Emergency Remote Instruction Plan

Pemberton Township Schools

2021-2022

Remote Instruction Plan

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Remote Instruction Plan

Introduction

In April 2020, Governor Murphy issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.

In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.

LEAs must include the statutory requirements listed in the "LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY," in their plans for virtual or remote instruction for the 2021- 2022 school year. The 2021-2022 plans must be approved by the LEA's board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA's website.

THE BOARD OF EDUCATION'S EMERGENCY REMOTE INSTRUCTION PLAN

The Board of Education's Emergency Remote Instruction Plan addresses two key subject areas:

A. Continuity of Learning; and

B. Meal distribution;

A. Continuity of Learning

Ensuring the continuity of learning is critically important during this time of great stress for families, educators, and students. The move to a fully virtual learning environment happened quickly and created significant challenges for staff and students, particularly students already considered at-risk prior to the pandemic. School officials should work closely with their stakeholders to ensure decisions are made collaboratively and transparently and prioritize safely returning students who are in need of in-person instruction. This may include, but is not limited to, students with disabilities, English language learners (ELL), homeless youth, and low-income students.

Curriculum, instruction, assessment, professional learning, and career and technical education (CTE) are all constructs that can be adjusted to serve as levers for equity.

1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities

   a. Consistent with guidance from the United States Department of Education, school districts must continue to meet their obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible.

   b. In accordance with the Extended School Year (ESY) Guidance issued by the NJDOE, student IEPs that currently included ESY services should be implemented to the greatest extent possible during the COVID-19 pandemic.

c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities for the 2021-2022 school year:

(1) Procedures to address the return to school of medically fragile students and students with physical or health impairments who may require accommodations and modifications as part of a 504 Plan.

(2) IEP teams should review student data/student progress to determine whether critical skills were lost during the period in which remote instruction was being provided to students and determine the need for additional services to address learning loss.

(3) IEP teams should consider the impact of missed services on student progress towards meeting IEP goals and objectives, and determine if additional or compensatory services are needed to address regression and recoupment of skills within a reasonable length of time.

(4) IEP teams should develop procedures to complete overdue and/or incomplete evaluations to determine eligibility for special education services.

(5) The use of school guidance department staff and Child Study Team personnel to identify students whose postsecondary plans may have been adversely affected by the COVID-19 pandemic and provide support, resources, and assistance, which may include facilitating connection to community organizations, scholarship programs, county, State, and Federal opportunities to access support.

(6) Clear communication to the parents of the procedures for student referrals and evaluations to determine the eligibility for special education and related services or a 504 Plan as required by Federal and State law.

2. Technology and Connectivity

a. The district will strive to ensure that every student has access to a device and internet connectivity.

3. Curriculum, Instruction, and Assessment

   a. In planning curriculum, instruction, and assessment for reopening, school officials must focus on building staff capacity to deliver highly effective instruction in hybrid environments as well as preparing them to address any learning gaps that might prevent students from meeting grade-level New Jersey Student Learning Standards (NJSLS).

   b. School officials should develop a Plan that is innovative, cultivates a clear sense of shared purpose and goals, encourages collaboration among educators, and fosters an effective partnership approach with students' family members and caregivers.

   c. Virtual Learning Environment

   (1) Curriculum

      (a) Educators will be tasked not only with delivering curriculum, but also structuring the curriculum to account for the loss of learning that may have resulted from the extended school building closures during the 20-21 school year.

   (2) Instruction

      (a) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning expectations, and anticipated environments (virtual platforms, learning management systems, etc.) and expectations for interactions to ensure all students have access to high-quality instruction.

         (ii) Design for student engagement and foster student ownership of learning.

         (iii) Develop students' meta-cognition.

         (vi) Assess ELLs' levels of engagement and access in a virtual learning environment.

   (3) Assessment

(a) For the purposes of this Plan, the different assessment types are as follows: pre-assessment; formative; interim; and summative.

