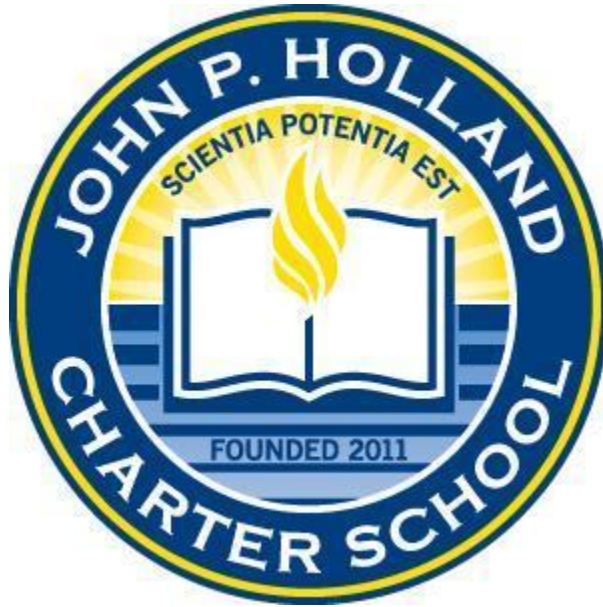




Virtual or Remote **Instruction Plan**

The plan is contingent upon approval by the NJDOE

Continuum of Education

In the event that John P Holland Charter School is impacted by a required closure, we would proceed with daily instruction.

- All Pre K- 8 students will be provided with all login information for appropriate accounts.
- Utilizing Google Classroom, Google Hangout, Study Island, EdMyFriend, Khan Academy and online versions of our textbooks, 1st - 8th grade teachers would be able to provide the regular day's instruction from 8am - 12pm.
- Students will be surveyed to determine technology needs. The district is 1-1 with chromebooks for grades K-8. If needed, we will provide a hotspot for K-8 students.
- Provide duplicate lessons to be completed with pencil and pen for any student with extenuating circumstances (for example, loss of power). The content of the workbook corresponds to the activities and assignments provided virtually.
- Materials such as math workbooks, ELA workbooks, SS magazines, and instructional handouts will be distributed as needed.
- Inclusion sections will all follow the same as above. Inclusion Special Education Teachers will participate in the Google Classroom/Google Hangout with the Classroom Teacher and make sure to provide their students with all possible accommodations.
- Elementary Homeroom Teachers will provide a schedule of assignments on Google Classroom each day by 8:00am.
- Middle School Teachers will provide each class their assignments. Middle School Teachers will also provide their Homeroom students a schedule so students know the order of lessons for the day.

Staff Attendance:

Staff attendance will be accounted for in the following ways:

- 1) Staff will be required to sign in on TSheets by their contracted time.
- 2) Google Hangout PLCs
- 3) Google Hangout Faculty Meeting

*Staff should contact their school principal if they are sick so that we are able to monitor attendance as well as illness indicators.

Staff evaluation plan:

- The evaluation process will be in alignment with the guidelines established by the NJ Department of Education (including SGO; SGP; and summative evaluations).
- The administration will identify and communicate information about the staff evaluation process and support available.
- Annual evaluation training will be provided to highlight procedures and processes which would be impacted due to potential hybrid or remote scheduling.
- The administration will meet with each certified staff member to review their PDP by the date identified by the NJ Department of Education.
- Observation/walkthrough schedules will be developed with a fully remote model in mind.
- Requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face) will be shared with the staff.
- The administration will review and revise job descriptions and evaluation processes if duties are reassigned or adjusted.
- The Staff Handbook will be reviewed and revised to address revised evaluation policies

Student Assessment Plan:

- Students will continue to be assessed with formative and summative assessments. Students will turn in classwork, exit passes, and other formal/informal assessments through EdMyFriend, Studies Weekly and Google Classroom. Students will continue to be assessed with benchmark assessments. Teachers will monitor students taking assessments to the best of their ability. Teachers can use Go Guardian to ensure that no other browsers are open while students are testing.

Student Attendance:

Student attendance will be accounted for in the following ways:

PreK and Kindergarten students: All students are given a workbook with grade appropriate material that they are required to complete to be marked present.

Grades 1 – 8: Online sessions (8am-12pm) and activities are arranged for which students are provided with chromebooks. Attendance is taken for these sessions.

