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PUBLIC SCHOOLS

*Remote Learning Forced Closing Preparedness Plan for the Continuity of
Teaching and Learning*

Howell Township Public Schools
*Remote Learning Forced Closing Preparedness Plan for the Continuity of Teaching
and Learning*

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Howell Township Public Schools
Remote Learning Forced Closing Preparedness Plan for the Continuity of Teaching and Learning

Introduction

The HTPS Board of Education recognizes the need for continuous learning, anytime, anywhere. While some settings are better than others to meet this need, there may come a time when we must provide continuity of teaching and learning in difficult circumstances and less than optimal settings.

Recent communications from State-level officials have made it clear, given the recent concern over the Novel Coronavirus (COVID-19), the best option for all school districts is to plan and prepare for the possibility that school facilities are required to close and events are cancelled (NJDOE Special Broadcast, March 5, 2020). We have sought clarification and collaborated with partner districts to do just that.

Learning from our Past

In the past, we have found ourselves in similar difficult circumstances. Plans to provide for the continuity of student learning were developed during the H1N1, SARS, MRSA, and the Avian Flu concerns - to name a few. This time, our digital capabilities, school governance, overall operational structures, and policy clarity from the NJDOE in partnership with the Governor's office finds us in a much better position to facilitate a more dynamic plan than has been developed in the past.

Intention of the Plan

The intention of this plan is to preserve the continuity of instruction during a time when assembling in person is not possible due to emergent health and safety risks, causing a forced closure of our school facilities. It is important, bordering on essential, to keep in mind that the remote learning plan is in no way an optimal substitute for the in-person, teacher-student relationship that fosters the best learning opportunities. Because of the nature of such

circumstances, this is an optimized ‘band-aid’ to meet potential learning needs during an emergent set of social distancing needs. Preparation, implementation, outcomes, and next steps should be thoughtfully considered with flexibility and an open mind to designing success for staff, students, and the families impacted by whatever emergency occurs. To that end, this plan is a living plan. As the needs and circumstances shift, the HTPS administration and teacher leaders will adapt this plan to best meet those needs and address the emergent circumstances.

Overview of the Plan

Should the decision be made to force the temporary, but extended closure of our school facilities, please know that we may consider exhausting all emergency closing days first, and if necessary, we may hold four-hour school days using days appropriated as breaks in the school calendar.

To meet the challenge of providing continuity of instruction and learning in such difficult circumstances, Howell Township Public Schools will use remote blended learning designs. This is a combination of paper-based learning experiences, as well as digital learning experiences. The determination of traditional versus digital will be based on the developmental appropriateness of, and availability of access to, digital resources.

Primary Grades Overview

Primary grade students (kindergarten through second grade) will continue their independent reading. Primary students may show evidence of their learning through reading logs, reading notebooks, written reflections, and annotations as well as other portfolio-based demonstrations of mastery. Information, at-home learning opportunities, updates, and support for parents will be shared via teacher websites. Every-day mathematical opportunities, math talks, and math sense in the real world can be documented through math logs, and math talk reflections. Other acceptable learning platforms could be, but are not limited to, FlipGrid, Seesaw, Zoom, Google Docs and the Gsuite, etc. Again, initial access should be provided through teacher websites. The district will work with any and all students, and their families, to ensure they have access to all remote learning opportunities, whether they be digital or

paper-based. Additionally, to the extent possible, we want all primary students engaged in purposeful play.

Elementary & Middle Grades Overview

In grades three through five, like six through eight, students will be given their one-to-one devices to take home. Teachers will develop lessons that can be accessed and completed via a variety of digital platforms. The most prominent and preferred platform is to use Schoology, though other acceptable platforms could be, but are not limited to, FlipGrid, Seesaw, Zoom, Google Docs and the Gsuite, etc... The district will work with any and all students, and their families, to ensure they have access to all remote learning opportunities, whether they be digital or paper-based.

Assignments for students in grades 3 through 8 should include an opportunity to respond to meaningful questions and further opportunity for students to appropriately comment on one another's posts. As a reference, we are providing the summer [reading book club](#) format that has been incredibly successful for the past three summers. Again, this is offered as an example of the types of assignments that could be used and structures to support monitoring student contributions and progress. Other examples could be, but are not limited to, teacher-made videos, or teacher-curated videos, to which students would respond. Digital texts, such as those provided through Newsela, can be assigned for reading material and response. The suite of Pearson and Bog Ideas (mathematics) online tutorial resources will be available for students to access.

NJDOE Compliance Statement of Assurance

Please note, as per the direction of the NJDOE, if this plan has been distributed via official district messaging, it has been submitted to the Executive County Superintendent's office with our assurance it addresses all the necessary elements or minimum required components. Despite that, the plan should be considered fluid, and will be updated as needs and circumstances change. Changes to the plan will be communicated in like fashion to the original document.

1. Equity of instruction

a. Total District Population 5669

Demographic	Percentage of Total Population	Demographic	Percentage of Total Population
Economically Disadvantaged	16.3	White	71.3
Students With Disabilities	21.4	Hispanic	16.3
English Learners	3.5	Black or African American	3.7
Homeless	.4	Asian	5.1
Students Without Internet Access	126 - (actual number of students)	Two or More Races	3.4

b. For those families without internet access, the district will provide access through a vendor relationship, as appropriate and where possible. In the unlikely event that it is not possible for the district to provide internet access, paper and portfolio-based learning experiences will be distributed to those students.

c. LEA’s Historical Equity Challenges - Due to the asynchronous nature of this coursework, traditional grading should not be sought and applied. Rather, feedback regarding mastery progress should be provided to students. Feedback should be considered based on rubrics applied to student work. In determining the assignments and how they will be scored, PLCs should use the four questions for PLCs:

- From the standards, what should students be able to know and do once mastered?
- How will they demonstrate that mastery?
- What will you do if they are not demonstrating mastery?
- What will you do if they already know it?

