from a conference call with Union County Superintendent on May 7, where it was shared, "if you hear from a student, mark them present."

Instances of prolonged absences or inconsistent attendance are reported to Deron's social workers for additional follow up with the family and the LEA case manager. Deron's social workers make every attempt to gain information from the family, provide support or refer services, when possible. Key considerations regarding matters of attendance include:

- Ensuring the format feasible for the student and their family
    - If the format is not feasible, accommodations will be made accordingly
- Asking if additional academic, behavioral, social or emotional supports needed
    - If support is needed beyond the scope of what Deron team members can provide, every attempt will be made to provide external resources for support within their community or district
- Due to the wide-spread effects of the COVID 19 pandemic, sensitivity is of the utmost importance, as families may not wish/ be able to communicate the reasons for their child's inconsistent or prolonged attendance at the time of questioning

Key components of eLearning attendance policy

- "Present" is defined as active participation in learning, regardless of platform or timeframe
- "Present" for the day looks different for each student and is based on individual needs and circumstances
- "Absent" is defined by a student whose family notifies the school that their child is unable to participate for the day because he or she is ill
- Deron team members communicate regularly with all families to ensure a thorough understanding of each student's situation and needs
- Classroom teachers maintain a log of students who logged in for the day as well as communication with families
- Attendance is conveyed to administrative assistants on a weekly basis for entry into Realtime, Deron's student information system.
- Sending school districts will continue to receive written notification when one of their students is absent for 5 consecutive days and/or a request is made for additional collaboration to ensure the safety and well being of the student and their family.

eLearning Stakeholder Roles & Responsibilities

Administration

Under the direction of Deron's Executive Leadership, the administrative teams at Deron's Union and Montclair Campuses will collaborate to identify IT and staff training needs in order to effectively utilize eLearning. Each campus is to complete the following action steps at their respective campuses and to ensure timely delivery of instruction on the eLearning platorm:

- Survey staff to find out if they have technology and access to Internet at home-per campus
- Survey families to find out if they have technology and access to Internet at home -per campus
- Organize inventory of emails and passwords for all students - IT Coordinator
- Provide emergency training, cross-campus professional development for all staff to include:
    - Google Classroom, Google Hangouts, Screencastify- professional staff
    - Development of eLearning training packets for students and their families- paraprofessionals

  - Delivery of related services
  - Troubleshooting contact for parents
- Training for students and their families embedded into Deron's website along with links for easy access to google classroom
- Additional letter to parents about Internet safety and Chromebook guidelines
- Develop updated protocols for providing related services based on guidance
- Set up calendars for each campus to input their lessons
- Provide training to designated staff on alternative video and audio conferencing via Zoom in the event backup system is needed

Professional staff

All professional staff will receive Professional Development to prepare for eLearning using Google Classroom, Google Hangout and Screencastify. Following this training each teacher will collaborate with their team and supervisor to prepare to deliver instruction using the eLearning format.

In preparation of eLearning, each teacher will independently:

- Ensure access to Realtime, Deron's student information system
- Prepare for effective use of eLearning via Google Classroom, Google Hangout and Screencastify
- Organize inventory of emails and passwords for your students
- Create groups for various lessons
- Create folder(s) in your drive that will be used to house google docs for lessons
- Add the following to your "welcome to the class":
  - Welcome letter including:
    - Overview of eLearning
    - Schedule for each student with live links
    - List each related service provider and contact info
- Create a new calendar invite for each lesson
  - Add Hangouts Meet for video conferencing
  - Add assigned administrator to the class and send them the invite

- Prepare materials to send to parents (list below)

Related Service Providers

All related service providers will receive Professional Development to prepare for eLearning using Google Classroom, Google Hangout and Screencastify. Following this training each therapist will collaborate with their team and supervisor to prepare to deliver therapy using the eLearning format. In preparation of eLearning, each therapist will independently:

- Ensure access to Realtime- Deron's student information system
- Prepare for effective use of eLearning via Google Classroom, Google Hangout and Screencastify
- Evaluate caseload and section off by classroom for potential push in
- Create therapy schedules for eLearning
    - Create groups for various lessons utilizing the time sectioned off for related services, first
    - Schedule to "pull" students for therapy as it occurs during regularly scheduled school days
    - Connect with teachers about appropriate times to "push in" and request to be added as a co-collaborators in Google Classroom lessons
    - Create a folder(s) in Google Drive that will be used to house Google docs for lessons.
    - Develop "welcome to speech" letter to include:
        - rules/expectations for eLearning
        - Camera on or off?
        - Microphone on or off?
- Create a new calendar invite for each session - individual or group (if not pushing in to a class).
    - Add Hangouts Meet for conferencing (streaming)
    - Remember to always add your supervisor to the session by sending invite
- Therapists can pre-record up to 5 minutes of lessons on screencastify.
- Keep track of sessions in an excel document to share out for SEMI logging. The template link is listed below. Fill in every day to ensure accurate tracking of services during this time.
- Documentation provided to each sending school district, along with the names of any students with inconsistent or no participation using Google Hangouts

Paraprofessionals:

All paraprofessionals will receive Professional Development to prepare for eLearning using Google Classroom, Google Hangout and Screencastify. Following this training each paraprofessional will collaborate with the lead teacher to assist in the preparation of folders for each student and their parent. The folder will provide resources, links and supplemental work and other documents that will assist students and their families through the eLearning process. Each packet will include the following:

- Introductory letter from the teacher with contact information
- Student's email and password
- Emails of all their teachers including specials related service providers
- Written directions to use Google Classroom and Google Hangout (attached)
- Access to information www.deronschool.org (For Parents) on eLearning, including video tutorials
- Digital Schedule for their child using the template below
- Link/contact person for trouble reporting
    - Union- Kelly Bunero, Principal Kbunero@deronschool.org
    - Union- Claudia Marra, Supervisor Cmarra@deronschool.org
    - Montclair- Greg Farley, Principal Gfarley@deronschool.org
    - Montclair- Jeanine Vignone, Supervisor Jvignone@deronschool.org
    - Union/ Montclair- Wendy Orjeda, Supervisor Worjeda@deronschool.org
- List of apps, subscriptions and log in credentials specific to academic needs/levels.
- Work folders (hard copies)

One-to-One Paraprofessionals responsibilities during school closure / eLearning are as follows:

- Ensures appropriate support for students with significant need to receive the benefits of eLearning
- Provides effective one-to-one instructional support using Google Classroom, Google Hangout, or via the phone, when necessary
- Administers additional technology-related support when needed

- Parents informed via Principal's Update (enclosed)

School Social Workers:

Social Workers will continue to provide counseling to those students with IEP mandates, and work to resolve matters of peer conflict or HIB, when necessary. Social workers will continue to work with the families of our students, providing support and information about community resources as well as working with sending school district case managers to facilitate IEP meetings.

It is imperative school personnel are able to recognize the signs of potential abuse and/or HIB on a digital learning platform, and have the ability to follow up accordingly. In the event of a school closure, Deron's Crisis Management and Response Team shall follow the guidance in the quick reference table listed below.

eLearning Crisis Management & Response Quick Reference Guide

Situations	***Action Steps***	***Staff Documentation***
Loss of Staff member	Notification can be made by phone or email 24/7 Union Campus - Arlene- 908.206.0444 Montclair Campus -Kristina-973.509.2777 • Notification call to Principal • Contact Supervisor/Facilitator • Admin Meeting via Google Hangout • Develop a plan for communication of information to the school community: (staff, learners, and families).	This is a live working document in Deron's Team Drive. Each team member should document here what actions were taken and the plan follow-up. Please remember to include your name and date after each note.

Loss of Student	Notification can be made by phone or email 24/7 Union Campus - Arlene- 908.206.0444 Montclair Campus -Kristina-973.509.2777 • Notification call to Principal • Contact Supervisor/Facilitator • Admin Meeting via Google Hangout • Develop a plan for communication of information to the school community: (staff, learners, and families)	
HIB	• Follow same protocol as in school • Contact Social Worker or building principal • All procedures/timelines will remain the same • Document in RealTime	
Depression/ Thoughts of Suicide	• Immediately inform school social worker (SW) • SW speaks with student or staff • SW calls parents to inform and provides resources • 911 called, if needed • Principal/Supervisor informed • Document all communication with parent/police in RealTime	
Struggling Families Food/Shelter	• Inform SW or supervisor • SW calls family to inquire and offer support and resources • SW provides food bank(s) in the area • SW informs admin	

	• SW informs sending district CM • Document all communication with in RealTime	
Behavior Issues at home with students	• Teacher emails Behaviorist and SW • Behaviorist reaches out to the family for support • Behaviorist emails SW and cc's admin • Document all communication with parent in RealTime	

Maintenance/ Custodial Staff:

Maintenance and custodial workforce will be reduced by half. Those remaining are considered essential employees. On a day to day basis, maintenance and custodial staff are responsible for deep cleaning all parts of the buildings, receiving deliveries, and when necessary, transporting materials to and from students' homes, when necessary. To ensure the safety of Deron's essential employees and any other person entering the buildings, mandatory infection prevention protocols were developed. (enclosed) Key components of the protocol align with recommendations by the CDC and **involve the mandatory use and disposal of PPE as well as hygiene requirements.**

MANDATORY INFECTION PREVENTION MEASURES

The safety of all employees, contractors, and service providers are of the highest priority. The Deron School of New Jersey is taking the following precautions in order to effectively mitigate the spread of COVID-19. Please be advised that the following is expected of anyone entering the building:

Hand Washing: Correct hygiene and frequent handwashing with soap is essential to effectively combat the spread of COVID-19 and other infectious diseases. Hand washing or hand sanitizer is required after any of the following activities: Using the restrooms, sneezing, touching his or her face, blowing the nose, cleaning, sweeping, mopping, eating, drinking, entering and exiting the building, before and after break, and before and after each shift.

Personal Protective Equipment (PPE): Appropriate PPE must be worn by any one on campus. Contractors and/or Service providers will not be granted entry unless the PPE is donned before entering. Every Deron employee will be

provided a mask and gloves and training (see attached documents) on how to properly use and dispose of all PPE; implementation of PPE use/disposal is mandatory.

Physical Distancing: Whenever possible, maintain at least 6 feet physical distance from others.

Employee Health Concerns: Employees are instructed to stay home if they do not feel well and are instructed to contact his or her direct supervisor if they notice anyone on campus with a cough, shortness of breath, or other known symptoms of COVID-19. If you are exhibiting any of the symptoms of COVID-19 while at The Deron School you are instructed to immediately exit the building, seek medical attention, and notify your direct supervisor.

Case Notification: If The Deron School is alerted to a presumptive or confirmed case of COVID-19 of a person who has been on campus, the directors will work with the NJ Health Department to follow the appropriate actions recommended to The Deron School.

Please sign and date below acknowledging that you have read the above:

Signature:_____
Printed Name:_____
Date: _____

MANDATORY INFECTION PREVENTION PROTOCOLS

In order to effectively mitigate the infection of COVID-19 to our employees, the following steps will need to be followed upon entrance of the building and while on campuses for your shift:

Upon Entering:

- Staff members will prepare to enter the building with his or her face covered with appropriate coverings; nose and mouth must be covered.
- Upon entrance, staff members will sanitize their hands before signing in at the provided stations. After signing in, staff members will again sanitize their hands.
- After signing in, gloves must be worn by staff members.

Daily Reporting

- Staff members are to fill out the Screening Checklist.
- Staff members are to take temperature using Spot Thermal Camera upon entering and record temperature on a daily report.
- Staff members are then to complete the Screening Checklist.

Physical Distancing

- Whenever reasonable, maintain 6 feet distance between you and other Deron Employees.