If the child is not attending the online instruction/submitting assignments it is dealt with on a case by case basis. We understand that families may be going through a difficult time and we do not want to add any additional stress on them, as well as understanding the importance of education and not falling academically behind. The following steps will take place if a student is not attending the online instruction/submitting assignments:

The teacher will first call the parent and determine whether the child is in need of academic or technical support or simply negligent. If the child/family is in need of technical support, the technology coordinator will be contacted and support will be provided. If the child/family is in need of another particular support, the social worker will be contacted and support will be given.

Student attendance will not factor into promotion, retention, graduation, or any discipline action.

*Parents should continue to call the school absence number if their child is sick so that we are able to monitor attendance as well as illness indicators.

In the event of a health crisis, establishing communication with local and state authorities, staff and families regarding exposure, cases, and current mitigation levels will be essential. Reinforcing an open comfortable dialogue with families to be sure honest, complete information of their situation is shared. Reporting to the county Board of Health of cases and concerns will be done as instructed.

Special Education

Implementing IEPs through remote/virtual instruction - Special Education teachers are scheduled to meet virtually in the classes with students who have IEPs. Teachers check in with each student and have the opportunity to meet in smaller groups. Together the classroom teacher and the Special Education teacher discuss any areas that should be focused on during grade level meetings. Special Education teachers also maintain contact with parents via email or phone calls as needed. Special education services are

provided through virtual learning platforms. Special education teachers have access to all virtual classes in which the special education students participate. They co-teach lessons and provide assistance and modifications throughout the lesson. In addition, packets are sent to each student's home with supplemental materials that are modified to address specific learning needs of the students.

Documentation of IEP services - Progress reports have been developed for each marking period in order to keep parents updated on progress, and explore any areas that may need to be discussed during the next IEP meeting. IEP services are documented through contact logs of special education teachers which are submitted to administration weekly. Services are logged with the database system that documents the provision of required IEP services as well.

Case Managers - The case manager will remain in constant contact via email, phone calls, and text messages. The case manager will also remain in contact with related service providers such as Occupational Therapy, Speech and Physical Therapy in order to maintain communication. Progress reports will be sent home in order to provide background information on areas of progress, and areas that they still are working on. In addition, IEPs are revised annually or sooner if necessary to address any concerns and/or changes in services that may be required.

IEP Meetings/Evaluations - Phone conferences are scheduled for any IEP meetings with Child Study Team members, parents and related services. The parents will be updated and emailed before and after any IEP meeting. All IEP meetings are conducted within Administrative Code timelines via phone conferences. Evaluations that have been conducted prior to online instruction will be presented to parents at identification meetings and determinations of eligibility can be agreed upon by all IEP team members. Other eligibility determinations will be made by CST members based on information current in a student's folder when eligibility could be determined. Other evaluations that may be necessary for determination of eligibility will be conducted as soon as possible when there is clearance for in-person evaluations.

Child Study Teams:

Case manager/Special Education Coordinator will remain available to all parents/guardians to provide guidance. Families will be contacted via email, phone, and school messaging service. CST will communicate with special education teachers to make sure student's goals/objectives are being addressed. Weekly logs will be kept and submitted.

Related Services

Speech Therapists:

- Therapist will prepare activities on Google Classroom and/or paper for each student on caseload.
- Therapist will be on Google Hangouts during operational hours. Contact will be documented.
- Any missed sessions will be tracked and made up upon school reopening.

Occupational Therapists:

- Prepare and provide fine and gross motor activities that support the occupational therapy objective of each student on caseload utilizing google classroom and email. Contact will be documented.
- Any missed sessions will be tracked and made up upon school reopening.

Physical Therapists:

- Prepare and provide instruction regarding activities, movements, and exercises that support the occupational therapy objective of each student on caseload utilizing google classroom and email. Contact will be documented.
- Any missed sessions will be tracked and made up upon school reopening.

English As A Second Language and Bilingual Education

The ML consultant and School Social Worker will maintain communication with parents concerning the work being completed by the students. They will also post suggestions on activities that could be completed at home, ideas on how to integrate English language practices regularly and activities to reinforce ML communication skills. Students will be provided with grade level appropriate packets of work that are differentiated to meet the needs of the students. These packets will be completed, collected and reviewed to ensure ML students receive credit for their work. Parents will be provided with a suggested schedule for daily activities and with a list of appropriate websites for ML students which will cover activities in all content areas. Short videos on the Google Classroom will be posted for parents to watch and discuss with their children to reinforce oral language skills.