Feedback - not grades - should be provided in the standards-based feedback formats such as the table below. When considering the questions above this [link may provide you with a visual reference.](#)

[The link here](#) will provide an in depth review of the Quality Feedback as Grading framework.

Not demonstrating mastery yet.	Demonstrating mastery with supports	Demonstrating mastery with independence	Demonstrating an enriched understanding. (Use the link to explore more about enriched understandings.)
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- d. RTI / ELL - Interventions for students in general education settings will be provided as they would when in the physical location of school. Teachers in these areas should use PowerSchool to generate an email distribution list of students on their rosters. They should use that list to email the students as a means of checking in. They should also provide resources and support to the teachers in which their students are taking classes.

As cited for ELA, ELLs should be engaged in daily reading and opportunities for language practice, which should include conversations with their families. These conversations can take place in the native language or in English, based on the languages spoken within the home, amongst family members. Reading can also be in the native language, and/or in English, as appropriate for each learner's level of progress in each language. Additional practice can be prescribed by ESL teachers, based on individual student needs, as far as practice with target vocabulary, sight word vocabulary, etc. The support of the reading, writing, speaking and listening experiences captured through these activities can be logged by students and parents.

To support content area instruction for the ESL student, English language learners would need access to resources similar to those presently used in school to support their access to content, building of background, and provision of foundational skills. This can be done in tandem with the design of learning activities, as well as provided on an “on call” basis, during which ELLs and their parents could reach out to ESL teachers through digital resources, such as Zoom, or similar.

2. Special Education and Related Services

a. Special Class Programs

The special education teacher will identify necessary goals and objectives for continued instruction.

Identification of related activities for remote learning with teacher consultation may include, but not limited to the following:

- ADL/Life Skills Activities
- Language Activities
- Social Skills/Social Stories
- Instructional Coaching
- Behavioral Consultation
- Parent Training

b. Related Services

Effective September 1, 2019, speech-language services, occupational therapy, counseling and home instruction shall not be provided through telepractice. Clinics and counseling agencies will not receive approval from the Department of Education to provide these services through telepractice. The district will expand services when appropriate through June 30 and if necessary, during Extended School Year (ESY).

As we continue to receive additional information regarding the delivery of related services from both the U.S. and N.J. Departments of Education, we will continue to provide guidance on the delivery of services. On March 12, 2020 the U.S. Department of Education has provided specific guidance related to an COVID-19 outbreak. Contingency plans for providing services during a COVID-19 outbreak are acceptable. Such contingent provisions may include the provision of special education and related services in an alternate location or

the provision of online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, and may identify which special education and related services, if any, could be provided in the child's home.

The intent of related services are so that a student may benefit from their educational program. Given that our educational program now exists through a Remote Learning Environment, then related services should take place to support the remote program. Students will benefit from remote services so that they can best navigate a remote environment. While we recognize that this is not optimal, given the current state of emergency, it would be negligent not to provide remote services through a remote learning plan for education.

As such, the following district procedures will be enacted while remote learning takes place within the district:

- The related service provider should identify necessary goals and objectives for continued instruction.
- Identification of related activities for remote learning with teacher consultation may include, but not limited to the following:
 - ADL/Life Skills Activities
 - Language Activities
 - Social Skills/Social Stories
 - Instructional Coaching
 - Articulation Practice Activities
 - Fine/Gross Motor Activities
 - Parent Training
 - Virtual Instruction

Once regular school sessions resume the need for compensatory services will be considered on a case by case basis.

c. Out of district students

Students in Out of District Placements will follow the school calendar of the school in which they are enrolled. In the event of a lengthy closing, the Department of Pupil Services will communicate with each out-of-district school to determine their plan for remote learning. The need for continued services through the out-of-district school or directly through the district will be assessed and determined on a case by case basis.

d. CST Meetings

In the event of an unexpected and lengthy closure of schools, the following steps will be taken

to conduct IEP meetings within the mandated timelines:

- To the extent possible, IEP meetings will be held on site in an approved open building.
- If the school buildings are unable to be opened, the meeting will be held via teleconference.
- Child Study Team Case Manager will identify the meeting date (adequate attempts to contact the parent to confirm availability will be made/demonstrated).
- Once a meeting date has been identified, the CST secretary will send out a meeting invitation to the parent via email. If necessary, the CST Case Manager will contact all necessary participants as a reminder to input the PLAFP statement, goals and objectives, and other necessary information into the draft IEP document. A reminder email will be sent to parents one day prior to the scheduled meeting date by the CST secretary.
- The meeting will be held on the identified date in a school building or via teleconference.
- An attendance document will be maintained for the meeting. The attendance document will reflect a signature if participants are physically present and indicate “participation via teleconference” in the appropriate space next to the participant’s name for those who participate remotely.

3. Meals for Students with Free & Reduced Services

- a. Multiple options will be available for meal distribution including but not limited to pick up and delivery options.
- b. Utilization of the transportation and / or maintenance department to deliver lunches to the northern, central, and southern portions of town.
- c. SFA Name:
 - i. Howell Twp Bd Of Ed
- d. Agreement #:
- e. 02502290
- f. Date Meal Distribution will begin:
 - i. 3/17/2020
- g. Date Meal Distribution will end:
 - i. End of pandemic response measures
- h. Schools/Site where distribution of meals will take place:

- i. Land O' Pines, Memorial Elementary, Howell Middle School South, Taunton Elementary School
 - i. Meals to be claimed for reimbursement per day:
 - i. 2 meals, one breakfast, one lunch
 - j. Please outline the SFA's method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.
 - i. Meals are being distributed at 4 school sites based on the students school of residence. Food Service personnel are recording the distribution on a paper roster and recording in the electronic system after distribution time. We are remaining flexible based on the numbers we are experiencing but currently we are giving 2 days of meals on Monday and 3 days of meals on Wednesday. All locations have refrigeration with outside entrances to ensure food safety.
- 4. Essential Personnel
 - a. District Leadership Team Inclusive of Central Office administrators and school leadership as needed.
 - b. Administrative support staff as needed
 - c. Operational Departments as needed.
 - d. Table View

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration - Building Leadership	Essential leadership and decision making	Building coverage for food distribution sites	27 (rotational)
Administration - Senior Administration	Keep district running	Everything	5
Maintenance/Custodial	Maintain building systems for safety and continuity to avoid system failures.	Conduct building walkthroughs, black seal for food distribution sites and maintain and disinfect building as needed.	all (rotational: 15- 20 daily)
Technology	Technician/Systems Analysts	Ensure district remains online and serve student tech needs for district issued devices	all (rotational)
Food Service Personnel	n/a	n/a	n/a
Food Service Personnel	n/a	n/a	n/a
e. Teachers	Hours per day	Remote	Onsite
	5	all	0

Detailed Plans & Supports

Remote Teaching Expectations:

Teaching is a process that occurs as much when students are not present as it does when they are. Teachers will work their full time. It is expected that staff will be online between the hours of 10:00 a.m. and 2:00 p.m. each remote school day. While many professional practices might take place in that window, staff is to prioritize communications with students and their families. This may be in the form of feedback, posting, commenting on posts, and answering questions from students, parents, and colleagues. Remaining time should be used for planning, organizing, collaborating with colleagues and virtual meetings with school leaders.

Consider the remote learning experience as one that is flipped. The time for teaching is when you are preparing and distributing “lessons,” and providing feedback on student work. Your online time is a time when you are communicating with parents and students, working with colleagues to provide accommodations and develop new lessons, as well as meeting virtually with your school leadership team. You are teaching, collaborating, asking and giving help, as

you would any other time, but you are doing so remotely and asynchronously. Clarity for the various roles is provided below.

Role Matrix

Role	Expectations	Role	Expectations
Gen Ed. Teachers	Online presence and availability for direct communication with students and their parents / guardians from 10:00 a.m. to 2:00 p.m. Collaborate with colleagues and administration as needs arise.	Special Education Teachers	Identify IEP goals and objectives for continued progress. Provide support and resources, modifications, and accommodations to students and families as guided by student IEPs between the hours of 10:00 a.m. to 2:00 p.m. Collaborate with colleagues and administration as the needs arise.
Child Study Teams / Guidance	Online presence and availability for communication with parents/guardians on their caseload. Remote or in person counseling if appropriate. Conduct meetings and/or counseling on or off of school grounds as deemed necessary and appropriate. Collaborate with colleagues and administration as needs arise.	Related Services	Identify IEP goals and objectives for continued progress. Provide instruction, support and resources guided by student IEPs between the hours of 10:00 a.m. to 2:00 p.m. Conduct meetings on or off school grounds as deemed necessary and appropriate. Collaborate with colleagues and administration as the needs arise.
Special Area Teachers	Online presence and availability for direct communication with students and their parents / guardians from 10:00 a.m. to 2:00 p.m. Collaborate with colleagues and	Paraprofessionals	In addition to completing various trainings as directed, perform flexibly applied “out of title” assignments to support the essential functions of the District.

	administration as needs arise.		
Cafeteria Aides	Flexibly applied “out of title” assignments to support the essential functions of the District.	Bus Drivers	Flexibly applied “out of title” assignments to support the essential functions of the District.
Instructional Coaches and BCBA’s	Provide instructional and technical support to teachers. Provide content ready resources. Generate telecasted read alouds. Collaborate with colleagues and administration as needs arise.	Bus Aides	Flexibly applied “out of title” assignments to support the essential functions of the District.
Vanguards	Be available and provide tech support to teachers as needed.	Technology / Computer Teachers	In addition to online presence and availability for direct communication with students and their parents / guardians from 10:00 a.m. to 2:00 p.m., collaborate with colleagues and administration as needs arise, consult and support teachers regarding their tech needs.
ESL Teachers	Identify needs based on language plans to ensure continued progress. Provide opportunities, support, and resources for students to hear, use, and read English as much as possible. The above applies to co-teaching responsibilities as well. Use distribution and phone lists to contact rostered students and/or families daily. Online presence between the hours of 10:00	RTI Teachers	Identify needs based on Student intervention plans to ensure continued progress. Use distribution lists to email daily to students and families on your roster. Online presence between the hours of 10:00 a.m. to 2:00 p.m. Collaborate with colleagues and administration as the needs arise.

	a.m. to 2:00 p.m. Collaborate with colleagues and administration as the needs arise.		
School Leadership and Supervisors	On call and available online between 8:00 a.m. to 4:00 p.m.. Schools open, leadership and secretaries on site between 8:00 a.m. - 2:00 p.m. Conduct daily meetings with teams, PLC's, grade levels, and departments across the district - preferably through video conference. Communicate needs to senior administration via daily remote meetings. (Buildings will be physically closed at 3:00 p.m.)	District / Senior Leadership	On call and digitally available all hours & available on site based on operating hours of facilities. Meet with school leadership individually or collectively on a daily basis via any means appropriate. Update communications as per communications protocols. Monitor and adjust plans based on emergent needs. Report to the Board of Education regarding progress, needs, and governance / policy issues that may arise.
Main Office Secretaries / Main Office Asst., & Media Asst.	On call and available online between 8:00 a.m. to 2:00 p.m. and on-site as scheduled by school leadership. Support on site school leadership needs as they arise and as directed. Support Communication needs to Senior Administration (Buildings will be physically closed at 3:00 p.m.)	Nurses /RN	Coordinate with district and school leadership to ensure the proper delivery of food items as may be needed. Making calls to check-in with identified families to see that needs are being met during this time (nutritionally, allergy, health, etc...). Being available Online between the hours of 10:00 a.m. to 2:00 p.m. to confer with families of students with medication to keep track of their meds that are normally delivered within the school day. Update Health Records utilizing the SNAP Health Center). A rotating schedule of on-site regional district nursing