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Proper Disposal

SCREENING CHECKLIST

Name: _____ Position: _____ Date: _____

If outside contractor, list company: _____

Temperature at arrival: _____

*If your temperature is above 100.4, immediately exit the building and follow the exit plan at the bottom of this page.

Please complete the questionnaire to your best knowledge.

1. Have you had any of the following symptoms in the past 24 hours? Circle symptoms.

   - Fever
   - Cough
   - Chills
   - Headache
   - New loss of taste or smell
   - Repeated shaking with chills
   - Shortness of breath or difficulty breathing
   - Muscle pain
   - Sore throat

2. Have you been in contact with anyone diagnosed with Covid-19 within the last two weeks?

   Yes No

3. Have you been in contact with anyone displaying symptoms of Covid-19 within the last two weeks?

   Yes No

4. Have you been to a hospital or Urgent care in the last two weeks for any non-Covid related illness or injury?

   Yes No

5. Have you traveled to any stores since you were last at work?

   Yes No

6. Have you ever been tested for Covid-19?

   Yes No

   If yes, did you test positive

   Yes No

7. Has anyone at home experienced any Covid-19 symptoms in the last 14 days?

   Yes No

8. Have you been in a public event, airport, or train station, in the last 14 days?

   Yes No

9. Is there any other information that pertains to your potential Covid-19 exporture that you would like to share with us?

   Yes No

I certify that the facts sent forth in this certification are true, correct, and complete without misrepresentations or a mission of any kind whatsoever.
I understand that if any of the information on this form is discovered to be incorrect, false or misleading or if there are any misrepresentations or omissions of any kind what-so-ever then my employment may be terminated.

Preparing for a Safe Return to Brick & Mortar

Ensuring the safe return of students and staff to our school buildings is a collaborative effort by the administrative team. Federal and state policy will guide the steps to develop a Deron-specific plan to return to school.

eLearning Quick Reference

Below is a description, link and basic instructions provided digitally and in hard copy for easy access to the basic components used to deliver eLearning at The Deron School, including Realtime,Google Classroom, Google Hangout and Screencastify

Realtime

Realtime Student Information System is a password protected database which stores student and staff emergency contact information. Student records, including IEPs, progress reports and all other relevant data are stored and updated in real time.

https://cp.fridaysis.com/deron

Login credentials needed:

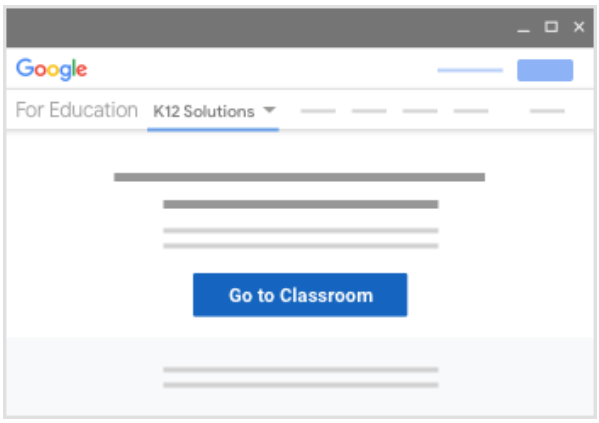
- Username
- Password
- Answers to security questions

Google Classroom

Google for Education gives teachers the freedom to spend more time personalizing the learning experience, and less time managing it. Students can learn 21st-century problem-solving and the skills they'll use in their future careers, with accessibility features that help every student do their best work.

classroom.google.com

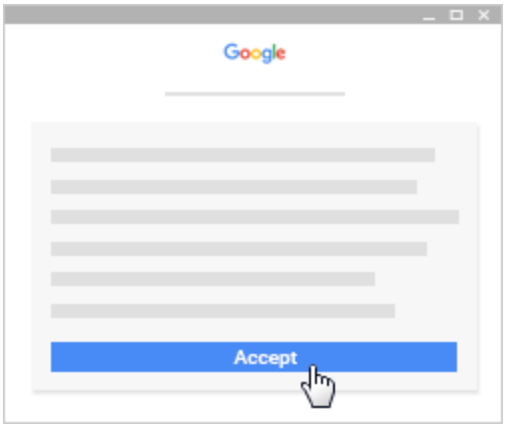
1. Go to classroom.google.com and click Go to Classroom.



2. Enter your username and click Next.

3. Enter your password and click Next.

4. If there is a welcome message, read it and click Accept.



5. If you're using a G Suite for Education account, click I'm A Student or I'm A Teacher. Note: Users with personal Google Accounts won't see this option.

6. Click Get Started.

Ready to start using Classroom?

- Teachers—See Create a class.
- Students—See Join a class.

If you have trouble signing in

Error message	What it means	What you can do
Your administrator hasn't activated Classroom.	Your administrator hasn't turned on Classroom for your account.	Contact your IT administrator.
This service has been disabled by your admin.	Classroom isn't activated for your account.	Contact your IT administrator.
You can't use Classroom with this account.	You signed in to Classroom with the wrong account.	• Sign out and sign in again. • On the mobile app, you'll be asked to add another account. Sign in with the other account.
Has your admin activated Classroom? To use Classroom, ask your school's IT or G Suite administrator to activate Classroom for your school.	Your school doesn't use G Suite for Education.	Your school needs to sign up for G Suite for Education before you can use Classroom.

Need more help with signing in? Students, go to Troubleshooting. Teachers, go to the Google Classroom Help Community.

Access other areas of Classroom

Students, when you're signed in, you'll see classes your teachers created. Click Join to add yourself to a class. For details, see Join a class.

Teachers and students, click Menu ☰ to access other areas of Classroom.

- Classes—Students, navigate to any of your classes. Teachers, see how to create a class.
- Calendar—Students, see your class calendars. Teachers, track student work on class calendars.
- Work—Students, go to See your work for a class. Teachers, go to View student work on the To-do page.
- Settings—Change your profile photo or password.

Google Hangouts

Google Hangouts is a unified communications service that enables text, voice, or video chats, either one-on-one or in a group. Hangouts is built into Google+, Gmail, YouTube, and Google Voice, plus there's Hangouts apps for iOS, Android, and the web. It's essentially a useful and cost-effective collaboration platform for the average person as well as enterprise customers.

hangouts.google.com

To start a conversation:

1. On your computer, go to hangouts.google.com or open Hangouts in Gmail. If you have the Hangouts Chrome extension, Hangouts will open in a new window.
2. At the top, click New conversation +.
3. Enter and select a name or email address.
4. Type your message. You can also add emojis and photos.
5. On your keyboard, press Enter.

Get messages

You can control who can send you messages. Learn how to change your invite settings.

When you select your Hangout window:

- The message will be marked as read. This means that the message will no longer appear as bold and your profile image shows up under the last message sent in the conversation.
- If you close or minimize your Hangout window, your profile photo will not appear.
- People can also see the type of device you use and if you're online. Learn how to change these settings

Google Screencastify

Screencastify is a tool that allows students and educators to personalize their learning experience through sharing their voice via a screen recording. The app is a Chrome extension, meaning the tool is always at the ready whenever you want to capture some magic.

- **How to make your first recording**

Once you've installed and set up Screencastify, you're ready to create your first recording.

- **Starting a recording**

1. Click the Screencastify extension icon (if you can't see the icon, click here)
2. Choose *what* you want to record: your browser tab, entire desktop, or webcam
3. To narrate over your recording using an internal or external microphone, turn on the toggle next to *Microphone*
4. To capture the audio originating from *within* your browser tab or application (e.g. from a video being played), click "Show more options" and turn on *Tab Audio* or *System Audio*
5. Turn on the toggle next to *Embed Webcam* if you want to include your webcam as part of your recording
6. Click **RECORD**. You'll see and hear a countdown, and then your recording will begin.

NOTE

When Screencastify is recording, a red dot (*) will appear in your extension icon.*

Ending a recording

To end a recording, click the extension icon again (or use a keyboard shortcut) and click the stop button.

TIP

You can also pause and resume a recording.

When you end a recording, you will automatically be taken to the recording's *Video Page,* where you can edit, save and share your recording.

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Enclosures Embedded Below

- Sample welcome letter to parents and introduction to eLearning
  (hard copies and digital version for quick reference to hyperlinks)
- eLearning sample schedule
- Q&A for parents
- Internet safety guidelines for parents
- eLearning sample schedule for therapists
- Letter to sending school districts in response to USDA Memo (SP 08-2020,SFSP 04-2020)
- eLearning Professional Develop for staff agenda
- The Deron School Three Year Technology Plan
- Information regarding delivery of related services, use of one to one paraprofessionals, social skills library and Google Hangout protocols.

Welcome letter to parents and introduction to eLearning

Dear Parents/Guardians:

Thank you for your continued support in the wake of the recent public health concerns regarding COVID-19. As we have shared, The Deron School has maintained plans to utilize eLearning in the event of a state-mandated school closure.

Deron's one-to-one technology currently supports eLearning, making it the primary platform that will be used to ensure students can continue to receive the required four hours (240 minutes) of meaningful and relevant instruction per day. Access to eLearning requires the use of a mobile device and access to the Internet. To ensure the success of eLearning, you and your child will be provided with the following:

- A personal device for your child to participate eLearning
- Deron-issued student email address
  - Your child's email address is:

    - Password:
- Access to Google classroom and Google hangouts
    - Quick link here: eLearning at Deron
- An eLearning schedule specific to your child
- Access to educational websites used in class and aligned to lessons
- Credentials to log in to apps providing supplemental instruction
- Access to video and audio conferencing via Zoom in the event of technical difficulties with Google
- Access to video and audio conferencing via Zoom for students with limited access to the Internet
- Video tutorials for parents and students embedded at www.deronschool.org
- Access to IT support for parents and students
    - Kelly Bunero, Principal- Union Campus Kbunero@deronschool.org
    - Greg Farley, Principal- Montclair Campus Gfarley@deronschool.org
- Workbooks and other resources prepared for your child

This document will also be emailed to you for easy access to the links. If your child will not have access to the Internet at home, please call the school so that we can discuss alternative ways for your child to participate.

In the event of a school closure, The Deron School will continue to share pertinent information using the following methods:

- **Realtime Instant Alert**
  Allows administration to communicate information with all stakeholders using a voice recorded message, email and text.
- **Principals Update**
  Allows the principals at each campus to communicate with parents and guardians via email.
- **Email**
  All staff and students at The Deron School are assigned an email address using the same format. Your child's teacher is available via email and will maintain remote access to your child's pertinent information, including their IEP, and other relevant information.

Finally, we urge you to read the enclosed information on Internet Safety and Acceptable Use Policy. Your child's tentative schedule is included-- please be sure to check your email for updates.

Thank you for your anticipated cooperation and flexibility.

Sincerely,
The Deron School Administrative Team

THE DERON SCHOOL OF NEW JERSEY, INC.

The roles of your related service providers during eLearning:

School Nurse

Your school nurse is available to help you navigate health concerns throughout eLearning. If your child is ill and unable to participate in eLearning for the day, please email the school nurse. You can also email with specific health-related questions or concerns. As always, more serious or immediate health concerns should be directed to your family physician.

Your child's school nurse and contact information is: Jane Hollerbach jhollerbach@deronschool.org

Social Workers

Social workers will continue to be the liaison between your home district and The Deron School facilitating virtual IEP meetings, as needed. Packets will be sent home with activities equal to the time and relevance of each student's mandated counseling sessions. Social workers will be available throughout the school day to provide additional support through video, phone, or email conferencing. This will allow for the continued support and assistance that you and your child may need to ensure uninterrupted services.