(b) Educators should focus on locally developed pre-assessments and formative assessments upon returning to school.

(c) In the absence of Spring 2021 summative assessment data, the school district should identify alternate sources of prior assessment data which may complement data driven decision-making regarding remediation efforts.

(d) Online pre-assessments and formative assessments should be leveraged in either a virtual learning environment to support the evaluation of student strengths and the areas for improvement, and to inform next steps, including determining whether remediation is required for an entire group of students or on an individual student basis.

(e) Pre-assessments administered at the start of instructional units should be limited to informing instruction plans with respect to gaps in the mastery of standards while continuing to move students forward at current grade-level.

4. Career and Technical Education (CTE)

a. It is critical to maintain the integrity and safety of approved CTE programs and ensure that all CTE students are reached Statewide.

b. The Office of Career Readiness has established guiding principles to help administrators and educators make informed decisions about how, when, and to what extent career and technical education can be safely offered.

c. Guiding Principles

(1) It is essential that when the school district is considering innovative learning models for CTE during a time of social distancing, the State Plan Foundational Elements of Equity of Opportunity and Access as well as Partnerships must be considered.

(2) The State Plan Goals of Quality Programs, Work-Based Learning (WBL), Career Advisement and Development, and CTE Teacher

Recruitment and Retention must also be considered as CTE programs are adapting to new learning environments.

d. Quality CTE Programs

(1) When planning for instruction, examine current curriculum content and evaluate which content is most critical in meeting the requirements of NJSLS, CTE Core Content Standards, industry certifications, college credit agreements, etc.

(2) During a time when some credentials may not be accessible online or through other virtual means, it is necessary to ensure students have access to appropriate industry-recognized, high-value credentials.

e. Work-Based Learning

Students must be provided the opportunity to participate in safe work-based learning, either remotely (simulations, virtual tours, etc.) or in-person. The school district should consider work-based learning opportunities addressed in the administrative code.

f. Career Advisement and Development

Strong career advisement in conjunction with business and community partnerships are essential components of CTE programs and cannot be compromised in a time of increased social distancing; therefore, modifications must be developed to maintain program quality.

5. Academic, Social, and Behavioral Supports

In addition to taking the steps listed in the Health and Safety Guidelines section to protect students' and educators' physical health, leaders must also consider the impact of social isolation on both educators and students.

a. Social Emotional Learning (SEL) and School Culture and Climate

Each of Pemberton Township Schools is a National School of Character. Each school has committees that focus on social emotional learning and the school climate and culture. School climate and culture is always addressed as our schools function as a PLC with well established norms.

b. Multi-Tiered Systems of Support (MTSS)

Pemberton Township Schools has a robust I&RST process that includes the utilization of the Masonic Model in a team (PLC) approach to assisting students and families.

c. Wraparound Supports

Pemberton Township Schools offers the Hive from grades 6-12 as a support for students who are struggling with social-emotional and possible behavioral needs. In addition, the 21st Century program assists students in grades 3-5 with academic and social-emotional support.

6. Meal Distribution

1. If multiple schools in the district are closed, remote only students will have the ability to pick up meals at one of three distribution locations.
   (a) The distribution locations will provide the same meals being offered in the school cafeterias for that day to the greatest extent possible.
   (b) Two distribution locations will serve students and families 9:00 am - 1:00 pm and the other location will offer early evening hours to accommodate families that cannot pick up meals during the day.
   (c) All meals served through the distribution locations will be tracked and claimed.

2. If only one school in the district is closed, remote only students will have the ability to pick up meals at their regularly assigned school.

   (a) The school will provide the same meals being offered in the school cafeterias for that day to the greatest extent possible.
   (d) The school will serve students and families 9:00 am - 1:00 pm and one district location will offer early evening hours to accommodate families that cannot pick up meals during the day.
   (e) All meals served through the distribution school will be tracked and claimed.