			coverage will be developed by the Director of Pupil Services.
OIT	On call and digitally available all hours, or as otherwise scheduled. Available on site based on operating hours of facilities. Perform all duties as directed by the Director of Innovation and Digital Learning	Transportation / Mechanics, Buildings & Grounds	Present on site according to the facilities schedule and as directed by either the Director of Transportation or Director of Buildings and Grounds.
Central Office Secretaries	Report to work as scheduled. On call and available online between 8:00 a.m. to 2:00 p.m..	Covering remote instruction should a teacher be too sick to log on to the internet.	Should teachers be sick such that they cannot maintain an online presence, they should call out as normal, also notifying their school principal. Another certified staff member will be appointed to maintain the online presence, respond to students and parents, and communicate with administration.

Core Areas Resources, Supports, and Materials

All Grades Resources

Designing Meaningful Remote Instruction - Template with linked resources

<https://docs.google.com/document/d/1P-yEd5SFZ20JbqD0JJ-Utnol1bYrdnKm6iPfxvwWCDU/copy>

Online Learning New Content and Mastery Progress Monitoring - Template and self-checklist

<https://docs.google.com/document/d/1P-yEd5SFZ20JbqD0JJ-Utnol1bYrdnKm6iPfxvwWCDU/copy>

My Remote Learning Designs Mind Map Template

Grades PreK-2

Preschool

Thematic Play-based Activities

Identification of related activities for remote learning with teacher consultation

- Play plans for the home
- Language Activities
- Simple Scripts
- Identification of goals and objectives for maintenance
- Self-help/ADL programs
- Instructional Coaching

ELA

Students will continue to engage in independent reading at home, tracking their reading using the [Reading Log template](#). Ensure that students bring home a book baggie full of independent reading texts. Teachers should establish an expectation of minutes/day spent reading or being read to (at least 30 minutes/day at all grade levels K-8).

Teachers should provide students with digital or physical copies of the editable [Daily Literacy Activity Log](#), on which they can track their engagement in literacy activities (see examples below).

Recommended Literacy Activities:

- The free educator version of [Epic Books](#) is available for use between 6am-4pm Monday through Friday. The teacher will need to establish a classroom in advance, using the [Quick Start Guide](#).
- Visit <https://www.storylineonline.net/>. Select a book. After listening to the story being read aloud, click on the Teacher Guide and select an activity to complete.
- Students can watch an author read aloud from a variety of genres and levels and respond to the read aloud in some fashion: [Collection of Author Read Alouds](#)
- [IDENTIFY CHARACTERS, SETTING AND MAJOR EVENTS IN NARRATIVE TEXT - BreakoutEDU Game](#)
- Students can visit the free website [Scholastic Student Activities](#), select their grade

level, and choose an activity to complete.

Math

Envision:

- Visual Animation Bridge videos
- games (paper & digital)

[CLASSIFY AND COUNT OBJECTS IN CATEGORIES - BreakoutEDU Game](#)

[TELL AND WRITE TIME FROM ANALOG AND DIGITAL CLOCKS - BreakoutEDU Game](#)

[ORDER AND COMPARE LENGTH OF OBJECTS - BreakoutEDU Game](#)

Social Studies

[CITIZENSHIP CHALLENGE - BreakoutEDU Game](#)

Science

[Mystery Science free student access information](#)

[NATURAL RESOURCES - BreakoutEDU Game](#)

[THE SOLAR SYSTEM'S EFFECT ON EARTH - BreakoutEDU Game](#)

[DESIGN DECISIONS - DEVELOP POSSIBLE SOLUTIONS - BreakoutEDU Game](#)

[EARTH TREASURE HUNT - PLATE TECTONICS - BreakoutEDU Game](#)

Music

Students will continue to meet the music standards through teacher assignments in Quaver

(<https://www.quavermusic.com/Login.aspx>). Students will demonstrate understanding of genres, instrument families, rhythm, etc. based on the selected assignment. Teachers will monitor the assignments through Quaver and provide feedback through discussion board on Schoology.

Digital Field Trips: <https://www.nyphilkids.org/main.phtml>

Rhythm Trainer- <http://www.therhythmtrainer.com>

Note Trainer- http://www.8notes.com/school/theory/note_trainer.asp

Same or Different- <http://creatingmusic.com/BlockGames/ComparingGame/>

3-Note Melody Game- <http://creatingmusic.com/BlockGames/3x3/>

Rhythm Game- <http://www.creatingmusic.com/BlockGames/with-rhythm/>

Quaver's Marvelous World of Music- <https://www.quavermusic.com/Default.aspx>

Music Theory- <http://www.musictheory.net>

Noteflight- <http://www.noteflight.com>

Virtual Keyboard- <http://virtualpiano.net>

Music Mixer: Code and Music- <https://www.madewithcode.com/projects/music>

Beats: Code and Music- <https://www.madewithcode.com/projects/beats>

Art

Students will continue to meet the art standards by using Sketchbook prompts, pictorial prompts, and teacher created videos and drawing prompts. Students will use reflective questioning to keep in a portfolio for future review. Madi and Dada videos (https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ItHog), teacher created slideshows, etc. about artists and their work will be used. Students will create their own works of art using a medium of their choice and reflect on their work on a discussion board or keep in a portfolio for teacher review.