Your child's social worker and contact information is: Daniela Mantieno dmantineo@deronschool.org

Speech Department

The speech department is dedicated to the continual growth of your child's speech and language development. Materials have been provided with activities equal to the time and relevance of each student's mandated speech sessions. Guidance will be provided on how to use these included materials. As with other departments, speech will be able to provide additional support through video, phone, and email conferences. Speech Therapists will push into classroom lessons to provide additional support as needed.

Your child's speech therapist and contact information is: Kelly Barber Kbarber@deronschool.org

The Behavior Department

The Deron School's Behavior Department will provide ongoing support with any behavior concerns that may arise during eLearning. The behavior department has prepared a behavior support guideline document that will provide strategies for parents and caregivers to implement at home should you need support.

Behaviorist will also be available for video, email, and phone conferencing. Below is a list of email addresses to contact the members of the behavior department and their assignments. The assigned behaviorist will also be streaming social skills lessons.

Your child's behaviorist contact information is: Megan Cummings **Mcummings@deronschool.org**

The Deron School eLearning Schedule

Student name:

Week of:

Teacher/email:

Teacher Assistant/email:

Primary Parent/Guardian Contact:

Phone number:

Monday 9:00-9:40	**Tuesday** 9:00-9:40	**Wednesday** 9:00-9:40	**Thursday** 9:00-9:40	**Friday** 9:00-9:40
English/Language Arts Great Beginnings Ms. Carly, Teacher cmcgee@deronschool.org Mr. Jimmy, TA Jschmidt@deronschool.org	9:00-9:20 Direct Instruction via Google Hangout 9:20-9:40 Differentiated Assignments in Google Classroom Supporting Materials include: List websites, Apps, & teacher made assignments *SLP can push in			
Monday 9:45-10:25	**Tuesday** 9:45-10:25	**Wednesday** 9:45-10:25	**Thursday** 9:45-10:25	**Friday** 9:45-10:25

THE DERON SCHOOL OF NEW JERSEY, INC.

Math Great Beginnings Ms. Carly, Teacher cmcgee@deronschool.org Mr. Jimmy, TA Jschmidt@deronschool.org	9:45-10:05- Direct Instruction via Google Hangout 10:05-10:25- Differentiated Assignments in Google Classroom Supporting Materials include: List websites, Apps, other teacher made assignments *SLP can push in			
Monday 10:30-11:10	**Tuesday** 10:30-11:10	**Wednesday** 10:30-11:10	**Thursday** 10:30-11:10	**Friday** 10:30-11:10
Available for: Related services Independent work Parent/teacher conferencing Social worker/BCBA consult	**Specials** • **Art-**GB • **Music -** Middle • **Health* -**PLUS • **Social Skills -**PreK * Nurse Jane	**Specials** • **Art -** Middle • **Music -** PLUS • **Health* -**PreK • **Social Skills -**GB *Nurse Jane	**Specials** • **Art -** PLUS • **Music -** PreK • **Health* -**GB • **Social Skills** Middle *Nurse Jane	**Specials** • **Art -**PreK • **Music-** GB • **Health* -**Middle • **Social Skills-**Plus *Nurse Jane
Monday 11:15-11:55	**Tuesday** 11:15-11:55	**Wednesday** 11:15-11:55	**Thursday** 11:15-11:55	**Friday** 11:15-11:55
Phys. Ed- Mr. Erik • **All classes** **Separate calendar invites** 11:15-11:20 Demo Screencastify 11:20-11:55 Assign reps /3 days	**Phys. Ed-**Mr. Erik • **All Classes**	**Phys. Ed-**Mr. Erik • **All classes**	**Phys. Ed-**Mr. Erik • **All classes**	
Monday 12:00-12:40	**Tuesday** 12:00-12:40	**Wednesday** 12:00-12:40	**Thursday** 12:00-12:40	**Friday** 12:00-12:40

Social Studies 1xwk Follow ELA and Math format	**Science 1x/wk**	**Social Skills 1x/wk** **BCBA:**		
Monday 12:45-1:25	**Tuesday** 12:45-1:25	**Wednesday** 12:45-1:25	**Thursday** 12:45-1:25	**Friday** 12:45-1:25
Related services SocialWorker/BCBA Parent/teacher conferencing				

Frequently Ask Questions and Answers:

Q: Is my child required to participate in eLearning?

A: As per the State Department of Education, eLearning days will count as regular school days. If your child does not participate, he or she will be marked absent and will not be given credit for the day. Please email your child's teacher if your child is ill and unable to participate for the day.

Q: How will my child access their materials on an eLearning Day?

A: We will be utilizing Google Classroom to post student assignments, facilitate discussions, and submit work. All students are given a Deron-issued email. Students will be sent a calendar invite to attend virtual instruction via email, as well as notification of posts and assignments.

Q: When is a student's work due?

A: The expectation is that work should be turned in by the assigned due date.

Q: How do I or my student contact my child's teacher on an eLearning Day?

A: All teachers are required to post the agenda for eLearning Days by 9:00 a.m. and will be available until the end of the school day by email. You may email the teacher assistant if your child needs additional support during a lesson. He or she will call you from a blocked phone number.

Q: Who do I contact if I need help during the eLearning Day?

A: Your child's teacher(s) will be your direct contact via email; teacher assistants will be available to make phone calls as needed. Video tutorials are available at www.deronschool.org. You may email the following staff with specific technical support questions.

- Ms. Bonnie Lau, Principal MBLau@deronschool.org
- Ms. LaKisha Lefever, Teacher LTaylor@deronschool.org

Q: How can I prepare my child to be successful on an eLearning Day?

A: All of our classes will be utilizing Google Classroom and Google Hangout. We encourage parents to go through the process with the student at home so that they, too, know how to access materials on an eLearning Day. We suggest keeping login information (Deron email and password) readily available so that you can practice accessing Google Classroom well in advance of a state-mandated school closure.

Internet Safety Letter to Parents

Dear Parents/Guardians:

Your child is being provided with a Chromebook for the purpose of eLearning. This device will enable your child to receive remote instruction from their teacher(s) in the event of an emergency school closure.

Please note, each Chromebook has a built in camera. When used with Google Hangout; the camera feature allows the teacher to facilitate interactive lessons with video conferencing and the ability to screen share. When used properly, Google Hangout greatly enhances Google Classroom, providing a fuller and more meaningful eLearning experience for your child. As your child gets acclimated to this process, they will need your assistance and your continued oversight.

When your child is using the Internet at The Deron School, certain sites are blocked, activity is monitored and administrators notified when a student attempts to access inappropriate material. These safeguards are designed to work with wifi at school. It is important to remember that when your child uses their school device at home, they will have free and open access to the internet and should be closely monitored.

Chromebooks will be assigned for school related work and should not be used for other purposes. Proper handling and use of their device will ensure your child can actively participate in their lessons. Please review the following guidelines with your child.

- **Keep your Chromebook clean**
  - Sanitize your hands before using the device
  - Avoid eating or drinking while using your device
- **Respect your Chromebook**

- Hold it with 2 hands
- Never carry it by the lid
- Do not change the desktop image or modify any settings
- Avoid placing items on top of your Chromebook
- Avoid storing in extreme heat or cold

- **Powering up and shutting down**
  - Plug the Chromebook in if it has less than 20% power
  - Check that the power plug has power (lights up)
  - Always log out and shut down the Chromebook when finished
  - If a Chromebook is not working properly, report it immediately to the instructor.

Thank you for your anticipated cooperation.

Sincerely,
The Deron School Administration

eLearning Schedule for therapists

date:	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
9:00-9:20					
9:25-9:45					
9:50-10:10					
10:15-10:35					
10:40-11:00					
11:05-11:25					
11:30-11:50					
11:55-12:15					
12:20-12:40					
12:45-1:05					
1:10-1:30					

Letter to sending districts in response to USDA Memo (SP 08-2020,SFSP 04-2020)

Sending School District

District Superintendent/ Director of Special Services

Thank you for your continued support of your out of district students placed at The Deron School. Your team has been especially helpful in the wake of the recent public health concerns regarding COVID-19. The Deron School has been actively working to prepare for eLearning in the event of a state-mandated school closure.

Deron's one-to-one technology currently supports eLearning, making it the primary platform that will be used to ensure our shared students can continue to receive the required four hours (240 minutes) of instruction and approved related services.

Due to the proximity of The Deron School relative to the sending school districts we serve, we are requesting each sending district make provisions for their out of district students placed at Deron, who are eligible for free or reduced meals. Our shared students who are eligible for benefits, along with their free or reduced status are listed below:

- **Name of student, free or reduced**

Thank you for your anticipated cooperation and flexibility.

Sincerely,
The Deron School Administrative Team

eLearning Professional Develop for staff agenda

Union Campus

Planning and Preparation for eLearning Sample Agenda
date

8:30am-8:45am - Introduction to the Day (All staff in the Cafeteria)

- Teacher responsibilities
- TA responsibilities

8:45am-9:45am - Teachers and TAs meet to develop plans for creating student folders in individual classrooms

- Design folder for each student:
  - Introductory Letter with teacher contact information (template provided)
  - Student's email and password (instructions provided per student)
  - Emails of all student's teachers and related services providers
  - Written directions to use Google Classroom and Google Hangout
  - Access to video tutorial for Google Classroom & Google Hangout
  - Elearning schedule (template provided)
  - Link/contact person for trouble reporting (Bonnie and LaKisha - contacts included in letter template)
  - List of apps, subscriptions & log -in credentials specific to academic needs/levels for individual students
  - Digital Learning Reference Sheets
  - Student Work (hard copies)

9:45am-10:00am - BREAK

10:00am-12:00pm - TAs will continue work from the morning in classrooms
eLearning Training for all teachers and related service providers in Room 114 with Bonnie and LaKisha

- Introduction to eLearning
- Google Classroom
- Using Google Classroom
- Setting-up classes to use Google Classroom
- Working with Google Classroom: Streaming and Assignments
- Picto4Me
- Screencastify
- Google Hangout
  - Setting up email: class group contacts for access to presentations
- Troubleshooting

12:00pm-12:30pm LUNCH (Pizza will be provided in the Cafeteria for all staff!)

1:00pm-2:00pm - Bonnie will meet with TAs in Room 114 for an overview of Google Classroom

- Chromebooks will be provided for the TAs
- Teachers will continue planning lessons in individual classrooms

2:00pm - 3:00pm - TAs will return to the classrooms and work with teachers on planning and preparation

- Continue work from the AM session
- elearning lesson planning and development

The Deron School Three Year Technology Plan

Three Year Technology Plan

July 1, 2019 through June 30, 2022

Union Campus
1140 Commerce Avenue
Union, NJ 07083

Montclair Campus
130 Grove Street

THE DERON SCHOOL OF NEW JERSEY, INC.

Montclair, NJ 07041

Submitted April 2019

Stakeholder Assurance
Union Campus

I agree to the contents in this educational plan, and the assurance that I will be involved in the implementation of this Technology Plan for Digital Learning. Involvement in the implementation of this Plan may include: reviewing the progress of meeting the goals and objectives, being responsible for completing one or more activities in the action plan, participating in the revisions of the plan. Stakeholders associated with the district and school levels (i.e., each principal from targeted school) should sign.

Title	Name	Signature
Executive Director	Kenneth A. Alter	
Director	Lori Alter	
Director	Mariesa Grado	
Principal	Kelly Bunero	
Supervisor	Wendy Orjeda	
Technology Coordinator	Lauriene Tschang	

Stakeholder Assurance
Montclair Campus

I agree to the contents in this educational plan, and the assurance that I will be involved in the implementation of this Technology Plan for Digital Learning. Involvement in the implementation of this Plan may include: reviewing the progress of meeting the goals and objectives, being responsible for completing

one or more activities in the action plan, participating in the revisions of the plan. Stakeholders associated with the district and school levels (i.e., each principal from targeted school) should sign.

