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PUBLIC SCHOOLS

Emergency Remote Instruction Program Plan
Howell Township Public Schools

Remote Learning Forced Closing Preparedness Plan

Updated 05/24/2022

BOE Approval: May 25, 2022

for the Continuity of Teaching and Learning

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Howell Township Public Schools

Emergency Remote Instruction Program Plan

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 events inform State-level mandates (P.L.2020, c.27, or “Chapter 27”) requiring all school districts to develop and approve a remote learning preparedness plan for the possibility that school facilities are required to close and events are canceled for emergent and extended periods of time. 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 offers us a stronger position to facilitate more dynamic planning for remote / virtual instruction.

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 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 Traditional 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. Daily learning plans, as they are regularly used, will continue to be available to students and families. This will help students and their families follow the learning path, access content, and offer context for learning experiences.

Primary Grades Overview

In grades PreK through second, like third through eighth, students will be given their one-to-one devices to take home. Teachers will develop interactive lessons that can be accessed and completed via a variety of digital platforms. The most prominent and preferred platform at this grade level is Seesaw though other acceptable platforms could be, but are not limited to, FlipGrid, Zoom, Google Docs and the G Suite, 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. Students 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. 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 every 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 G Suite, 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 Saavas (Formally Pearson) and (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 5489

Demographic	Percentage of Total Population
Economically Disadvantaged	13.83
Students With Disabilities	20.51
English Learners	3.84
Homeless	.15
Students Without Internet Access	2.08

Demographic	Percentage of Total Population
White	66.19
Hispanic	18.64
Black or African American	4.01
Asian	4.72
Two or More Races	6.32

- 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. Grading and Feedback should be considered based on rubrics applied to student work.
- 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. Check in's should also be done via zoom daily.

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 could 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 of a school year in which remote / virtual instruction is implemented and if necessary, during Extended School Year (ESY).

Should we 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. Using the March 12, 2020 U.S. Department of Education guidance specific to the COVID-19 pandemic, contingency plans for providing services during an emergent and extended closure of school facilities 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. In circumstances where a student's educational program must exist through a Remote Learning Environment, related services should be offered remotely to support the remote educational program. Students will benefit from remote services so that they can best navigate a remote learning environment. While we recognize that this is not optimal, given the current state of emergency, it would be negligent to withhold related 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 and students otherwise eligible for free lunch.
 - 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 immediately following the operational shift to remote/virtual learning. The Intention is to have meals distributed within 24 hours of the District's ability to safely arrange distribution.
 - g. Date Meal Distribution will end:
 - i. End of emergency closing 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
 - ii. Should this change, communications will be made through the usual district channels.
 - 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
Teachers	Hours per day	Remote	Onsite
	5	all	0

e.

Detailed Plans & Supports

Remote Teaching Expectations:

In the event that we are suddenly required to go to a fully remote (sometimes called ‘red’) district-wide schedule, we will need to have modified schedules ready, practice time, and materials for distribution.

We understand it is not optimal to have staff or students on screens for a full day.

We understand that a specific schedule, routines, and some measure of predictability to a day of learning, virtual or otherwise, is critically important.

We understand that it is difficult to have students re-engage after a longer interval of separation from instruction, such as 90 minutes.

Therefore, we have designed the following plans for a 'Red' Schedule.

- The schedule will be a partial day, nine-period schedule conducted virtually.
- All classes and all subjects will be synchronous
- Daily learning plans will continue to be used by all teachers, to provide consistency for students and parents.
 - PreK-5 plans should look similar to this [example](#).
 - Middle School should look similar to this Social Studies [example](#) or this Mathematics [example](#).
- All periods should balance on and off screen experiences as part of the instructional planning and decision making.
- Off-screen experiences can be achieved through independent practice, strategy group rotations, etc...
- Direct support, interventions, etc... may be delivered during class periods as a virtual push in lesson or during the afternoon time.
- Lunch and recess (as applicable) are off screen.
- Attendance is taken by being virtually present.
- Grading continues as directed.
 - It is critically important to start with, revisit throughout, and end with the Behaviors (Attributes) that Support Learning rubrics.
 - Students and/or families must show *sufficient mastery* of content and concepts or *significant hardship* for unique accommodations.
- The afternoon schedule should continue with small group work, interventions, additional IEP service minutes, asynchronous opportunities, professional learning time and teacher collaborations.
 - This could be considered a 'What I Need' (WIN) period for staff and students.
 - Discretion in scheduling meetings around intervention and remediation needs is given.

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 5 hours of teaching AND learning	
ELA	Approximately 5 hours of teaching AND learning	
Social Studies Unit of Study (if currently enrolled / teaching in this course)	Approximately 2.5 hours of teaching AND learning	
Science Unit of Study (if currently enrolled / teaching in this course)	Approximately 2.5 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...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Art Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Music Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Media Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Health and PE	1.75 hours of teaching AND learning	1.75 hours of teaching AND learning
Technology Approximately...	1.5 hours of teaching AND learning	
Computers Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Band Approximately...	1.5 hours of teaching AND learning	Band will take place based on personalized experience utilizing guidelines above.