Communication with ML Families -

The ML packets of work will contain an introductory page for parents in their native language with instructions and suggestions on how the students could complete the work being assigned. Teachers will remain in constant communication with the parents to assist and answer their questions. Our parent liaison is available to assist teachers in communicating with parents in their native language. Communication with parents will be maintained via phone, email and by posts on the Google Classroom platform.

The school will provide technology troubleshooting assistance to parents in their native language, when requested. Chrome books will be provided if students need one. The work provided to students will include activities that cover oral exercises, reading, writing and hands-on-activities as per the grade level.

Paraprofessionals:

Will assist with delivery and distribution of meals to our free and reduced population, and monitor daily attendance to make sure students are coming in during the scheduled time.

Nurses:

The nurse will communicate with local health department, staff and administration providing them with any changes or updates. Nurse will coordinate further in depth discussion via Google Hangout with crisis team to review any immediate information.

Meal Service:

All registered John P Holland students who qualify for free and/or reduced lunch or paid lunch can pick up pre-packaged breakfast and lunch on Wednesdays 9AM – 11AM at 5 Garret Mountain Plaza in Woodland Park. Social distancing practices will be followed at the pick-up location.

Facilities:

We will also stagger the times that essential staff members are in the building to limit the number of staff members in the building at same time, including alternating days.

John P. Holland Charter School will:

- Stagger the times that essential staff members are in the building to limit the number of staff members in the building at same time, including alternating days.
- Develop a schedule for increased, routine cleaning and disinfection.
- We will continue our contract with our cleaning company to continue daily cleaning.
- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:
 - Classroom desks and chairs
 - Lunchroom tables and chairs
 - Door handles and push plates
 - Handrails
 - Kitchens and bathrooms
 - Light switches
 - Handles on equipment (e.g. athletic equipment)
 - Buttons on vending machines and elevators
 - Shared telephones
 - Shared desktops
 - Shared computer keyboards and mice
 - Drinking fountains
 - School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

Social Emotional Learning and School Climate and Culture -

In the event of a long term closure, the following supports will be put in place:

Emotional Health Support & Student Support

We need to be mindful of many students' emotions and immediately highlight that our school community is supportive and available as needed. Teachers will be actively involved in identifying and discussing students that may be experiencing adjustment issues. Online virtual check-ins will be available for those referred by teachers or other staff members. School counselors & School Social Worker(s) will be rotating around online virtual learning to provide immediate social/emotional support. A referral form will be made available to staff members to make appropriate referrals for those students that may be dealing with emotional concerns.

Monthly virtual student educational support groups on topics such as anger, stress, pandemic concerns, relationships, or grief will be discussed. Monthly topics will be made available to participate for a small elementary group and middle school group.

A lunch bunch group activity coordinated by our school counselors will continue. It is composed of social interactive games, important topic discussions, and connecting with students (30 min groups or individuals). A weekly schedule will be created to make sure the support is offered to our school community. (Google voice) (zoom) Students will be monitored monthly during grade level meetings to see if follow-ups at home are needed.

Have forms ready for the older students to fill out and explain the concern and why they would like to meet so you can see what the need is and how to approach it. (Phone calls or zoom). Parents will be contacted before to share the concern and see if more support or check ins may continue during the year with their permission. A crisis plan will be developed in case a student may need immediate community outpatient counseling services. The school support team will make the immediate referral for immediate virtual counseling support as needed and monitored monthly. A member of the Special Services team will be considered the contact person for mental health concerns and make the appropriate contacts or recommendations as needed.

Family Support

Information will be posted on our Facebook or school website regarding our contact person from the Department of Special Services. JPHCS will provide a Google number with regard to emotional/social support, family text support, or email ways to get in touch. Please contact the Department of Special Services ex. @ 555-121-2222, text @ JPHCS Care Support #1212, or regular school email link. Point person will serve as a liaison to outside community resources. Only calls for counseling support or outside referrals services will be emphasized.