Digital Field Trips: <https://www.metmuseum.org>

<https://www.youtube.com/user/artsonia>

<http://scrapcoloring.com/>

<http://aminahsworld.org/>

Museums

<https://www.eduweb.com/insideart/index.html>

<https://www.moma.org/interactives/destination/destination.html>

<https://www.nga.gov/education/kids.html>

Drawing YouTube Channels

https://www.youtube.com/channel/UC3dEvA1is6-0_yuei9iCdEw

<https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ>

Coding:

<https://www.madewithcode.com/>

Artists:

<http://haringkids.com/>

<https://www.ducksters.com/history/art/>

<http://www.picassohead.com/create.html>

https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ltHog

Health and PE

Health & Physical Education: All students will apply fitness concepts and skills to develop and maintain a healthy, active lifestyle. Each student will work on the following fitness activities for 30 minutes a day: Jogging, Curl Ups, Push Ups, Sit & Reach, Shuttle Run. (online videos)

<https://jr.brainpop.com/health/>

<https://www.pecentral.org/mediacenter/videos.html>

<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/#.XmvdoedKi00>
<https://www.physicaleducationupdate.com/public/department41.cfm>
<https://www.uwlax.edu/center/cdhapa/adapted-physical-education-instructional-videos/>

Grades 3-5

ELA

Students will continue to engage in independent reading at home, tracking their reading using the [Reading Log template](#). Ensure that students bring home their reading notebooks and 2-3 independent reading books. Teachers should establish an expectation of minutes/day spent reading or being read to (at least 30 minutes/day at all grade levels K-8).

Teachers should provide students with digital or physical copies of the editable [Daily Literacy Activity Log](#), on which they can track their engagement in literacy activities (see examples below).

Teachers can have students create a Remote Learning Portfolio on Schoology and establish a minimum number of required contents.

Recommended Literacy Activities:

- Engage students in online discussions regarding assigned or self-selected texts, using a format similar to the [Schoology Summer Reading 2019 Online Book Club](#) (Access Code: S3T5-Z6TQ-27BMF)
- Students can watch an author read aloud from a variety of genres and levels and respond to the read aloud in some fashion: [Collection of Author Read Alouds](#)
- Newsela has several free text sets that do not require a log in. Teachers can assign a text set by putting the link to the text set on Schoology. Example: [Matilda and extraordinary kids - Newsela text set](#) Read the essential question and follow the Teacher/Student instructions to complete the annotations and quiz questions.
- [CommonLit](#) is a digital resource that is 100% free for teachers. Teachers can download passages, lesson plans, and paired texts, which can be assigned to students via Schoology.
- Students can visit the website [Scholastic Story Starters Writing Prompts](#), which will randomly generate a fun writing prompt to which students can respond.
- Students can visit the free website [Scholastic Student Activities](#), select their grade level, and choose an activity to complete.
- Students can begin or continue work on writing tasks in Google Docs, with teachers providing feedback through the Comment feature.

Math

EnVision
-practice buddy
-videos
-envision games (paper & digital)
-math/science projects
-reteach pages

Khan Academy
Xtra Math- fluency

Social Studies

-Houghton Mifflin Harcourt Social Studies program and supporting resources
-Teachers can have students create a Remote Learning Portfolio on Schoology
-Individual Teacher Schoology groups with supporting resources
-Newsela <https://newsela.com/>
-[CommonLit](#) Teachers can download passages, lesson plans, and paired texts, which can be assigned to students via Schoology.

Science

[Mystery Science free student access](#)

Music

Students will continue to meet the music standards through teacher assignments in Quaver (<https://www.quavermusic.com/Login.aspx>). Students will demonstrate understanding of genres, instrument families, rhythm, etc. based on the selected assignment. Teachers will monitor the assignments through Quaver and provide feedback through discussion board on Schoology.

Digital Field Trips: <https://www.nyphilkids.org/main.phtml>

Video reflections: Flipgrid.com

Rhythm Trainer- <http://www.therhythmtrainer.com>

Note Trainer- http://www.8notes.com/school/theory/note_trainer.asp

Same or Different- <http://creatingmusic.com/BlockGames/ComparingGame/>

3-Note Melody Game- <http://creatingmusic.com/BlockGames/3x3/>

Rhythm Game- <http://www.creatingmusic.com/BlockGames/with-rhythm/>

Quaver's Marvelous World of Music- <https://www.quavermusic.com/Default.aspx>

Music Theory- <http://www.musictheory.net>

Noteflight- <http://www.noteflight.com>

Virtual Keyboard- <http://virtualpiano.net>

Music Mixer: Code and Music- <https://www.madewithcode.com/projects/music>

Beats: Code and Music- <https://www.madewithcode.com/projects/beats>

Art

Students will continue to meet the art standards by using Sketchbook prompts, pictorial prompts, and teacher created videos and drawing prompts. Students will use reflective questioning to keep in a portfolio for future review. Madhi and Dada videos (https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ItHog), teacher created slideshows, etc. about artists and their work will be used. Students will create their own works of art using a medium of their choice and reflect on their work on a discussion board or keep in a portfolio for teacher review.