Appendices

Emergency Remote Plan

Pemberton Township Schools

Fall 2021

Appendix A

Academic, Social, and Behavioral Supports

1) Social, Emotional and Behavioral Supports
   a) Social Emotional Learning - Each school has a character education committee that is working on a Blueprint for the year that will address supporting our students with SEL supports such as morning meetings, monthly lesson, talking circles, safe places, and positive behavioral supports.
   b) Trauma Sensitive Practices
      i) A district committee has established a year long professional development plan for Trauma Sensitive Practices that includes self care and targeted approaches for students in various learning environments. Each school has created a subcommittee to provide the PD. Key strategy utilized for the school year is talking circle. Scripts that are age specific and developmental appropriate have been created.
         (1) Daily Check in (products or examples to be used for virtual and in person) Elementary/ Secondary
         (2) Provide statements that staff can say i.e. bank of conversations for first month of school
         (3) Talking Topics for circles
   c) A district committee focused on Mental Health and created a Mental Health Checklist that identifies observable "look fors" related to a change in student actions, behavior or performance. Once identified, the teacher electronically sends the information to the Counselor.
      i) Counselors will use the PASS survey tool to proactively address and prevent social emotional barriers to learning at an individual level. Survey provides immediate interventions for staff. The PASS Online Intervention Guide offers over 130 unique interventions directly linked to the nine PASS factors. The research-backed strategies empower administrators and teachers to help students develop the non-academic skills they need to succeed in school, work, and life.
      ii) Students/families with mental health and substance abuse challenges are provided with targeted resources through CARE SOLACE. Care Solace matches students, staff, and families in need to verified, local service providers. Documented followup and support for each referral is reviewed routinely.
   d) Substantial resources have been created and shared with all staff regarding "After the disruption" whereby transitioning activities have been identified and created

for students whether in person or remote focusing on meeting kids where they are regardless of learning environment. This includes classroom management, building stamina, routines and procedures, setting boundaries and expectations, etc.

e) Restorative Practices have been identified and shared with staff that includes remote strategies.

2) Academic
   a) Tiered System of Supports - The Masonic Model is an early intervention team (PLC) process that focuses on a strengths based approach. We also offer intervention and enrichment periods in grades K-8. The I&RS team is available to provide additional support for staff and students.
      i) A resource digital library has been created to provide staff with a quick reference on how to conduct a 8 minute plan for a student. In addition, this library provides electronic data collection tools for strategy implementation and a host of differentiation based on identified needs.
   b) Wrap Around supports are offered by the HIVE in grades 6-12 for students who are struggling. In addition, the 21st Century program assists students in grades 3-5 with academic and social-emotional support.
   c) 504's and IEP's will be closely monitored and adjusted, as necessary.

Appendix B

Scheduling of Students

Pemberton Township Schools
Remote Only Instruction Schedule
Pre-school Full Remote Schedule