We will find resources for parents that are struggling. We can also work directly with parents and help them with behavior charts, motivational supports or linking them with specific agencies. Family monthly workshops will be created in order to provide emotional/social guidance for the family or their child. Monthly topics such as unemployment, health, dealing with financial stress, and have representatives from community group resources be available virtually as needed or see if office hours may be scheduled. A few agencies that we may collaborate with include Cumac, New Destiny Family Success Center, Oasis, Mental Health Association of Passaic County, M&S Counseling and Savia Community Counseling just to name a few.

We will keep a list of resources and post them with contact information, as well as assist when needed. As a school we shall provide updated community referrals for the local food pantry, religious organizations providing food, housing/rental assistance, coordinate with Paterson Public School for concerns with possible homeless situations, and utilities assistance locations. There will be an online Workshop scheduled for parents on online safety, cyber bullying, supporting each other as a family during the pandemic, balancing time off the screen, and other themes related to adjustment or other community organizations that provide assistance.

Staff Support/Professional Development

In order to support our staff in any way possible, socially or emotionally virtual professional developments will be scheduled for our staff on dealing with students with various social/emotional situations, online safety, current stress/frustration as a staff member, and recognizing warning signs of stress, frustration or anxiety in students or self. Professional Development will include training for teachers, administrators, and counselors to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students affected by forced migration from their home country.

Discussions will include referral forms and how important teacher feedback/input is needed during the process. Similar topics will revolve around some type of meditation, motivational speakers, or counseling support for our staff similar to an Employee Assistance program guided by M&S Counseling services to link them to more immediate resources or specific professionals. Emotional support for our staff shall be considered sensitive as they deal with their own family, health, or other social concerns. The point person will check in on staff monthly to make sure all is ok. A log will be kept of contact in order to keep track of making sure all staff are provided with some type of support or checking in process.

Other topics that provide support involve having professional developments conducted by related services and counseling for our staff. Depending on the area of need, professionals from various backgrounds will be made available for guidance or should the staff have any questions. During team meetings, small groups, and grade level meetings, the School counselor and School Social Workers will participate to maintain communication regarding a supportive atmosphere as a team in dealing with students or families.

The point person will work closely with master teachers to support the teachers. There will also be time to maintain communication regarding caseloads, or specific issues concerning student's progress. Caseload for ML, Special Education or those pending will be reviewed to give a status update or review areas that may need to be completed. There will be a school social worker form available online to have teachers fill out regarding their concern or support for a particular student, or if they would like to recommend someone for counseling or check-in. The point person in the Special Services Department will coordinate a crisis plan with team members such as the school nurse, a staff mentor, and administrator for staff that may be experiencing emotional difficulties during the academic school year.

JPHCS will provide students, staff, parents and stakeholders with an social/emotional wellness survey during the school year as needed.

Technology Plan

John P. Holland Charter School moved to a 1-to-1 model in regards to technology. We purchased 500 HP 11A G8 - Education Edition Chromebooks along with chrome management licenses for all. Chrome management allows the admin to enforce policies, set up Chrome features for users, provide access to internal VPNs and Wi-Fi networks, force install Chrome apps and extensions, and more.

For students who may not have access to sufficient broadband, John P. Holland Charter School ordered Hotspots through T-Mobile.

Along with the Chromebooks we also purchased GoGuardian. GoGuardian is designed for schools with 1-to-1 Chromebook initiatives. It provides teachers with a portal to direct students' attention to specific online resources and close off-topic tabs on one or more devices. The goal of GoGuardian for teachers is to help keep students on-task and away from inappropriate content. GoGuardian will allow the teachers to maintain classroom management even while doing distance learning. These managed Chromebooks will give teachers the ability to share our online textbooks, websites and other materials while keeping the students on task.

By moving to a 1-to-1 computer for each student, John P. Holland Charter School will be able to provide all our K - 8 students with the ability to sign in daily for distance learning. We are making every effort to provide all our students with every tool they need when it comes to learning remotely.

Summer Programming:

The 8th grade Class will have a virtual graduation, if the school is on remote instruction.

Curriculum and Instruction:

In order to plan instruction inclusive of all students, JPHCS has a comprehensive curriculum for each subject and grade level. The standards covered in each instructional unit are reflective of the New Jersey Student Learning Standards outlined in the Curriculum Framework. Each unit includes the concepts and/or enduring understandings that students need in order to master the standards. Essential questions, sample activities, and instructional websites are included for teachers to

utilize when addressing each standard. Pacing guides are provided to ensure that all standards will be reached.