Digital Field Trips: <https://www.metmuseum.org>

Video reflections: flipgrid.com

<https://www.youtube.com/user/artsonia>

<http://scrapcoloring.com/>

<http://aminahsworld.org/>

Museums

<https://www.eduweb.com/insideart/index.html>

<https://www.moma.org/interactives/destination/destination.html>

<https://www.nga.gov/education/kids.html>

Drawing YouTube Channels

https://www.youtube.com/channel/UC3dEvA1is6-0_yuei9iCdEw

<https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ>

Coding:

<https://www.madewithcode.com/>

Artists:

<http://haringkids.com/>

<https://www.ducksters.com/history/art/>

<http://www.picassohead.com/create.html>

World Languages

<https://gimkit.com>

<https://flipgrid.com>

<https://socrative.com>

Health and PE

Health & Physical Education: All students will apply fitness concepts and skills to develop and maintain a healthy, active lifestyle. Each student will work on the following fitness activities for 30 minutes a day: Jogging, Curl Ups, Push Ups, Sit & Reach, Shuttle Run. (online videos)

<https://jr.brainpop.com/health/>

<https://www.pecentral.org/mediacenter/videos.html>

<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/#.XmvdoedKi00>

<https://www.physicaleducationupdate.com/public/department41.cfm>
<https://www.uwlax.edu/center/cdhapa/adapted-physical-education-instructional-videos/>

Grades 6-8

ELA

Students will continue to engage in independent reading at home, tracking their reading using the [Reading Log template](#) or comparable digital method. Ensure that students bring home their reading notebooks and 2-3 independent reading books. Teachers should establish an expectation of minutes/day spent reading or being read to (at least 30 minutes/day at all grade levels K-8).

Teachers should provide students with digital or physical copies of the editable [Daily Literacy Activity Log](#), on which they can track their engagement in literacy activities (see examples below).

Teachers can have students create a Remote Learning Portfolio on Schoology and establish a minimum number of required contents.

Recommended Literacy Activities:

- Engage students in online discussions regarding assigned or self-selected texts, using a format similar to the [Schoology Summer Reading 2019 Online Book Club](#) (Access Code: S3T5-Z6TQ-27BMF)
- Assign a Newsela text set and engage students in the accompanying activities. Example: [Being Literate in the Digital Age - Newsela text set](#) Read the essential question and follow the Teacher/Student instructions to complete the annotations and quiz questions.
- Students can watch an author read aloud from a variety of genres and levels and respond to the read aloud in some fashion: [Collection of Author Read Alouds](#)
- [CommonLit](#) is a digital resource that is 100% free for teachers. Teachers can download passages, lesson plans, and paired texts, which can be assigned to students via Schoology.
- Students can begin or continue work on writing tasks in Google Docs, with teachers providing feedback through the Comment feature.
- Students can visit the free website [Scholastic Student Activities](#), select their grade level, and choose an activity to complete.

Math

Big Ideas

- math videos
- Game Closet
- Skills Review Handbook
- Basic Skills Handbook
- STEM videos
- My Big Ideas Project
- students can access content on teachers' Schoology pages

Khan Academy videos to support lessons

IXL

Newsela.com can be used to learn real-life applications of math content.

Social Studies

<https://newsela.com/> (Howell Social Studies Custom Collection)

<https://dbqonline.com/login/?next=/> (DBQ Project)

<https://sheg.stanford.edu/history-lessons> (Reading Like a Historian-Stanford History Education Group)

-Individual Teacher Schoology groups

-[CommonLit](#) Teachers can download passages, lesson plans, and paired texts, which can be assigned to students via Schoology.

-Teachers can have students create a Remote Learning Portfolio on Schoology

Science

Newsela articles aligned to units

Articles with discussion questions

Music

Students will continue to meet the music standards by using teacher created videos, discussion boards, etc. to reflect on learning. Websites will be used including:

[Flat.io](#) - A web-based music notation software, Flat allows users to create and manage fifteen original scores at a time. In addition, Flat allows users to collaborate in real time; think "Google Docs" for composing music! You can use your Google Login

as your Flat login.

Musictheory.net - An outstanding resource for the beginner, advanced, and everyone in between. Choose from lessons, exercises, or composition tools.

Musescore.org - Home to a robust, free, open-source music notation software. Download the program at home, search the knowledge base for all of your support needs, or search for free sheet music by the thousands!

You.dj - This is a virtual DJ deck; using music from Soundcloud and YouTube, users can create instant mashups and record and share the best ones!

Art

Students will continue to meet the art standards by using teacher created videos, discussion boards, etc. to reflect on learning. Websites will be used including:

Digital Field Trips: <https://www.metmuseum.org>

Video reflection: flipgrid.com

<https://www.youtube.com/user/artsonia>

<http://scrapcoloring.com/>

<http://aminahsworld.org/>

Museums

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<https://www.moma.org/interactives/destination/destination.html>

<https://www.nga.gov/education/kids.html>

Drawing YouTube Channels

https://www.youtube.com/channel/UC3dEvA1is6-0_yuei9iCdEw

<https://www.youtube.com/channel/UC5XMF3Inoi8R9nSI8ChOsdQ>

Coding:

<https://www.madewithcode.com/>

Artists:

<http://haringkids.com/>

<https://www.ducksters.com/history/art/>

<http://www.picassohead.com/create.html>

https://www.youtube.com/channel/UCR2NIUr0yPuqRxZN_7ItHog

World Languages

<https://myhmh.com/> - Avancemos textbook

<https://Quizlet.com/> Spanish

<https://Quizziz.com> - Spanish and French

<https://Kahoot.com/> - Spanish

<https://Flipgrid.com/> - Spanish and French

<https://conjugemos.com/> - Spanish

<https://Peardeck.com/> - Spanish

<http://Gimkit.com/> - Spanish and French

<https://Duolingo.com/> - Spanish

<https://Quia.com/> - French

<https://Quizalize.com/> - French

<https://Deck.toys/> - French

Health and PE

Physical Education: All students will apply fitness concepts and skills to develop and maintain a healthy, active lifestyle. Each student will work on the following fitness activities for 30 minutes a day: Jogging, Curl Ups, Push Ups, Sit & Reach, Shuttle Run. (online videos)

Health: All students will be provided the appropriate grade level health units through the use of their online textbook. (pearsonsuccessnet.com)

<https://jr.brainpop.com/health/>

<https://www.pecentral.org/mediacenter/videos.html>
<https://nj.pbslearningmedia.org/subjects/health-and-physical-education/#.XmvdoedKi00>
<https://www.physicaleducationupdate.com/public/department41.cfm>
<https://www.uwlax.edu/center/cdhapa/adapted-physical-education-instructional-videos/>

Addendum Added to Meet the [May 5th Broadcast](#) Remote Learning Plan Requirements

1. Summer Programming:

In the event direction is received from the State to conduct summer programming through remote services, the following plans will be enacted.