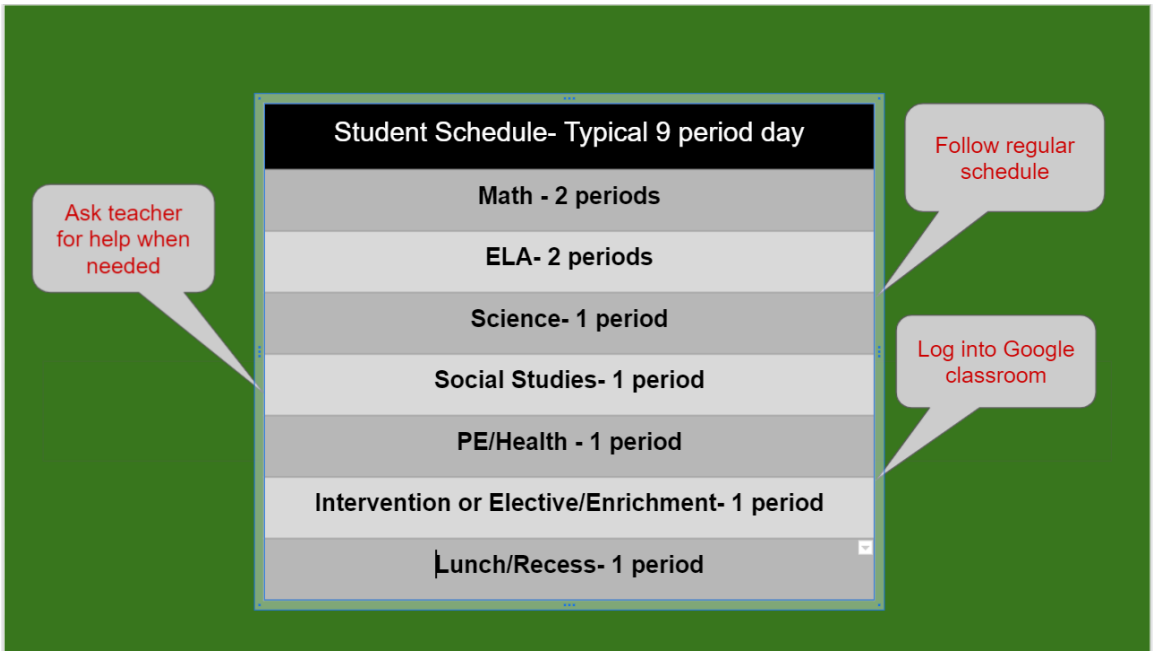
Full Remote Schedule	Virtual Instruction- Recorded Lesson & Live Availability
Greeting Time -Morning SEL Activity	5-10 minutes
Read Aloud – English Language Arts	60 minutes with recorded lesson and live teacher availability for support
Small Group Activity NJDOE Teaching and Learning Standards	60 minutes with recorded lesson and live teacher availability for support
Large Group NJDOE Teaching and Learning Standards	60 minutes with recorded lesson and live teacher availability for support

Grades K – 5 Full Remote Student Schedule

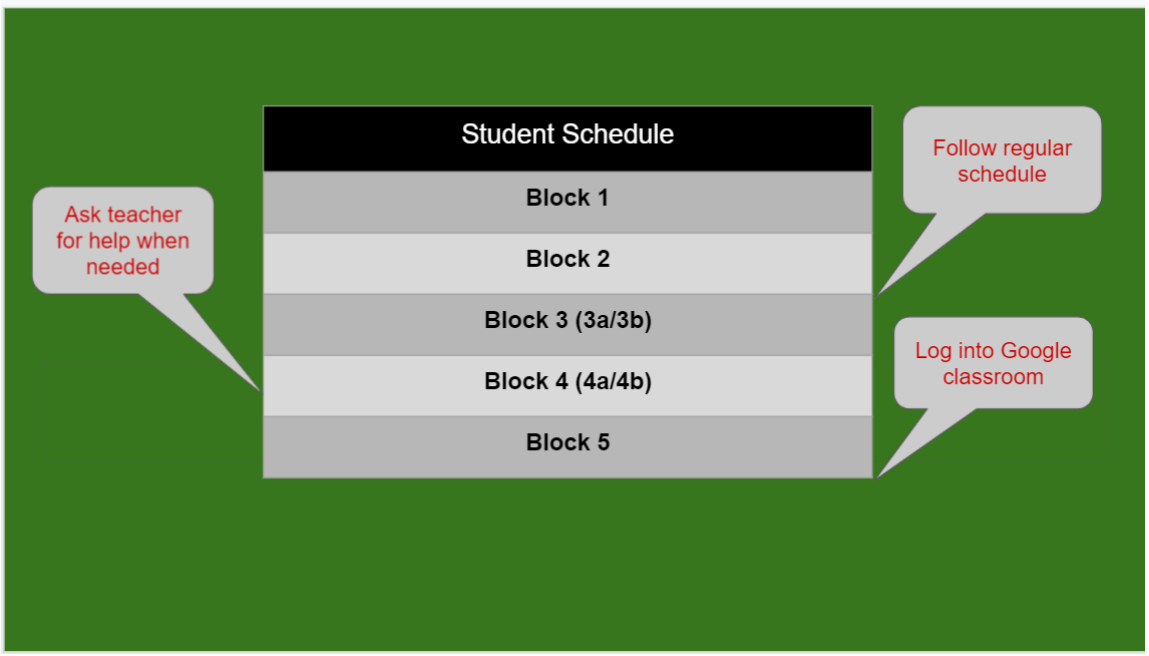
Subject Area	Follow Regular Daily Schedule
Morning SEL Activity	10-15 minutes Morning Meeting
Reading	82 minutes
Mathematics	82 minutes
Writing	40 minutes
Science or Social Studies	30 minutes
Special Area Elective	40 minutes
WIN	40 minutes
Lunch/Recess	40 minutes