Accelerated Learning:

We will accelerate learning by focusing instruction on the priority standards that have been identified. Our Into Math and Into Reading/Literature resources identify priority standards. Teachers will continue to meet with students virtually for small group instruction.

After remote instruction, students will be assessed to determine any gaps in their understanding of the standards. Students will be assessed on prerequisite knowledge to identify gaps before teaching new grade level material. The gaps will be incorporated at an appropriate time in the current grade level curriculum.

Title 1 Extended Learning Programs: During remote instruction, paraprofessionals/instructional assistants will provide extra intervention support to students virtually through Google Meet. Instructional Assistants will continue to provide tutoring when school resumes in person to assist with accelerated learning.

Extended Student Learning Opportunities: During remote instruction, master teachers will hold extra help sessions from 12-12:30.

Transportation Services: Transportation will resume when in person instruction resumes.

Extra Curricular programs: Extra Curricular programs led by club advisors (Chess Club, Hydroponic Garden Club, etc) will be virtual to the greatest extent possible.

Childcare: The District Before/After Care programs will be suspended in the event of a public-health related district closure.

Daily Instruction:

Total Time: Students will be on task for 4 hours per day. Follow a half day schedule that will be posted on Homeroom Teacher's Google Classroom. Virtual Learning in Google Hangouts will occur for students in Grades 1 – 8 from 8am – 12pm. Preschool and Kindergarten will be staggered to create smaller groups on Google Hangouts.

Grade level and Subject	Materials needed at home	Workbooks, Worksheet, or Online material	Sample Assignments/Google Classroom
PreK	- Crayons - Scissors - Drawing Paper	- Cutting Worksheets - Tracing Worksheets	Developmentally Appropriate Teacher created activities - Letter Recognition - Number Recognition - Counting Activities - Sight Words (age appropriate) - Fine Motor Activities - Music Activities - Art Activities Pre-K teachers will offer zoom sessions to communicate with students.

Kindergarten	-Crayons -Pencils	Digital/print workbooks and worksheets to go along with activities	Developmentally Appropriate Teacher created activities 1 ELA reading activity per day 1 ELA writing activity per day 2 Math activities per day 1 SS activity per week 1 Health activity per week 1 Science activity per week Kindergarten teachers will offer zoom or google hangout sessions to communicate with students.
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1st ELA	-Device to connect to Internet -Pencils -Highlighter -Sticky Notes -Reader's Notebook -Independent Reading Book	MyBook and Know It Show It	Online: Assignments & Directions posted to "1st Grade Google Classroom" -Teacher assigns reading through novel/online textbook -Teacher posts comprehension questions on Google Classroom or EdMyFriend -Discussion on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option should technology be unavailable: -Students will read material provided by the teacher and answer comprehension questions. -Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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1st Math	-Device to connect to Internet -Pencils -Highlighter -Graph Paper -Math Workbook	-Math workbook -Reteach Worksheets	Online: Assignments & Directions posted to “1st Grade Google Classroom” The following are options on how to teach: - Through Khan Academy, share video on the topic (any grade) - Assign Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8) - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend. - Assign Homework activity in textbook Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. - Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school
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1st Science	-Device to connect to Internet -Pencils -Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom. Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.
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1st SS	-Device to connect to Internet -Pencils -Highlighter -SS Magazine	-SS Magazine	Online: Assign pages in Magazine to read. Assign comprehension questions on Google Classroom and activities at the end of the magazine. Teacher communication through Google Hangouts. Written: Assign pages in Magazine to read. Answer worksheet questions that correspond with magazine
1st Health	-Device to connect to Internet -Pencils	-Teacher Created Assignments	Online: Teacher conduct discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written: Teacher created Worksheets

1st Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. Daily log of physical activity
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2nd ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- MyBook and Know It Show It	Online: Assignments & Directions posted to "2nd Grade Google Classroom" - Teacher assigns reading through novel/online textbook - Teacher posts comprehension questions on Google Classroom or EdMyFriend - Discussion on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. - Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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2nd Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “2nd Grade Google Classroom” The following are options on how to teach: - Through Khan Academy, share video on the topic (any grade) - Assign “Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8) - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend. - Assign Homework activity in textbook Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. - Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school
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2nd Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter - SS Magazine	- SS Magazine	Online: Assign pages in Magazine to read. Assign comprehension questions on Google Classroom and activities at the end of the magazine. Teacher communication through Google Hangouts. Written: Assign pages in Magazine to read. Answer worksheet questions that correspond with magazine
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2nd Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom. Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.
2nd Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teacher conduct discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written: Teacher created Worksheets