Title	Name	Signature
Executive Director	Kenneth A. Alter	
Director	Eric Alter	
Director	Mariesa Grado	
Principal	Greg Farley	
Supervisor	Jeanine Vignone	
Technology Coordinator	Lauriene Tschang	

APPENDIX A

Technology Plan Components CHECKLIST

This form may be used to ensure all components are addressed in the submitted document for review.

School Name: The Deron School of New Jersey, Inc.	
NJTRAx NJSLA Technology Readiness Rating: 9	**NJTRAx Digital Learning Readiness Rating: 9**
🔷 If the Future Ready District Level summary report was generated within the 2015-1016 school year, include a copy of the district report with the Plan submission. 🔷 If the NJTRAx Digital Learning Surveys summary report was generated, include a copy for all identified schools.	

Step		Yes	No
1.	**District vision included.**	**p. 4**	
2.	**NJTRAx technology readiness system for the district and for each school was updated.**	**p. 5-8**	
3.	**NJTRAx DL surveys for each school were completed. Go to Step 5**	**p. 5- 6**	
4.	**School-based Goals, Strategies, Objectives and**	**p. 23-27**	

	Indicators are included for each identified school.		
5.	**Reflection and adjustment plan is included.**	**p. 30**	
6.	**School-based plan for infusion of technology within instruction is clearly understood.**	**p. 22-23**	
7.	**School-based Reflection & Adjustment is included for each identified school.**	**p. 30**	
8.	**School-based budget is included to support activities in Action Plan.**	**p. 29**	

Executive Summary

The Deron School is a New Jersey approved private school, for students with multiple disabilities ages three through twenty-one, with campuses in Union and Montclair.. All students are classified Eligible for Special Education and Related Services and have been placed here by their home district's Child Study Team because they could not be served in a general education setting or appropriate special education program in district. We provide students with a curriculum that meaningfully incorporates the New Jersey Student Learning Standards and allows students to meet the course/credit requirements for a high school diploma. We extend student learning beyond the walls of the classroom through community-based instruction and structured learning experiences to prepare students for the transition to adult life. Students, ages 18 through 21, enrolled in our BRIDGE program have completed their high school graduation requirements and participate in a program of instruction designed to increase their financial literacy, consumer awareness, knowledge of community resources, ability to travel and to demonstrate life skills. They have multiple opportunities to participate in supported employment with onsite job coaching.

The mission of The Deron School is to provide a comprehensive school experience within a warm, supportive structured learning environment that empowers students to reach their highest level of independence and achievement. Deron prepares students with disabilities to lead successful, productive lives, allowing them to become contributing members of their community. Our students discover talents, cultivate strengths, conquer challenges and fulfill dreams.

Vision

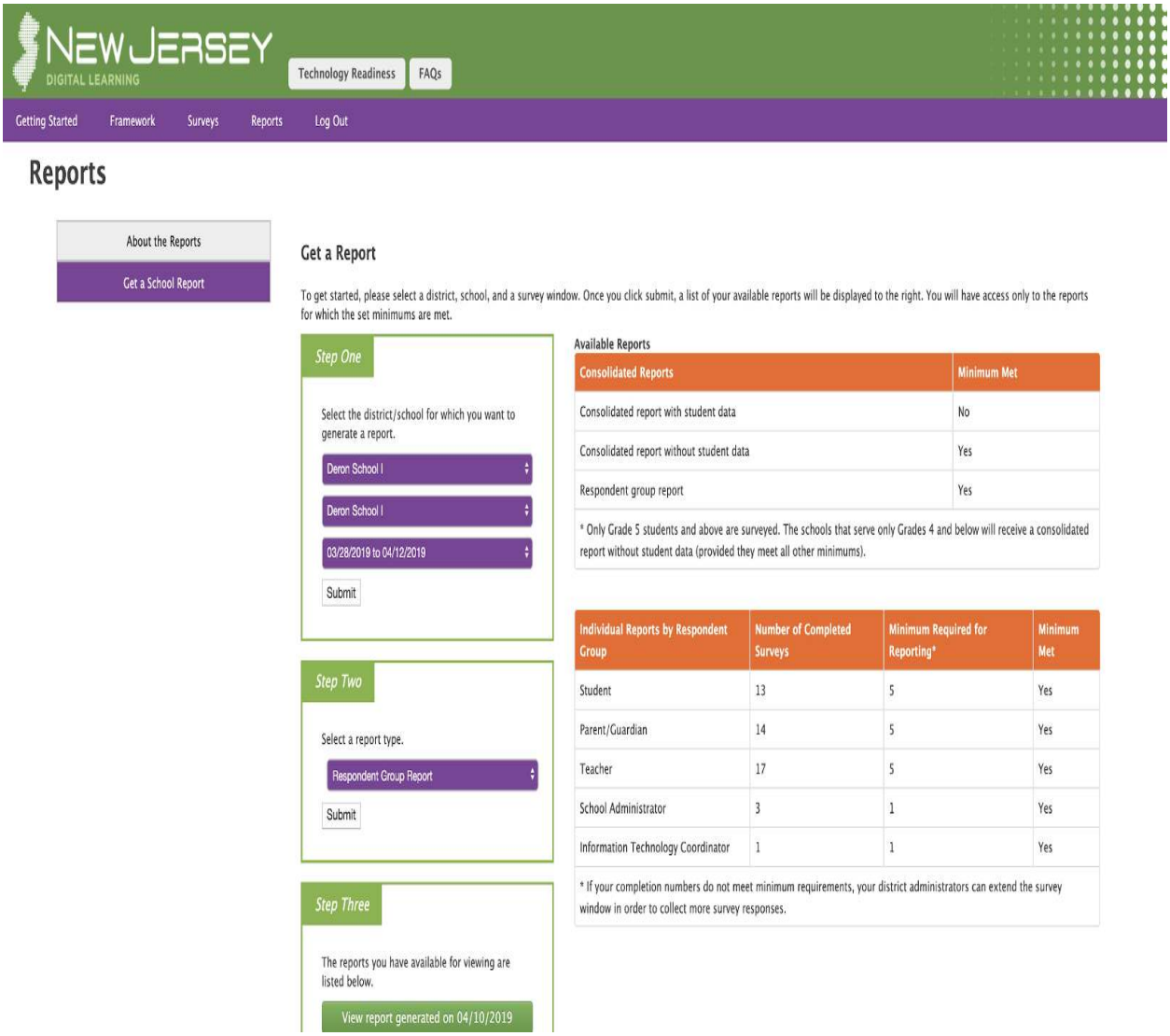
Is there a vision for digital learning in the district that is shared among all stakeholders?

In the 21st century and beyond, understanding and using technology will be an integral part of virtually every aspect of everyday life. At The Deron School, it is our mission to prepare students for this future. We envision using technology to enhance and support teaching and learning across the curriculum within the framework of Universal Design for Learning which offers flexibility in the ways that our students access information, engage with it and show what they know. We aim to maximize learning for all students and remove any barriers to learning through the use of assistive technology. Through ongoing, comprehensive professional development, we are empowering our administrators, teachers and support staff to integrate technology into a challenging interdisciplinary curriculum which addessess students' specific needs, developmental levels and learning styles and maximizes their independence in school, community, and work environments.

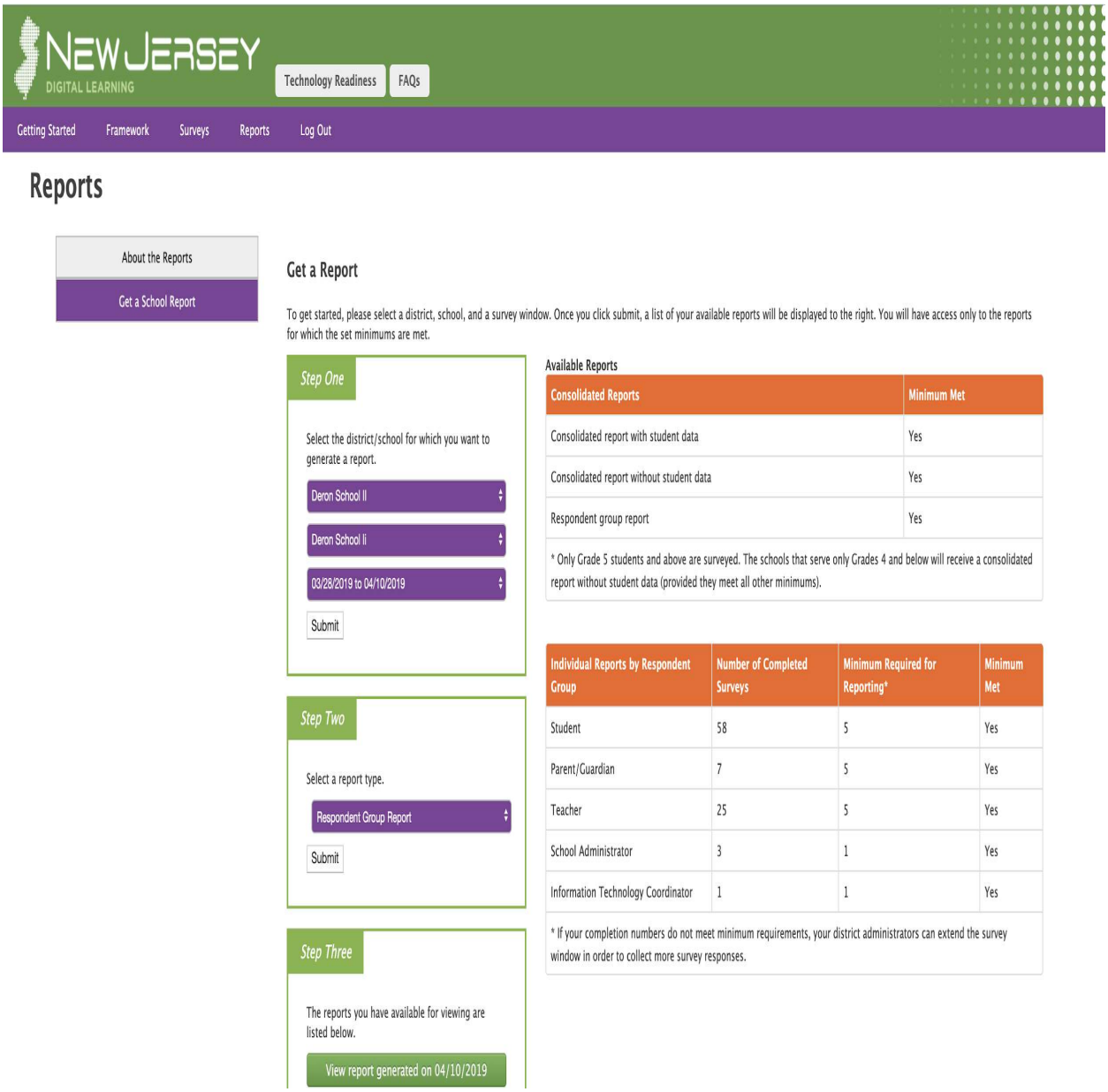
Technology Overview

NJTRAx TECHNOLOGY READINESS / NJTRAx PARCC Technology Readiness

THE DERON SCHOOL OF NEW JERSEY, INC.



THE DERON SCHOOL OF NEW JERSEY, INC.