Remote Instruction Plan

Grades 6 – 8 Full Remote Schedule



Grades 9 – 12 Full Remote Schedule



Appendix C
Instructional Programs for All Students

Preschool Remote Learning Framework for Teachers

- **Example lesson structure**
  - Instruction - Teacher posts recorded videos to COR Advantage
  - Guided Practice - Teacher holds a live video session to work and/or meet with families
  - Students have an opportunity to work with family.
  - Families can send in pictures via email and/or COR. Feedback is provided.

- **Start and End Times for Students**
  - PECEC: 9:00am-12:00pm and 1:20pm-3:45pm
  - Fort Dix: 8:00am-11:00am and 12:20pm-2:45pm
- **Attendance**
  - Students will be marked present as per the Division of Early Childhood, NJ Department of Education.
- **Classroom Teachers**
  - COR Advantage is utilized as the foundation for the classroom
  - COR Advantage is utilized as the primary communication tool. Teachers should not communicate one on one with a student unless a parent/guardian is present. If accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in the log.
  - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
  - A communication log will be required to be completed and submitted for review on a daily basis.
  - Lessons should follow the normal classroom structure, but adapted for remote learning.
  - Daily recorded lessons are posted for Read Aloud and Small Group and Large Group.
    - Teachers will work in cohorts
  - 4hr 15 min live availability and/or scheduled parent meetings (logged into HD Meeting) every school day as follows:
    - 5-10 minutes for Greeting Time
    - 1-2 hour minimum in the AM
    - 1-2 hour minimum in the PM
  - Families can show work so teacher can provide feedback.
  - In ICR settings, the general education and special education teacher will collaborate remotely to coordinate modifications and supports for the students.
- **Students with IEP's**
  - IEP's will continue to be followed to the greatest extent possible, to include specialized instruction of goals and objectives, progress monitoring, and implementation of accommodations and modifications.
  - Related services will be delivered virtually and follow the frequency and duration identified in the IEP.

Remote Instruction Plan

Preschool Remote Learning Framework - for Families

- **Defining the remote learning structure**
  - Students cannot meet in a traditional classroom setting, therefore they will work remotely.
- **Teacher Availability**
  - PECEC: 9:00am-12:00pm and 1:20pm-3:45pm
  - Fort Dix: 8:00am-11:00am and 12:20pm-2:45pm
- **Communication and classroom work-flow management**
  - COR Advantage will be utilized to maintain contact with families. Cor@Home app
  - COR Advantage will be utilized to provide a foundation for managing the work-flow of the classroom.
  - HD Meeting will be utilized as a primary resource for video conferencing (Google Meet as a backup)
- **Attendance**
  - Students will be marked present as per the Division of Early Childhood, NJ Department of Education.
- **Materials and Supplies**
  - Distribution of any materials and supplies for students will be coordinated at the building level. This may consist of initial materials and supplies, as well as ongoing materials and supplies as the year progresses.
- **Daily structure**
  - Classroom Teachers
    - Classroom teachers will host a daily morning meeting via HD Meeting
    - Classroom teachers will post recorded videos to COR Advantage for Read Aloud and Small Group and Large Group
    - Classroom teachers will hold two live availability sessions and/or scheduled family contact, to provide additional support, as follows: two hours in the AM and two hours in the PM during normal school hours
  - Students and Families
    - Find a quiet location to join meetings
    - Ensure background is appropriate and not distracting
    - Dress in appropriate attire as required by the district dress code
    - Avoid locations where others may unknowingly enter camera view
    - Mute microphones and cameras before entering meetings
    - Wait for a signal from the teacher to unmute microphone
    - Be sure to leave the meeting and close the browser window at the end of each session