2nd Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. -Daily log of physical activity
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3rd ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- MyBook and Know It Show It - NJSLA practice problems	Online: Assignments & Directions posted to "3rd Grade Google Classroom" -Teacher assigns reading through novel/online textbook -Teacher posts comprehension questions on Google Classroom or EdMyFriend. -Discussion on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. -Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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3rd Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper -Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “3rd Grade Google Classroom” The following are options on how to teach: - Watch Study Island video to introduce topic (Grades 3-8) - Through Khan Academy, share video on the topic (any grade) - Assign Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8) - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. -Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activity in the textbook. Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. -Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school.
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3rd Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter - SS Magazine	- SS Magazine	Online: Assign pages in Magazine to read. Assign comprehension questions on Google Classroom and activities at the end of the magazine. Teacher communication through Google Hangouts. Written: - Assign pages in Magazine to read. - Answer worksheet questions that correspond with magazine
3rd Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: - Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom. Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.

3rd Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teachers conduct discussions through Google Hangouts. Teacher post follow up questions on Google Classroom. Written: Teacher created Worksheets
3rd Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activity. -Daily log of physical activity

4rd ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- MyBook and Know It Show It - NJSLA practice problems	Online: - Assignments & Directions posted to "4th Grade Google Classroom" -Teacher assigns reading through novel/online textbook -Teacher posts comprehension questions on Google Classroom or EdMyFriend -Discussion on Google Hangouts -Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. -Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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4th Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “4th Grade Google Classroom” The following are options on how to teach: - Watch Study Island video to introduce topic (Grades 3-8) - Through Khan Academy, share video on the topic (any grade) - Assign Animated Math Models to “Learn the Math” to introduce the topic - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activity in textbook Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. - Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school.
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4th Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter - SS Magazine	- SS Magazine	Online: Assign pages in Magazine to read. Assign comprehension questions on Google Classroom & activities from the end of the magazine. Teacher communication through Google Hangouts. Written: Assign pages in Magazine to read. Answer worksheet questions that correspond with magazines.
4th Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.

4th Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teachers conduct discussions through Google Hangouts. Teacher post follow up questions on Google Classroom. Written: Teacher created Worksheets
4th Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. - Daily log of physical activity

5th ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- MyBook and Know It Show It - NJSLA practice problems	Online: Assignments & Directions posted to "5th Grade ELA Google Classroom" - Teacher assigns reading through novel/online textbook -Teacher posts comprehension questions on Google Classroom or EdMyFriend - Discussions on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. - Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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5th Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “5th Grade Google Classroom” The following are options on how to teach: -Watch Study Island video to introduce topic (Grades 3-8) -Through Khan Academy, share video on the topic (any grade) - Assign Animated Math Models to “Learn the Math” to introduce the topic - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activities in textbooks. Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. - Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school.
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5th Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter	- SS research project - Rubric	Online: Assign research project that corresponds to curriculum. Teacher communication and class discussion through Google Hangouts. Written: Assign research project that corresponds to curriculum.
5th Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom. Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.

5th Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teacher conduct discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written: Teacher created Worksheets
5thPhysical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. - Daily log of physical activity

6th ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- Student Edition - NJSLA practice problems	Online: Assignments & Directions posted to "6th Grade Google Classroom" - Teacher assigns reading through novel/online textbook - Teacher posts comprehension questions on Google Classroom or EdMyFriend - Discussion on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. - Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.
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6th Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “6th Grade Google Classroom” The following are options on how to teach: - Watch Study Island video to introduce topic (Grades 3-8) - Through Khan Academy, share video on the topic (any grade) Assign: - Animated Math Models to “Learn the Math” to introduce the topic - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activities in textbooks. Written: - Students will read the introduction pages to the topic in their IntoMath Books. - Students will do the Reteach Worksheet to understand steps for the mathematics topics. - Teacher will give a worksheet with guided instructions, depending on the topic. Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school
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6th Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter	- SS research project - Rubric	Online: Assign research project that corresponds to curriculum. Teacher communication and class discussion through Google Hangouts. Written: Assign research project that corresponds to curriculum.
6th Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.
6th Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teacher conduct discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written:

			Teacher created Worksheets
6th Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. - Daily log of physical activity
7th ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- Student Edition - NJSLA practice problems	Online: Assignments & Directions posted to "7th Grade ELA Google Classroom" - Teacher assigns reading through a novel/online textbook. Teacher posts comprehension questions on Google Classroom or EdMyFriend - Discussions on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by the teacher and answer comprehension questions. - Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.