Role Matrix

Role	Expectations	Role	Expectations
Gen Ed. Teachers	Online presence and availability for direct communication and or collaboration with colleagues, students and their parents / guardians from after the 9 periods have ended.	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 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. 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. Collaborate with colleagues and administration as needs arise.	Paraprofessionals	In addition to completing various trainings as directed, perform flexibly applied “out of title” assignments to support the essential functions of the District.
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, 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. Collaborate with colleagues and administration as the needs arise.	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. Collaborate with colleagues and administration as the needs arise.
School Leadership and Supervisors	On call and available During the full day. If schools can be 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 / 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

	<p>district - preferably through video conference. Communicate needs to senior administration via daily remote meetings. (Buildings will be physically closed at 3:00 p.m.)</p>		<p>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.</p>
<p>Main Office Secretaries / Main Office Asst., & Media Asst.</p>	<p>On call and available online 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.)</p>	<p>Nurses /RN</p>	<p>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 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.</p>
<p>OIT</p>	<p>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</p>	<p>Transportation / Mechanics, Buildings & Grounds</p>	<p>Present on site according to the facilities schedule and as directed by either the Director of Transportation or Director of Buildings and Grounds.</p>
<p>Central Office Secretaries</p>	<p>Report to work as scheduled. On call and available online.</p>	<p>Covering remote instruction should a teacher be</p>	<p>Should teachers be sick such that they cannot maintain an online presence, they should call out as normal, also notifying their school</p>

		too sick to log on to the internet.	principal. Another certified staff member will be appointed to maintain the online presence, respond to students and parents, and communicate with administration.
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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

<https://docs.google.com/document/d/1s8Pufq f-TKDHR85q aERUEid0wEj-TwM0eISQ1t-6c/copy>

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_7ItHog

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

Savvas Realize Middle Math Program for Grades 6-8

Students have access to the Student e-book which includes content from volumes 1 and 2. Through the student dashboard, all assignments and assessments can be completed virtually. Videos accompany every lesson as well as tutorials that students can preview for additional support of any skill.

Math XL is an adaptive practice tool that allows the students to practice specific skills, in addition to including support tools such as guidance on ways to solve the problems as well as similar problems to solve.

Schoology courses are created for students to access content, preview videos, collaborate in discussion posts, as well as receive feedback from the teacher.

Algebra and Geometry (Big Ideas Math)

Students can access the Dynamic Student Edition eBook. Within the student dashboard, students can preview online lesson tutorials that support every example in the textbook, and participate in dynamic investigations using Desmos and GeoGebra. The Online Home Edition provides a multi-language glossary as well as a skills review handbook. The Dynamic Solutions Tool is also available to assist students when solving problems.

Interactive Manipulatives and Tools are available for the students to use when solving problems.

- STEM videos can be assigned and are available within every chapter to allow students to further engage in mathematical concepts including science, technology, and engineering.

Khan Academy videos can be used as an additional support tool for students

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

<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_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/-](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/>

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 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 2022-2023 school year while still following the guidelines.

Per Week Instructional Minutes By Grade Level and Subject Area

Guidelines for Per WEEK Teaching (Teacher Experience AND Learning Student Experience) Hours. <i>Homeroom/morning meetings/end of day meetings total 20 minutes. Recess and lunch are a 30-minute period that take place during students’ regularly scheduled shortened day time. Remote school day = 4 hours and 50 minutes. Strategy groups, additional support, and related services may be scheduled after the scheduled school day ends.</i>	
Core Instructional Areas all Grades	
Mathematics	Approximately 5 hours of teaching AND learning
ELA	Approximately 5 hours of teaching AND learning
Social Studies Unit of Study (if currently enrolled / teaching in this course)	Approximately 2.5 hours of teaching AND learning
Science Unit of Study (if currently enrolled / teaching)	Approximately 2.5 hours of teaching AND learning

in this course)		
	Middle School Special Areas (Based on Similarity of Traditional Schedules). 2 special periods per day.	Elementary / Primary Special Area Schedules (Based on Similarity of Traditional Schedules) Equivalent of 1.2 specials per day - 6 special periods per week).
World Languages Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Art Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Music Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Media Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Health and PE	1.75 hours of teaching AND learning	1.75 hours of teaching AND learning
Technology Approximately...	1.5 hours of teaching AND learning	
Computers Approximately...	1.5 hours of teaching AND learning	30 minutes of teaching AND learning
Band Approximately...	1.5 hours of teaching AND learning	Band will take place based on personalized experience utilizing guidelines above.