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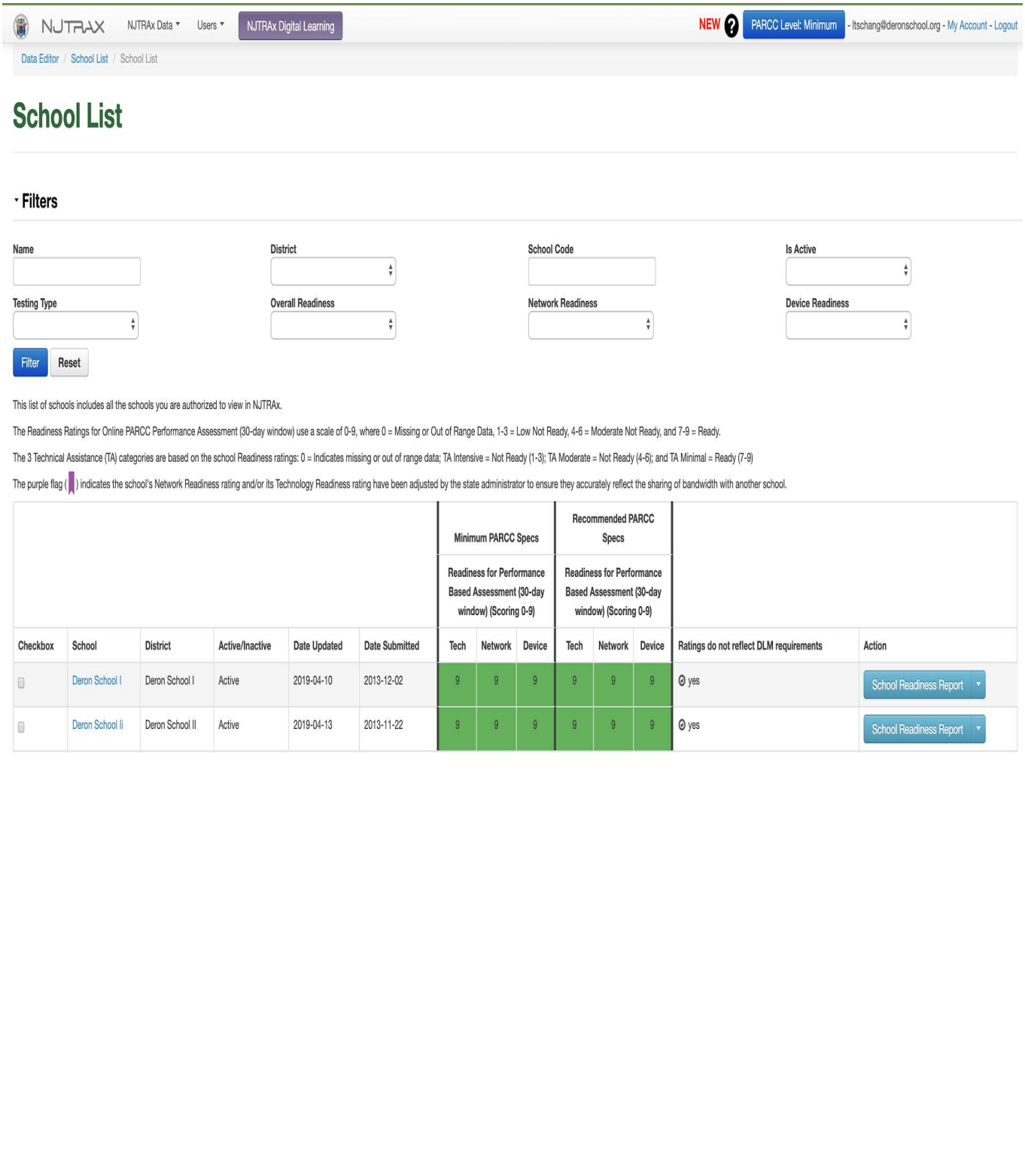

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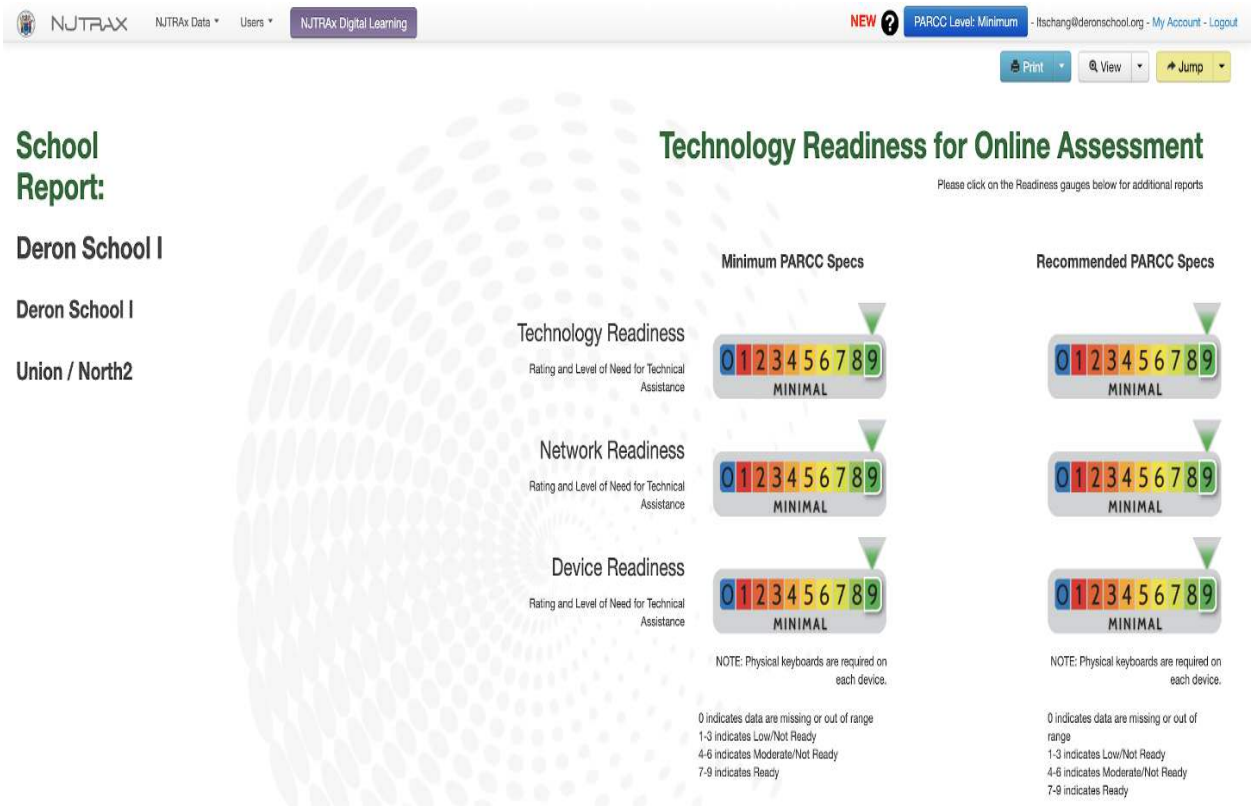

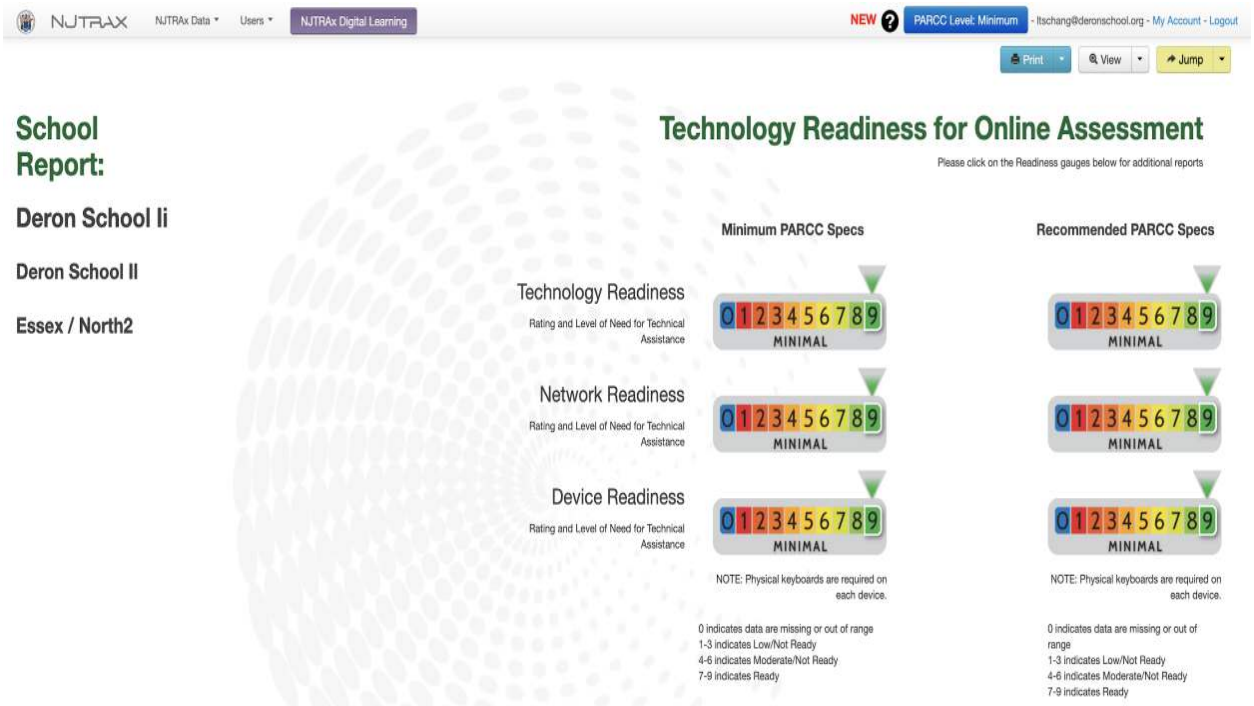

District Infrastructure

Device Inventory

Location	Device Type	# of Devices	Models
Deron Union	Windows File Servers	1	Buffalo Terastation WSS* (WS5400DN2)
Deron Union	Network Attached Storage (NAS)	1	BUFFALO TeraStation III 4-Bay 4 TB (4 x 1 TB) RAID Network Attached Storage (NAS) - TS-X4.0TL/R5
Deron Union	Network Switches	4	HP 1820-48G Switch
Deron Union	Firewall & Router	2	SonicWall TZ600 UTM Firewall Appliance and SonicWall TZ600 High Availability
Deron Union	Chromebooks	139	Acer Chromebook R11 (C738T N15Q8), HP Chromebook 14 G5 (3NU64UT) and HP Chromebook 14-SMB (F7W49UA#ABA)
Deron Union	Chromebox	17	Asus Chromebox3-N018U
Deron Union	JTouch Interactive Display	17	InFocus Jtouch (INF6500e)
Deron Union	iPads	46	Apple iPad 6
Deron Union	Desktop Computers in the Classroom	24	HP DC8300
Deron Union	Desktop Computers for Administrative Staff	17	Dell Optiplex 5060, ProDesk 400 G2 (W5Z13UT), Elite 800 G2 (P7P93UT#ABA)
Deron Union	Laptops for Instructional Use	5	Lenovo T440 (20B6006CUS) and Lenovo T480 (20L5004HUS), MacBook Pro
Deron Union	Laptops for Administrative Use	6	MacBook, SurfaceP4, Lenovo T440
Deron Union	Printers for Instructional Use	37	HP Color Laserjet Pro M452nw and HP Laserjet Pro M102w, and HP Color Laserjet CP1215
Deron Union	Printer for Administrative Use	12	HP Laserjet Printers
Deron Union	Scanners	7	Fujitsu ScanSnap ix500
Deron Union	Wireless Access Points	9	Ubiquiti Unifi AP-LR, AP-AC-Pro and AP-AC-HD
Deron Montclair	Windows File Servers	1	Buffalo Terastation WSS* (WS5400DN2)