Remote Instruction Plan

K – 5 Remote Learning Framework - for Teachers

- **Example lesson structure**
  - Direct Instruction - Teacher holds a live lesson for students on Google Meet (I do).
  - Guided Practice - Teacher continues with the live lesson by working through examples/problems with student support (We do).
  - Small Group - Teacher works with identified students in a small group format.
  - Independent Practice - Students practice on their own, as assigned by the teacher (You do).
  - Formative assessment is provided via Forms, exit tickets, take a picture of work and submit, etc.

- **Start and End Times for Students**
  - Emmons: 9:00am-3:45pm
  - Busansky: 9:00am-3:45pm
  - Fort Dix: 8:00am-2:45pm
  - Denbo-Crichton: 8:00am-2:45pm
  - Stackhouse: 8:15am-3:00pm

- **WIN**
  - There is a WIN period each day, as per the normal building schedule.

- **Attendance**
  - Teachers will take attendance via a Google Form for at-home students. The student or parent will need to sign-in by 9:30am. If the student or parent does not sign in they will receive an automated call from the school around 10:30am and will be required to contact the school to update the attendance.
- **Teaching Staff (Classroom, Related Arts, Academic Mastery)**
  - Notify students what related arts specials they have each day (related arts will follow their normal 6 day schedule)
  - Google Classroom is utilized as the foundation for the classroom
  - Class Dojo is utilized as the primary communication tool in accordance with PTBOE policy 3283 and N.J.S.A. 18A:36-40. Teachers should not communicate one on one with a student unless a parent/guardian is present. If an accidental one on one contact occurs, the parent/guardian should be contacted right away and each communication should be entered in Genesis notes.
  - Google Meet will be utilized as a primary resource for video conferencing
    - Follow and review guidelines for online meetings: Teachers / Students

- Distribution of materials and supplies for students will be coordinated at the building level. This may consist of initial materials and supplies, as well as ongoing materials and supplies as the year progresses.
- Recorded mini lessons are available as an additional resource for students and families, and may be posted to Google Classroom.

- In ICR settings, the general education and special education teacher will collaborate to coordinate modifications and supports for the students.
- Nightly homework may be assigned
- Academic Mastery
  - Math
    - Added as a coteacher in the classroom teacher's Google Classroom
    - Support students via a Google Meet breakout room or set up an independent Google Meet link.
    - McGraw-Hill My Math:
      - https://my.mheducation.com/login
      - Username: academicmastery1@gmail.com and password: Pemberton#1
  - ELA
    - Create separate Google Classroom (Title One students only--by grade level)
    - Support students via an independent Google Meet link.
    - SAVVAS ReadyGEN:
      - Use this link to login using the grade level teacher's first initial and last name as the username and Pemberton#1 as the password.
- ELL
  - ELL teachers are available as a resource to classroom teachers with ELL students in order to discuss the best way to assist these students.
  - ELL teachers will schedule remote sessions as necessary to support the ELL curriculum in accordance with classroom teachers' schedules.
- Grading and Assignments
  - Standard grading practices will be utilized.
  - Ideally, assignments would be completed right away so that all students are able to maintain the consistent pace of learning. However, this can be a significant challenge for young learners who need additional support at home. For those students, assignments should be submitted by the following Monday morning after being assigned.
- **Students with IEP's**
  - IEP's will continue to be followed to the greatest extent possible, to include specialized instruction of goals and objectives, progress monitoring, and implementation of accommodations and modifications.