7th Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “7th Grade Google Classroom” The following are options on how to teach: - Watch Study Island video to introduce topic (Grades 3-8) - Through Khan Academy, share video on the topic (any grade) - Assign EdMyFriend interactive activities to “Learn the Math” to introduce the topic - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activity in textbook Written: Students will read the introduction pages to the topic in their Into Math Books. Students will do the Reteach Worksheet to understand steps for the mathematics topics. Teacher will give worksheets with guided instructions, depending on the topic. Students will do “On Your Own” problems. All written assignments will be turned in when students return to school
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7th Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter - SS Magazine	- SS research project - Rubric	Online: Assign research project that corresponds to curriculum. Teacher communication and class discussion through Google Hangouts. Written: Assign research project that corresponds to curriculum.
7th Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom. Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.
7th Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teacher conduct discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written:

			Teacher created Worksheets
7thPhysical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities. - Daily log of physical activity
8th ELA	- Device to connect to Internet - Pencils - Highlighter - Sticky Notes - Reader's Notebook - Independent Reading Book	- Student Edition - NJSLA practice problems	Online: Assignments & Directions posted to "8th Grade Google Classroom". - Teacher assigns reading through novel/online textbook - Teacher posts comprehension questions on Google Classroom or EdMyFriend - Discussion on Google Hangouts - Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate). Written Option: - Students will read material provided by teachers and answer comprehension questions. - Students will answer written response questions in journals (as opposed to typing) that will be turned in when students return to school.

8th Math	- Device to connect to Internet - Pencils - Highlighter - Graph Paper - Math Workbook	- Math workbook - Reteach Worksheets	Online: Assignments & Directions posted to “8th Grade Google Classroom” The following are options on how to teach: - Watch Study Island video to introduce topic (Grades 3-8) - Through Khan Academy, share video on the topic (any grade) - Assign Animated Math Models to “Learn the Math” to introduce the topic. - Assign a question on Google Classroom to assess whether students comprehend the video introduction. - Allow students to communicate and ask questions with teachers through Google Hangouts. - Assign Interactive activities on EdMyFriend or Study Island. - Assign Homework activity in textbook Written: Students will read the introduction pages to the topic in their Into Math Books. Students will do the Reteach Worksheet to understand steps for the mathematics topics. Teacher will give worksheets with guided instructions, depending on the topic. Students will do “On Your Own” problems. All written assignments will be turned in when students return to school
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8th Grade Social Studies	- Device to connect to Internet - Pencils - Highlighter - SS Magazine	- SS research project - Rubric	Online: Assign research projects that correspond to curriculum. Teacher communication and class discussion through Google Hangouts. Written: Assign research projects that correspond to curriculum.
8th Grade Science	- Device to connect to Internet - Pencils - Highlighter	- NJCTL slides	Online: Assign NJCTL slides to read. Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts Post Classwork questions on Google Classroom Written: Provide handouts of NJCTL slides and worksheets with corresponding questions. Worksheets will be submitted when school resumes.
8th Health	- Device to connect to Internet - Pencils	- Teacher Created Assignments	Online: Teacher conducts discussions through Google Hangouts Teacher post follow up questions on Google Classroom Written:

			Teacher created Worksheets
8th Physical Education	- Device to connect to Internet - Pencils	- Daily Log	Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activity. - Daily log of physical activity

*Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the Google Suite, disconnecting to complete work outside of the system, and then returning to demonstrate their progress.

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category
Administration	Monitor online schooling/construction of new building	Monitor online schooling/construction of new building	4
Maintenance	Security	Secure Building	1
Custodial	Disinfecting	Disinfecting	2
Technology	monitor online teaching and trouble shoot	monitor online teaching and trouble shoot	1
Food Service Personnel	Distribute Food	Distribute Food Tuesdays and Thursdays	3
Other (be specific)			
Teachers	Hours per day	Remote	Onsite
	5 hrs	All, except 1	1