Deron Montclair	Network Attached Storage (NAS)	2	Buffalo TeraStation 3400 4-Drive 4 TB Desktop NAS
Deron Montclair	Network Switches	4	HP 1820-48G Switch
Deron Montclair	Router	1	Cisco RV325
Deron Montclair	POE Switches for Wireless Access Points & Wall Switches	3	Ubiquiti Toughswitch 8 Pro
Deron Montclair	Firewall	1	Barracuda Web Filter 310
Deron Montclair	Chromebooks	106	Acer Chromebook R11 (C738T N15Q8), HP Chromebook 14-SMB (F7W49UA#ABA) and HP Chromebook 14 G5 (3NU64UT)
Deron Montclair	Chromebox	11	Asus Chromebox3-N018U
Deron Montclair	JTouch Interactive Display	13	InFocus Jtouch (INF6500e)
Deron Montclair	iPads	5	Apple iPad 6
Deron Montclair	Desktop Computers in the Classroom	50	HP DC8300
Deron Montclair	Desktop Computers for Administrative Staff	21	Dell Optiplex 5060, ProDesk 400 G2 (W5Z13UT), Elite 800 G2 (P7P93UT#ABA)
Deron Montclair	Laptops for Instructional Use	7	U), Lenovo T440p (20AN-0069USD) and Mac
Deron Montclair	Laptops for Administrative Use	2	Lenovo T440 and T450
Deron Montclair	Printers for Instructional Use	41	HP Color Laserjet Pro M452nw and HP Laserjet Pro M102w, and HP Color Laserjet CP1215
Deron Montclair	Printer for Administrative Use	20	HP Laserjet and ColorJet Printers and Brother QL-800 label printer,
Deron Union	Scanners	4	Fujitsu ScanSnap ix500
Deron Union	Wireless Access Points	8	Ubiquiti UniFi AP Pro and AP-AC-Pro

Internet Service Provider

Location	Internet Service Provider	Service
Deron Union	Verizon FiOS Internet for Business	50Mb/20Mb
Deron Montclair	Verizon FIOS Broadband	50Mb/20Mb
Deron Montclair	Comcast Business Internet (backup)	50Mb/10Mb

THE DERON SCHOOL OF NEW JERSEY, INC.

Chromebooks Learning Solutions

Each campus is equipped with chromebooks and chromeboxes all running the latest stable Chrome OS version. Some of these chromebooks are set to only be at a certain Chrome OS version as specified by either NJSLA or DLM system requirements for testing purposes. The chromebooks were originally introduced just for testing purposes, however, in the Fall of 2017 selected classrooms and/or departments were given a different model of chromebook that has both touchscreen and flip functionalities to mimic that of an iPad. Each chromebook, when purchased, has an extended warranty to cover for incidentals.

In working with faculty and staff, the technology coordinator allows Google apps and/or Google Chrome extensions to be available for all users to install. The following is just one of the many lists of the Google apps/extensions as curated and gathered from teacher's input/requests:

Name of App or Extension	Is this App or Extension for you or for your students	Content Area	Briefly describe the function of this app or extension
Angry Birds Stella	Student	General Classroom	This app will be used as a behavior reinforcement for a new student
Angry Birds Pop	Student	General Classroom	This app will be used as behavioral reinforcement for a new student
Zip Extractor	Staff	General Classroom	Allows you to open/extract zipped files on Google Drive
Web Paint	Student	Math, General Classroom	To use for student to write answers to math problems using finger on chromebook as a touch screen device
Boomerang	Staff	General Classroom	Allows you to delay the time at which emails are sent (ie. draft the email at 9:00 am and send it at 1:00 pm).

Some of the Chrome Apps/Extensions that are available for all staff and students to install from the Chrome Web Store are the following:

Name of App or Extension or Google Built-InTools	Is this App or Extension for you or for your students	Content Area	Briefly describe the function of this app or extension
Read Aloud	Students and Staff	General Classroom	Text To Speech App

TTS Reader	Students and Staff	General Classroom	Text To Speech App
Read&Write for Google	Students and Staff	General Classroom	Text To Speech App
Google Docs Voice Typing	Students and Staff	General Classroom	Speech to Text App
Speech Recognition (Google Docs add-on)	Students and Staff	General Classroom	Speech to Text App
VoiceNote (Chrome app)	Students and Staff	General Classroom	Speech to Text App
Google Voice Typing	Students and Staff	General Classroom	Speech to Text App
Google “Search by voice”	Students and Staff	General Classroom	Speech to Text App
Mercury Reader	Students and Staff	General Classroom	Readability
Just Read	Students and Staff	General Classroom	Readability
OpenDyslexic	Students and Staff	General Classroom	Readability
Purify	Students and Staff	General Classroom	Readability
BeeLine Reader	Students and Staff	General Classroom	Readability
ATbar	Students and Staff	General Classroom	Readability
Visor	Students and Staff	General Classroom	Readability
High Contrast	Students and Staff	General Classroom	Readability
Google Dictionary	Students and Staff	General Classroom	Comprehension
TLDR Too Long, Didn’t Read	Students and Staff	General Classroom	Comprehension
Newsela	Students and Staff	General Classroom	Comprehension
TweenTribune	Students and Staff	General Classroom	Comprehension

Picto4Me	Students and Staff	General Classroom	Communication

iPad Learning Solutions (with Assistive Technology Solutions)

Each campus is equipped with iPad 9.7 inch (Model A1893) iPad6s. These newer iPads were deployed in selected classrooms and/or departments at the beginning of the school year 2018-2019. Each iPad has an Apple Care+ purchased to cover for incidentals. Using Apple Configurator, each iPad is configured with certain settings to make the device conducive and safe for learning. All apps, free or paid, purchased from Volume Purchase Program for Education are then deployed on these iPad6s. The following are lists of the installed apps as curated and gathered from teacher's input/requests:

- Great Beginnings Classrooms

App Name	App Developer
Things That Go Together	Innovative Investments Limited
ABA-Problem Solving- What does not belong?	Innovative Mobile Apps
Touch the Sound	Innovative Mobile Apps
ABC Star- Letter Tracing	habelnet
Touch and Learn - Emotions	Innovative Mobile Apps
Jungle Coins	Andrew Short
My PlayHome	PlayHome Software Ltd
Handwriting Without Tears: Wet-Dry-Try for Capitals, Numbers & Lowercase	Handwriting Without Tears & Get Set for School
Little Solver - Figural Analogies	Innovative Mobile Apps
Little Solver - Preschool Logic Game	Innovative Mobile apps
See.Touch.Learn.	Brain Parade
My Bowling 3D	By iWare Designs Ltd.
VB-MAPP	By Marz Consulting Inc.

Toddlers Food Games-EduKitchen	Cubic Frog Apps
Let's Build a Bedroom	Different Roads to Learning, Inc.
Monster numbers	Educ Games
Interactive Telling Time	GiggleUp Kids Apps And Educational Games Pty Ltd
YouTube Kids	Google, Inc.
Sushi Monster	Houghton Mifflin Harcourt
ABC Alphabet Phonics - Preschool Game for Kids	Innovative Investments Limited
Flashcards for Kids - First Food Words	Innovative Mobile Apps
Kids A-Z	Lazel Inc.
Emotionary by Me.Mu	leehsueh
My Little Suitcase by Moms With Apps	Lorraine Akemann
Mr Potato Head: Create & Play	Originator Inc.
VocabularySpellingCity	SpellingCity
Starfall ABCs	Starfall Education
iTouchilearn Words Free for Preschool Reading, Spelling, Speech Skills	Staytoooned
Grades K-5 Math Learning Games	StudyPad, Inc.
Scholastic News	Scholastic
Grades K-5 Math Learning Games 4+ Fun brain development for kids	Study Pad, Inc.

- Speech Department

App Name	Vendor - Developer

Picture This Sentence	Hamaguchi Apps for Speech, Language & Auditory Development
Speak It	Solana
What's That Sound?	Different Roads to Learning, Inc.
Clean Up: Category Sorting	Different Roads to Learning, Inc.
Things That Go Together	Innovative Investments Limited
WH Questions Preschool Speech and Language Therapy	Innovative Investments Limited
Touch Trainer	Touch Autism
Scene Speak	Good Karma Applications, Inc
TouchChat HD- AAC w/ WordPower	Silver Kite
Go Talk Now by Attainment Company	Attainment Company
Melodic Based Communication Therapy Level 1	Givona Sandiford
Melodic Based Communication Therapy Plurals	Givona Sandiford
Melodic Based Communication Therapy First Phrases	Givona Sandiford
Melodic Based Communication Therapy Prepositions	Givona Sandiford
Melodic Based Communication Therapy First Signs Itself:P	Givona Sandiford
Melodic Based Communication Therapy Level 2 Full Verses	Givona Sandiford
Lamp Words for Life by Prentke Romich Company	Prentke Romich Company
Super Duper : Name that Category Fun Deck	Super Duper Publications
Super Duper: Let's Name Things	Super Duper Publications
Super Duper: Opposites	Super Duper Publications
Super Duper: Practicing Pragmatics	Super Duper Publications
Super Duper:What are they asking?	Super Duper Publications
Super Duper: What Would You Do At School If?	Super Duper Publications
Super Duper: Yes or No?	Super Duper Publications
Go Talk Now by Attainment Company	Attainment Company
Proloquo2Go	AssistiveWare

Is there ongoing coordination when ordering new technologies and maintaining technology between the maintenance department within the district, the lead persons for both educational technology and assistive technology, and all principals?

Needs are assessed and examined thoroughly between instructional, administrative and technical staff members. Current infrastructure and instructional devices play a significant role in assessing hardware and/or software tools that can be used in the classrooms. Thorough research is conducted in coordination with classroom teachers, speech and behaviorist staff members for the best assistive technology for classrooms.

Needs of students are evaluated by their teachers during classes and through conferences with social workers and therapists. One of the main objectives is for all students to use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Does the district have security software to manage potential hacks, viruses, etc.?

Location	Content Filtering Solution	Service
Deron Union	Sonicwall TZ600 UTM Firewall Appliance	Gateway Antivirus, Content Filtering, Spyware Protection, and Intrusion Prevention
Deron Montclair	Barracuda Web Filter 310, implemented 2016	Content filtering, application blocking, and spyware protection
Deron Union and Montclair	Bark for Schools Free Implemented 03-2019	Intelligent monitoring for your students' G Suite accounts: Contextual analysis of online activity: Encrypted with Amazon Web Services, compliant with CIPA, FERPA, COPPA,AB 1584

Location	Anti-VIrus Solution	Service
Deron Union & Montclair	AVG File Server, License expiration date: 2021-11-17	Installed in File Servers
Deron Union & Montclair	Built-in Windows Defender Antivirus on Windows 10	Installed in Administrative Desktops

Is there a security system(s) in place to determine who can automatically enter a district building (i.e., access control systems, taped video security or proximity readers)?

- ❏ Deron Union's building is equipped with NetAXS HoneyWell Entry Card System which was installed on 09-2018. Each staff is given an access card when they start employment and the card is deactivated when their employment is terminated. At times, an access card is reassigned to another staff. NetAXS HoneyWell Entry Card System software application

can be accessed via a static IP address from the Administrative desktop. ISOProx II cards are activated/deactivated and assigned/unassigned through this system.

- ❏ Both campuses are equipped with multiple CCTV cameras of varying models: DLink DCS-3410, DCS-3411, DCS-6110 and DCS-7110. Video footages are viewed on HP ProDesk 400 G3 computers and surveillance is saved for 2-3 weeks worth of data.

Is there digital citizenship support and education available for staff and students?

All students need digital citizenship skills to participate fully in their communities and make smart choices online and in life. Digital citizenship is addressed within the context of the curriculum as students use digital technology to communicate with others in the school community and conduct research online. Teachers set expectations for how students communicate in the classroom and for how students interact within collaborative online learning spaces. Teachers model good digital citizenship and closely monitor students working online.