- Related services will be delivered virtually and follow the frequency and duration identified in the IEP.

Remote Instruction Plan

K-5 Remote Learning Framework - for Families

- **Defining the remote learning structure**
  - Teachers and students will follow the normal daily schedule via Google Meet.
- **Communication and classroom work-flow management**
  - Class Dojo will be utilized to maintain contact with families
  - Google Classroom will be utilized to provide a foundation for managing the work-flow of the classroom.
  - Google Meet will be utilized as a primary resource for video conferencing
    - Follow guidelines for online meetings
- **Attendance**

  Pemberton Schools value the importance of students learning and getting feedback from their teacher, either live or in response to an assignment. It is the policy and expectation for Pemberton Township students to maintain regular and consistent school attendance. We know that in remote learning, attendance "in-school" looks a little different so we want to reiterate the process.

  Daily attendance will be taken on Google Classroom and students will need to sign-in by 9:30am. If your student does not sign in, they will receive an automated call from the school at approximately 10:30am and will be required to contact the school to update the attendance. It is expected that students will use their school issued device to take attendance daily. If the device is not working, the school should be contacted so the device can be fixed.

  Teachers monitor daily class attendance throughout the day and in the event class attendance and participation in instruction does not reflect the morning posted daily attendance, parents will be contacted to discuss any discrepancies. Student progress is dependent upon attendance and participation, and Pemberton Township Schools will continue to follow the NJ DOE guidelines for monitoring truancy.

- **Materials and Supplies**
  - Distribution of any materials and supplies for students will be coordinated at the building level. This may consist of initial materials and supplies, as well as ongoing materials and supplies as the year progresses.

- **Daily structure**
  - Classroom Teachers
    - Teachers and students will follow the normal daily schedule via Google Meet.
      - Nightly homework may be assigned
  - Related Arts
    - Students will receive Related Arts as per the normal 6 day schedule.
  - Academic Mastery
    - Academic Mastery students will receive additional support from the Academic Mastery teacher via Google Meet.
  - ELL

        - ELL students will receive instruction and classroom support. Students will be scheduled for small group instruction through Google Meet.

- **Assignments and Grading**
    - Ideally, assignments would be completed right away so that all students are able to maintain the consistent pace of learning. However, this can be a significant challenge for young learners who need additional support at home. For those students, assignments should be submitted by the following Monday morning after being assigned .
    - Standard grading practices will be utilized.

Remote Instruction Plan

Grades 6-12 Remote Instruction Expectations/Requirements

Students Expectations:

- Follow schedule in Genesis
- Login to Google Classrooms/Meets daily
- Participate in lessons via Google Meet and complete assignments and assessments
- Communicate regularly with teachers for clarification and assistance

Teacher Expectations:

- Create and enroll students in Google Classrooms if applicable
    - Teacher Last Name, Course, Block or Period, Semester or Letter Day if applicable
- Follow schedule in Genesis
- Post lesson plans in Genesis on Thursday for the following week
- Teach and reinforce student expectations and class procedures to students
- Communicate expectations and class procedures to parents
    - Record parent communication in Genesis
- Build rapport with students to meet social emotional needs

Teacher Expectations During the Instructional Period/Block:

- Conduct a "**Live Google Meet"** at the beginning of the period/block **daily.** Instructors will be required to check in with students on Google Meet sessions during the instructional period, to review the expectations for the day and or the lesson.
- Provide direct instruction **daily**: Live Meet (Synchronous)
    - Record Live Google Meets
    - Post Google Meets and/or Loom Videos in Google Classroom for students to access as needed
- Assign Practice (Formative Assessment) or Common Formative Assessment (CFA)
- Create Differentiated Assignments to meet learners' needs
    - IXL Practice in English and Math
- Develop and meet with small groups to provide support
- Administer End of Unit assessments