A. Extended School Year Special Education

For students identified to attend ESY as per their IEP, remote instruction will take place as described within this document based upon the identified services to the greatest extent possible.

B. Extended School Year ESL/Titles I & III

For students identified to attend an Extended School Year Program, according to their ESL designation, remote instruction will be facilitated by ESL Teachers & Content Area/Grade Level Teachers. Instruction will be based on the language proficiency levels of the student, and individualized instructional needs, as determined throughout the school year. The method of instruction will be as described in this document for remote learning during the March 16th - June 30th time period, however will be thematically-based in a manner tailored to each students' linguistic needs. Translations will be provided in writing or verbally to parents and children, as appropriate to their needs. District devices will be used in Grade 3-8, in keeping with the District's one-to-one environment. In Grades K-2, video tools, such as Zoom will be used, as well as resources that can be provided digitally to students. Where an access to the digital experiences is a barrier for a student, the means discussed elsewhere in this document will be utilized to provide digital access, and/or provide learning opportunities that can be managed outside of the digital environment, based on the needs of the student and family. Emphasis will be on providing opportunities for students to engage in daily opportunities with all four language domains (speaking, listening, reading, writing), and will support linguistic engagement with the students' families. Digital and audio versions of texts will continue to be made available to students, both in English and their native language, according to the appropriateness for the child. Learning experiences will integrate the core content areas, seeking to build background, support foundational knowledge, and bolster areas in which remediation may be needed.

2. Attendance for Remote Learning:

- A. All students will be marked present for school unless specifically notified by the student's parent(s) / guardian(s) that the child is unable to participate in their remote learning assignments.
- B. Teachers, school leadership, guidance counselors, and other related pupil services personnel make frequent and regular attempts to contact families and students for whom work has not been submitted or communications have not been available. Those communications are documented and shared with other appropriate staff to ensure continuity of instruction. In some instances, SLEO's have been sent for wellness visits and DCCP has been notified for extreme circumstances.

3. Addressing the Digital Divide

- A. Surveys have been conducted - and will continue - to determine requests for paper-based instruction and the reasons for those requests. We will continue to monitor and adapt resources to meet those needs on a case-by-case basis. Surveys are conducted collaboratively between the Office of Information Technology and the Curriculum office to ensure that student instructional access is maintained. Paper-based work is being mailed or delivered to homes, then dropped off at schools. That work is assessed by the appropriate staff then contact is made with the home to provide feedback.
- B. Direct technology support is made available virtually through our Information Technology Department. When necessary, such as may be true when a family does not speak English fluently, ESL teachers and/or other content/grade level teachers also provide information to parents and families to assist with technology and digital related issues. When a student in Grades K-2 has been deemed to not have access to a device that would allow him/her to participate in digital remote learning, appropriate accommodations have been made to provide access, device support, as well as paper-based learning experiences.

4. Facilities Maintenance During Remote Learning

- A. Our maintenance, grounds, and custodial departments will continue to maintain the district's facilities on a rotating basis, limiting the number of employees, to keep within the social distancing guidelines. The plan is to increase hours and man power as needed while still in compliance with

guidelines. All departments will slowly resume normal activity if guidelines are loosened or lifted. The plan is to keep on maintaining the district while thinking outside the box to implement different procedures during the pandemic and be 100% ready for the 20/21 school while still following the guidelines.

Page 8 / ESL Services Section d. Addendum to be Added

ESL and ESSA Paraprofessionals will engage in supporting students through learning activities developed by the relevant teacher, in an effort to continue the supplementary support that would normally be provided within the classroom. Additionally, these paraprofessionals will play a critical role in following up with students who demonstrate greater need for cues and reminders to engage in remote learning activities. Translations will continue to be supported for families and ESL students, as well as non-ESL families who may have similar needs. Digital translations are provided through our School Messenger, which communicates through automated phone calls, as well as email messaging. Translations features are also provided on information posted through the website, school-based sites, as well as through the accessibility tools embedded within the laptops provided for students for our one-to-one environment. Students are familiar with these translational tools, and have used them routinely.

Page 9 / Special Education and Related Services Addendum to be Added

Students with Disabilities

The special education teacher will continue to identify necessary goals and objectives for continued instruction. Identification of related activities for remote learning with teacher consultation may include, but not limited to the following:

- Curriculum-based instruction
- Specialized instruction/Direct Instruction Programs
- ADL/Life Skills Activities
- Language Activities
- Social Skills/Social Stories
- Instructional Coaching

- Behavioral Consultation
- Parent Training

For the duration of remote instruction, students with disabilities will be provided access to all paper-based and technology platforms, and curricular and electronic resources available to all general education students as stated within this document. Additionally, specialized instructional materials, resources, and assistive technology will be provided to students as deemed necessary and appropriate by each teacher and/or as per the student's IEP. All necessary accommodations and modifications will be provided to students as per their IEP to the greatest extent possible.

Teacher lesson plans and case logs will continue to be maintained by special education teachers and related service providers in order to plan instruction, track services and monitor progress on goals and objectives within each student's IEP.

Case managers will continue to make phone calls, provide support and consultation, and to parents to ensure that services are being delivered and parents are accessing services, materials and resources as per the IEP to the greatest extent possible.

Students with disabilities and their families are accessing instruction and services through multiple technological platforms. These include, but are not limited to:

- Schoology
- Screencastify
- Zoom
- Class Dojo
- SeeSaw

Page 14- 17 / Role Matrix Addendum

The addition of the Paraprofessional role delineation provides evidence and plan intentions that support the needs of remote ESL and remote Special Needs students.