Digital citizenship is addressed with teachers and support staff through ongoing professional development.

Are the needed technical solutions to support the educational environment, both academic and administrative identified and addressed?

Instructional Technical Solutions

Location	Learning Tools	Web Portal
Deron Union	Brain Pop	www.brainpop.com
Deron Union	Ed Helper	www.edhelper.com
Deron Union	Enchanted Learning	www.enchantedlearning.com
Deron Union	Fountas and Pinnell	www.fountasandpinnell.com
Deron Union	IXL	www.ixl.com
Deron Union	Learning Ally	www.learningally.org
Deron Union	Learning A-Z	www.learninga-z.com
Deron Union	Spelling City	www.spellingcity.com
Deron Union	Splash Math	www.splashmath.com
Deron Union	Super Teacher Worksheets	www.superteacherworksheets.com
Deron Union	GoNoodle	https://www.gonoodle.com/
Deron Union	TadPoles	www.tadpoles.com/
Deron Union	Mystery Science	https://mysteryscience.com/
Deron Montclair	Start to Finish	https://start-to-finish.com/mobi/
Deron Montclair	Let's Go Learn	https://www.letsgolearn.com/
Deron Montclair	Rosetta Stone	https://www.rosettastone.com

Administrative Technical Solutions

Location	Tools	Service
Deron Union & Montclair	RealTime	RealTime "cloud" computing software is used for Lesson Planning, Attendance, Grade Book & Parent Portal, and Student Stats.
Deron Union & Montclair	PeachTree Sage 50	Accounting Software

Are IT resources maintained by a reliable and responsible person or firm? For those districts that need additional technical support, does the district collaborate with other districts for shared services to ensure onsite assistance available for online assessments?

- ❏ Deron School maintains a contract with Next Century Systems of NJ for IT services for server, network support and other technology needs
- ❏ Deron School maintains a contract with Tschang Consulting LLC for IT coordination and project management
- ❏ Deron School employs additional technical staff to assist in upgrade of equipment and software installment
- ❏ Tschang Consulting LLC provides ongoing technical training and Professional Development to administrators, faculty, and support staff through onsite coaching, video tutorials and/or how-to-guides
- ❏ Deron School faculty and staff receives technology tools & resources trainings through live and/or recorded webinars provided by vendors

Considering all network equipment (security cameras, wireless devices, desktops, all ports), does the district document all infrastructure setups and IP address schematics?
A very detailed documentation in the form of a spreadsheet is kept on the Google Team Drive for IT Staff access only with all the information for but not limited to security cameras, wireless devices, desktops, ports. This file is updated as new technology is added and/or removed from the inventory. A Visio diagram file is also kept to help understand the network infrastructure per campus.

Curriculum, Teaching, Learning and Assessment

Do students collaborate with peers and create original deliverables as an outcome?
Yes. Students have multiple opportunities to communicate, collaborate and create presentations with peers using G Suite applications.

Do all students have ongoing opportunities to collaborate with peers in and outside of school?
While students have multiple opportunities to collaborate with peers in school, collaboration outside of school is highly contingent upon the student's access to devices. Each student is provided with a restricted gmail account that allows them to communicate with staff and peers in the school community. Students are

also provided with passwords that allow them to access online learning tools and subscriptions outside of school.

Do students learn from one another, from the teacher and from resources available outside the school walls?
While students have multiple opportunities to collaborate with peers in school, collaboration outside of school is highly contingent upon the student's access to devices. Each student is provided with a restricted gmail account that allows them to communicate with staff and peers in the school community. Students are also provided with passwords that allow them to access online learning tools and subscriptions outside of school.

Do students critically evaluate their work and peer work for continuous improvement?
Students use utilize rubrics, online surveys, and classroom discussions to evaluate their own work and the work of their peers for continuous improvement.

Do school administrators understand the difference between relying on a "canned" software package for student learning content and teachers empowering students through the infusion of digital tools to teach with effective instructional pedagogy?
Teachers use digital tools, such as Google Classroom, to engage their learners and promote inquiry learning based on each student's needs and interests. "Canned" programs tend not be be very successful in meeting the needs of students with disabilities who present with diverse and unique learning profiles.

Considering the district's vision for student learning, do teachers know about the technologies that will help them make this type of learning more achievable and through what pedagogical design?
Through ongoing professional development, teachers are learning about technologies that will assist them in meeting the needs of their students. UDL and differentiated instruction are highly effective pedagogical designs for presenting information and content in different ways, differentiating the ways that students can express what they know, and stimulating interest and motivation for learning.

Are multiple means used by students to demonstrate learning?
Yes. Providing students with multiple means of action and expression is a core principle of Universal Design for Learning and critical when instructing students with disabilities who often present with barriers to expressing what they know.

Are teachers infusing standard 8.2 concepts within their lessons?
Yes, however each student's pathway for demonstrating understanding of standard 8.2 may be different.

Are teachers aware of and/or using effective learning models?
Yes. At The Deron Schools, personalized learning as indicated in each child's IEP has always guided instruction for individual students. Differentiated instruction is key in meeting the needs of students with disabilities. Training in the application of the core principles of UDL is ongoing.

Are there opportunities for teachers to gauge where they are in preparing for or utilizing a digital learning environment?
Yes. Professional development is ongoing. A small teaching staff at each campus allows the administrative staff and Technology Coordinator to provide personalized feedback and suggestions, as well as, opportunities for growth.

Are barriers identified that impede teachers in effectively infusing technology into instruction?
Barriers, such as access to devices and training, to impeding teachers in effectively infusing technology into instruction are being addressed in this plan for digital learning.

Do students have digital portfolios to maintain online collections of their work and objects?
All students have opportunities to engage in digital learning across the curriculum. The creation and maintenance of a digital portfolio is an individual goal that is realized at different levels.

Are students assessed for meeting standard 8.0 in grades K-12?
Yes. Students are assessed in meeting standard 8.0 within the context of the curriculum.

Does the district have a system in place to assure students in grades 6 through 8 meet standard 8.0 by the end of grade 8?
Students are assessed in meeting standard 8.0 within the context of the curriculum, however due to their disability may not meet this standard fully by the end of grade 8.

Three-Year Goals and Objectives (2016)
The Deron School of New Jersey, Inc.

1. To increase the variety and types of technologies in all learning environments that are available to special education teachers in an effort to expose students with special needs to a wider variety of instructional methods and to accommodate a wider spectrum of learning styles.

- This goal has been realized through the purchase and implementation of computers, IPADS, chromebooks, printers and JTouch Interactive whiteboards for use in classrooms, administrative offices, and workspaces (Media Center).

2. To ensure that instructional staff and administration has multiple opportunities to develop new skills to further the effective daily use of technology in instruction as opportunities become available.

- This goal has been realized through multiple opportunities for staff to participate in professional learning via in-service and off-site workshops.

3. All students will be exposed to and participate in instruction providing them with the skills necessary to excel in the community, workplace and global society using 21st century skills to the best of their abilities.

- This goal is ongoing and involves the integration of technology throughout the curriculum. Students and staff continue to learn how to effectively use G Suite applications and other online learning tools to enhance teaching and learning.

4. To provide the software and hardware requirements for implementing and maintaining Goals 1, 2, and 3.

- This goal has been realized through the use of an online student information system (Realtime) to manage student data and by transitioning to a "Google" environment with Google Apps for K-12 education to enhance communication, collaboration, and classroom learning as well as a safe platform for data.

Union and Montclair Campuses Reflecting the Needs of our Preschool through Grade 12 Program

Goal 1: All students will be prepared to maximize learning and independence in the classroom, community and workplace using technology aligned with 21st century skills

Objectives:
1.1 Infuse technology across all curricular areas with its availability in every classroom
1.2 Students will demonstrate proficiency with education technology and information literacy
1.3 Instruction will be designed to ensure access to all learners through technology using desktop computers, IPADS, chromebooks
1.4 Technology, including JTouch interactive boards, desktop computers, IPADS and chromebooks will be tools for students to receive instruction from the teacher
1.5 All students will have access to learning opportunities on the world wide web and through distance learning activities

Goal 2: All certificated and support staff will demonstrate 21st century technology skills and knowledge in order to enable students to maximize learning and independence in the classroom, community and workplace using technology aligned with 21st century skills

Objectives:
2.1 All certificated and support staff will participate in professional development activities designed to infuse technology, specifically using chromebooks and IPADS across the curriculum
2.2 Professional Learning opportunities will be offered both through in-service presentations, Teacher-to-teacher professional development, off-site workshops and training by Deron's Technology Coordinator
2.3 All school administrators will be current in their technology skills in order to foster best practices
2.4 All supervision and evaluation practices will address the use of technology across the curriculum
2.5 All educators will use technology to create authentic discovery learning opportunities for all students

2.6 All staff will use technology ethically

Goal 3: All staff will have access to technology to support enhance instruction, communicate, collaborate, and manage student data

Objectives:
3.1 All students and educators will have consistent, equitable access to educational technology
3.2 All students and educators will have access to online resources and distance learning technology
3.3 All students will have access to computers, IPADS and chromebooks with the goal of 1 chromebook per student
3.4 All staff will have access to technology support
3.5 The Acceptable Use Policy will be implemented and universally observed

Goal 4: The Deron School of NJ will establish and maintain the technology infrastructure necessary for all students, administrators, and staff to safely access digital information on demand and communicate virtually.

Objectives:
4.1 The level of high-speed connectivity will be upgraded, and as technology improves
4.2 The level of hardware and high-speed connectivity will be upgraded in order to provide authentic learning opportunities to students
4.3 The current level of technological support will be upgraded in order to provide high quality functioning technology to staff and students
4.4 Deron School will continue to evaluate the total cost of ownership of current technology in order to budget for the effective implementation and support of the educational technology systems in the organization

Three Year Technology Implementation Strategy Table 2019 - 2022

School Goal & Objective	Strategy/Activity	Timeline	Person(s) Responsible	Indicator
Goal 1 - Obj. 1.1 Infuse technology across all curricular areas with its availability in every classroom	Chromebooks will be available to students in every classroom; each classroom will have access to high speed internet connected devices in order to facilitate the infusion of technology across the curriculum Teachers will be guided in ways to infuse technology across the curriculum and given the tools and professional development opportunities to realize this goal	Ongoing, 2019 - 2022	K. Alter M. Grado L. Tschang M. Grado B. Cagney D. Shelichach	Lesson plans Teacher observation Student work products
Goal 1 - Obj. 1.2 Students will demonstrate proficiency with education technology and information literacy	Teachers will create learning opportunities for all students that require the use of educational technology. Students will acquire the skills necessary to meet these expectations, including but not	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Lesson plans Teacher observations Student work products

	limited to keyboarding, word processing, developing a slide show presentation, using G Suite applications (e.g., Google Classroom), and conducting subject research using chromebooks and IPADS			
Goal 1 - Obj. 1.3 Instruction will be designed to ensure access to all learners through technology	Teachers will create learning opportunities for all students that require the use of educational technology	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Lesson plans Teacher observations Student work products
Goal 1 - Obj. 1.4 Technology, including JTouch interactive boards, desktop computers, IPADS and chromebooks will be tools for students to receive instruction from the teacher	Teachers will create learning opportunities for all students that require the use of educational technology, including online teaching programs (e.g., Rosetta Stone for world language learning) and distance pen pal activities	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Lesson plans Teacher observations Student work products
Goal 1 - Obj. 1.5 All students will have access to learning opportunities on the world wide web and through distance learning activities	Teachers will create learning opportunities for all students that require the use of educational technology, including online teaching programs (e.g., Rosetta Stone for world language learning) and distance pen pal activities	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Lesson plans Teacher observations Student work products
Goal 2 - Obj. 2.1 All certificated and support staff will participate in professional development activities designed to infuse technology, specifically using chromebooks and IPADS across the curriculum	Certificated staff members and support staff will participate in ongoing professional development activities to remediate any identified skill deficits as cited in the annual technology needs assessment Teachers will learn to optimize the use of technology in the classroom through observations of classrooms where best technology practices have been implemented, through workshops, and Teacher-to-Teacher lesson planning and professional development	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Needs Assessment Professional development Feedback Teacher Observation
Goal 2 - Obj. 2.2	Teachers will learn to optimize the use of technology in the classroom	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Needs Assessment Professional

Professional Learning opportunities will be offered both through in-service presentations, Teacher-to-teacher professional development, off-site workshops and training by Deron's Technology Coordinator	through observations of classrooms where best technology practices have been implemented, through workshops, and Teacher-to-Teacher lesson planning and professional development			development Feedback Teacher Observation
Goal 2 - Obj. 2.3 All school administrators will be current in their technology skills in order to foster best practices	Administrators will seek out ways to improve their technology skills and to remediate any areas in need of improvement	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Needs Assessment Professional development Feedback Self Reflection
Goal 2 - Obj. 2.4 All supervision and evaluation practices will address the use of technology across the curriculum	Teacher performance will be evaluated partially on the basis of their skills and ability to infuse technology across the curriculum	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Classroom observation Annual performance review
Goal 2 - Obj. 2.5 All educators will use technology to create authentic discovery learning opportunities for all students	Teachers will design learning activities that require online research, word processing, and information literacy	Ongoing, 2019 - 2022	B. Cagney D. Shelichach	Classroom observation Annual Performance review
Goal 2 - Obj. 2.6 All staff will use technology ethically	Computer use will be monitored for appropriateness; selected topics will be blocked on school computers	Ongoing, 2019 - 2022	B. Cagney D. Shelichach L. Tschang	Monitoring of web activity Observation Student Monitoring
Goal 3 - Obj. 3.1	Technology needs will be assessed	Ongoing,	K. Alter	Technology Inventory

All students and educators will have consistent, equitable access to educational technology	on an ongoing bass for coverage, quality, speed, accessibility, etc. Additional chromebooks will be purchased for students in our Departmentalized and BRIDGE programs Additional JTouch Boards will be purchased to replace aging SMARTboards in our Art room and Science lab. JTouch boards will also be purchased and installed in our cafeteria for use in our Foods classes and in the office of our Behavioral Consultant for staff training	2019 - 2022	M. Grado L. Tschang B. Cagney D. Shelichach	Needs Assessment Budget
Goal 3 - Obj. 3.2 All students and educators will have access to online resources and distance learning technology	The functionality of online connections will be assessed for speed and access	Ongoing, 2019 - 2022	L. Tschang B. Cagney D. Shelichach	Ongoing evaluation
Goal 3 - Obj. 3.3 All students will have access to computers, IPADS and chromebooks with the goal of 1 chromebook per student	The number of chromebooks in the classroom will continue to increase until such time as there is a chromebook for each child in each classroom	Ongoing 2019 - 2022 Goal to be realized by 2022	K. Alter M. Grado L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Budget
Goal 3 - Obj. 3.4 All staff will have access to technology support	The smooth functioning of the technology driven classroom relies upon the smooth functioning of the technology itself Reliable, on-site tech support is necessary for this to happen	Ongoing, 2019 - 2022	K. Alter M. Grado L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Budget
Goal 3 - Obj. 3.5 The Acceptable Use Policy will be implemented and universally observed	The Acceptable Use Policy will be signed by all students, their parents and employees; enforcement of the AUP is ongoing to ensure compliance	September 2019 Ongoing 2019 - 20	L. Tschang B. Cagney D. Shelichach	Ongoing evaluation monitoring
Goal 4 - Obj. 4.1 The level of high-speed connectivity will be	Full communications functionality is a vital need for the smooth functioning of the school; email	Ongoing 2019 - 2020	L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Needs Assessment monitoring

upgraded, and as technology improves	accounts and school management is in place and accessible to all administrators, certificated,, and where appropriate, clerical and support staff The current level of connectivity and functionality will be upgraded as needed for all staff and students			
Goal 4 - Obj. 4.2 The level of hardware and high-speed connectivity will be upgraded in order to provide authentic learning opportunities to students	The current levels of connectivity and functionality are sufficient for students to engage in a wide variety of learning opportunities that incorporate technology	Ongoing 2019 - 2020	L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Needs Assessment
Goal 4 - Obj. 4.3 The current level of technological support will be upgraded in order to provide high quality functioning technology to staff and students	The current levels of connectivity and functionality are sufficient for students to engage in a wide variety of learning opportunities that incorporate technology	Ongoing 2019 - 2020	L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Needs Assessment
Goal 4 - Obj. 4.4 Deron School will continue to evaluate the total cost of ownership of current technology in order to budget for the effective implementation and support of the educational technology systems in the organization	Cost-benefit analysis, including the depreciation of hardware and software will guide our future purchase	Ongoing 2019 - 2020	K. Alter M. Grado L. Tschang B. Cagney D. Shelichach	Ongoing evaluation Needs Assessment

THE DERON SCHOOL OF NEW JERSEY, INC.

Professional Learning

Goal	Initial Activities	Follow-Up Activities (as appropriate)
1. To continue to provide in-class support, such as coaching, to ensure effective use of technology to enhance teaching and learning	Classroom walk-throughs and observations by administrative staff	Feedback conferences with staff and direct support from the Technology Coordinator, particularly in the use of helpful apps and extensions (Google Chrome)
2. To continue to provide staff training in the use of Rosetta Stone as a teaching and learning resource for assisting students in meeting the high school World Language requirement	Teachers will participate in a webinar by Rosetta stone at the beginning of each school year	Ongoing technical support from Rosetta Stone will be provided as needed
3. To continue to provide training in the use and interpretation of online assessments such as the ADAM and the DORA	Teachers will utilize online assessments in reading and math to determine each student's learning strengths and weaknesses and to develop individualized, targeted goals and objective	Teachers will use the results of online assessments in reading and math to form flexible instructional groups Teachers will assess students skills in reading and math, at a minimum, in September and June and additionally throughout the year as needed
4. To provide opportunities for teacher-to-teacher professional development	Forming Professional Learning Communities to address specific areas of interest and need Providing common planning time for staff Dedicating time for teachers to work together during in-service training days	Responding to staff needs through targeted professional development, both on and off site, to address specific areas of interest and need
5. To provide staff with targeted professional learning opportunities in the areas of Universal Design for Learning and Assistive Technology	UDL and Assistive Technology will be the focus of professional development Speech Therapists will take the lead in training staff to assist students in using software applications, such as ProLoQuo to Go and Go Talk, across learning environments	Staff will meet with the Speech Therapists individually or in small groups to integrate augmentative communication aids in to daily classroom learning Speech Therapists will provide in-class support, as well as support for students using assistive devices in the community or on job sites.
6. To continue to maximize the use of Realtime school management software	The Technology Coordinator, and school staff and administrators with expertise in using Realtime and G Suite applications will provide	Responding to staff needs during individual and group training sessions

and Google Apps for Education to assist staff in effectively communicating and managing student data	ongoing support and training	

Budget

Goal No.	Activity	Funding Source (Federal/State/Private)	Amount
Goal 1 All students will be prepared to maximize learning and independence in the classroom, community and workplace using technology aligned with 21st century skills **Obj.** **1.1** Infuse technology across all curricular areas with its availability in every classroom **Goal 3** All staff will have access to technology to support enhance instruction, communicate, collaborate, and manage student data **Obj.** **3.1** All students and educators will have consistent, equitable access to educational technology **3.3** All students will have access to computers, IPADS and chromebooks with the goal of 1 chromebook per student **3.4** All staff will have access to technology support	**Year One** An additional 50 chromebooks will be purchased for student use **Year Two** An additional 3 JTouch interactive boards will be purchased for instructional use and 1 additional JTouch Interactive board will be purchased for staff training **Year Three** An additional 25 chromebooks will be purchased to replace existing IPADS **Year One** A part time assistant will be hired to support the Technology Coordinator and provide technology support to classrooms and office staff as needed	State funded through tuition received from sending districts	20,000.00 13,000.00 7,500.00 45,000.00
Goal 4 The Deron School of NJ will establish and maintain the technology infrastructure necessary for all students, administrators, and	**Years One, Two and Three** Based on the recommendation of the Technology Coordinator and the lifespan of our devices, a schedule will be developed **annually** to upgrade and/or replace existing devices	State funded through tuition received from sending districts	20,000.00

staff to safely access digital information on demand and communicate virtually. **Obj.** **4.4** Deron School will continue to evaluate the total cost of ownership of current technology in order to budget for the effective implementation and support of the educational technology systems in the organization			

Is the monetary source for all upcoming purchases identified?
Yes. Each year a fixed percent of the budget is set aside for technology needs.

Are the funding sources for recurring services, anticipated purchases, and professional learning (include the technology resources to support the district's technology initiatives) over the next three years identified?
Yes. The budget does not vary from year to year in such a manner that would negatively impact the ability to purchase whatever technology is needed and deemed most appropriate for the school community. The fixed percent of the budget is relative to enrollment and, as such, ensures money is set aside for recurring services, purchases and professional learning based on the number of students and staff during a given school year.

Does the district have a system in place to determine if what is purchased is actually being used appropriately?
Formal and informal feedback is gained from all stakeholders to gauge the effectiveness of current technologies and plan for future purchases. This information is gained from general observations, formal evaluations, discussions with teachers in Professional Learning Communities, through professional development and various surveys.

Is the district using innovative ways to fund educational technologies?
In addition to the fixed budget, The Deron School strives to consistently evaluate and improve upon the manner in which funds are used. This includes volume purchasing as well as district licenses versus individual subscriptions to educational resources and technology.

Reflection and Adjustment Plan

The Technology Committee that oversees the implementation of the plan at both the Union and Montclair campuses will meet a minimum of 4x/year to assess progress towards the goals and objectives for digital learning. Through a yearly curriculum revision process, new technologies and digital resources for

teaching and learning will be made available to students and staff. Our school community looks forward to increasing the use of cloud-based applications for instructional and administrative purposes. Staff members are beginning to embrace the Google cloud-based services and embed them into their instructional practices. Some staff and administrators have advanced their knowledge of Google Apps by participating in courses to become Google Certified Educators.

With the increase in staff digital literacy, access to devices, and technology enhanced curriculum, the number of instructional digital subscriptions has also increased. The students with disabilities that we serve have benefitted from the differentiated learning opportunities that many of these subscriptions provide, including adapted digital texts with audible narration (e.g., Don Johnston's Start to Finish Library), digital text that is matched to the student's reading ability (e.g., Readworks, Common Lit and NewsELA), and audio-visual learning experiences that deepen their understanding of topics presented across the curriculum (e.g., Brainpop).

We are committed to the ongoing training of certificated and support staff to infuse technology across the curriculum, expanding our utilization of digital resources for teaching and learning, using cloud-based services for communicating as a school community and managing student data, and ensuring internet safety and the ethical use of technology.

The administrators at both the Union and Montclair campuses will continue to work closely with the Technology coordinator to review building needs, purchase needed software and hardware, assign priorities for repairs and maintenance, continuously identify student and staff needs, and plan for responsive professional development.

Given that we are a program dedicated to meeting the needs of students with disabilities, we will continually reflect on and adjust our plan to meet the needs of the diverse population we are serving, aligning our instructional models and strategies (e.g., Universal Design for Learning, differentiated instruction, personalized learning as delineated in each student's IEP) to assist each student in meeting their potential.

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