Paraprofessional Support Throughout Remote Teaching and Learning

The role of the paraprofessional is to support student learning under the direction of the teacher, instructional coach, case manager, or other appropriate certified staff member. The framework below is designed to provide guidance for the district's paraprofessional staff throughout the remote learning environment. Paraprofessionals should communicate with teachers, coaches, case managers, and/or other appropriate certified staff members regarding their daily

responsibilities and interact with parents and students under the specific direction of those relevant certified staff members.

It is critical that all paraprofessionals continue to maintain communication with relevant certified staff through email and Google accounts for the duration of remote teaching and learning. Daily assignments and direction will be provided from relevant certified staff members.

<u>Timeframe</u>	<u>Activity</u>	<u>Responsibilities</u>
8:00 - 10:00	Planning with Teachers	<p>Relevant certified staff member(s) should provide paraprofessionals with daily responsibilities for supporting instruction in a remote manner. Planning and preparation for remote instruction may include, but is not limited to the following:</p> <ul style="list-style-type: none"> ● Daily communication with teacher(s) via email, phone, Zoom or other methods of communication as deemed appropriate through collaboration between the certified staff member(s) and the paraprofessional. ● Collaborate with relevant certified staff member(s) regarding the most appropriate and feasible way to communicate with students and/or families via video, virtual meetings, online management system (eg. Schoology, SeeSaw, Flipgrid). ● Assist relevant certified staff member(s) with preparation of lessons, activities, and instructional materials (including audio and/or video recordings), as possible and appropriate. ● Assist in the development of individual student lesson plans, modifications and accommodations.
10:00 - 1:00	Supporting Instruction for Students	<p>Paraprofessionals should engage in supporting instructional activities with relevant certified staff member(s) . Examples of supporting activities may include, but not limited to the following:</p> <ul style="list-style-type: none"> ● Reinforce learning materials and skills that have been initially introduced by the teacher. ● Provide students with necessary accommodations, modifications, and special strategies for reinforcing material or skills based on an understanding of

		<p>individual student needs, interests and abilities.</p> <ul style="list-style-type: none"> ● Research, create and share special resources and materials for individuals or groups of students based upon relevant certified staff member(s)' direction. ● Monitor student work, provide feedback to students and record progress. ● Collect, track and analyze student data. ● Assist with behavioral strategies and techniques, under the guidance of relevant certified staff member(s). ● Maintain daily logs of completed tasks and communication. ● Participate in on-line professional learning activities. ● Paraprofessionals will complete any other duties/tasks as requested by the relevant certified staff member(s).
1:00 - 2:00	Communicating and Providing Feedback to Teachers and/or Families	<p>Paraprofessionals will engage in meaningful discussions with relevant certified staff member(s), and/or families as deemed appropriate and necessary by relevant certified staff members . Communication surrounding feedback will be coordinated by the relevant certified staff member(s) and may include, but not limited to the following:</p> <ul style="list-style-type: none"> ● Daily communication via email, phone, Zoom or other methods as deemed appropriate by the relevant certified staff member(s) ● Collaborate with relevant certified staff member(s) on the most appropriate way to communicate and provide feedback with students and/or families via video, virtual meetings, online management system (eg. Schoology, SeeSaw, Flipgrid) ● Assist in the revision of lessons, activities, and instructional materials based upon individual student outcomes. ● Assist in the development of individual student lesson plans, modifications and accommodations based upon individual student outcomes. ● Assist on the recording, compilation, and analysis of individual student data
	“Out of Title Assignments”	<p>In a time of crisis and need, employers can call upon staff to perform any duties required that may be outside of the employees' listed job description. Out of title assignments must take into consideration the appropriate certification of the individuals being asked to perform those duties. The District will limit its use of this category, however, all employees should be aware that they are on call to perform</p>

		any district requested duty within their areas of certification and ability. If an employee is unable to perform those duties they should notify their supervisor to determine the appropriate absence category.
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*Times listed represent the framework for a full-day paraprofessional. In instances where the paraprofessional assignment consists of less than a full school day, adjustments should be made to the work hours, reflecting the length of the work day for which the paraprofessional has been Board approved. This adjustment must occur in collaboration with the relevant school administrator, appropriate certified staff members, and the paraprofessional.

Per Week Instructional Minutes By Grade Level and Subject Area

Guidelines for Per WEEK Teaching (Teacher Experience AND Learning Student Experience) Hours		
Core Instructional Areas all Grades		
Mathematics	Approximately 2 hours of teaching AND learning	
ELA	Approximately 2 hours of teaching AND learning	
Social Studies Unit of Study (if currently enrolled / teaching in this course)	Approximately 2 hours of teaching AND learning	
Science Unit of Study (if currently enrolled / teaching in this course)	Approximately 2 hours of teaching AND learning	
	Middle School Special Areas (Based on Similarity of Traditional Schedules)	Elementary / Primary Special Area Schedules (Based on Similarity of Traditional Schedules)
World Languages Approximately...	30-45 minutes of teaching AND learning	30 minutes of teaching AND learning
Art Approximately...	30-45 minutes of teaching AND learning	30 minutes of teaching AND learning
Music Approximately...	30-45 minutes of teaching AND learning	30 minutes of teaching AND learning
Media Approximately...	30-45 minutes of teaching AND learning	30 minutes of teaching AND learning
Technology Approximately...	30-45 minutes of teaching AND learning	
Computers Approximately...	30-45 minutes of teaching AND learning	30 minutes of teaching AND learning
Band	30-45 minutes of teaching AND learning	Band will take place based on personalized experience utilizing guidelines above.
Health & PE	20 minutes <i>daily</i> of teaching	20 minutes <i>daily</i> of teaching

Approximately...	AND learning	AND learning
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