PTHS (Regular Schedule for students)

- 74 minute blocks and 37 minute periods

HF/Newcomb (Regular Schedule for students)

- 40 minute periods
- 80 minute ELA and Math
- PLCs every other day
    - Create shared instructional videos for students

- PE Common Planning
    - Create shared instructional videos for students

Grading Expectations:

Students will be graded on assignments based on the following criteria. The expectations below are the school's minimum requirements.

1. A focus will be on feedback to students for the purpose of improvement.
2. All graded assignments must have feedback to students.
3. Students who earn a score of less than a 55 on any given assignment or assessment will earn a minimum grade of a 55.

Student Submission of Work:

- No assignments will be required to be submitted the same day that the assignment was assigned. All assignments will have a minimum of 24 hours before they must be submitted by the student.
- Students will receive due dates on all assignments. Points may be deducted for late work.

Students with IEP's:

- IEP's will continue to be followed to the greatest extent possible, to include specialized instruction of goals and objectives, progress monitoring, and implementation of accommodations and modifications.
- Related services will be delivered virtually and follow the frequency and duration identified in the IEP.

Appendix D

Parent Primer-Digital Learning Platforms (Version 1.0)

General

- Genesis Portal (log-in with credential provided by the school district)
- GSuite/Google Apps (Students are provided with a Google email address for his/her username. It is a six-digit student ID#. (Ex. 123456@pemb.org) and a password (typically 8-digit birthdate ex. 01232010).
- How to Use Your School Email (for students)
- How to Write an Email to a Teacher (for students)
- Google Classroom Tutorial or PDF Google Classroom is the primary learning management system that teachers use to assign work to students. Many of the digital programs featured in this primer are often assigned through Google Classroom (Students log-in using Google credentials)
- Google Slides Tutorial
- Google Docs Tutorial
- Class Dojo (Students log-in using Google credentials)
- Flocabulary Intro Video (Students log-in using Google credentials)
- Edpuzzle Guide for Parents-0 (Students log-in using Google credentials)
- Kahoot PDF or Video (Students log-in using Google credentials)
- Quizlet Intro Video (Students log-in using Google credentials)
- Quizizz Video (Students log-in using Google credentials)
- FlipGrid Video (Students log-in using Google credentials)
- Remind PDF (Students log-in using Google credentials)
- NearPod Video (Students log-in using Google credentials)
- BrainPop PDF (Students log-in using Google credentials)
- Naviance (Students log-in using Google credentials) * A click and go video that walks you through whatever you choose. Students have to be logged in to view the video
- Flocabulary (Students log-in using Google credentials)
- Formative (Students log-in using Google credentials)
- Split screen on CB
- Accessibility features (such as TTS and STT)

English/Language Arts	**Mathematics (including RTI classes)**
CommonLit Google Credentials IXL Google Credentials StudySync ReadWorks Escape Room RAZ Kids Khan Academy READ180	McGraw-Hill Glencoe Math (Students log-in using ID#@pemb.org and “Password1”, without the quotes) ALEKS (Username provided by teacher, password is “Password1”) IXL Edulastic Khan Academy Wizer.me Gymkit

Remote Instruction Plan

Physical Education/Health EverFi	**Science (including enrichment classes)** https://drive.google.com/file/d/1EBbOiYna2CQSQtQ3fokOFx52BeyLVHSn/view?usp=sharing (Google Credentials) Edulastic (Google Credentials) Readworks IXL
Social Studies (including enrichment classes) ConnectEd McGraw-Hill textbook / platform (access the textbook, assessments and digital maps) Google Expeditions TechBook	**Coding** Code.org Scratch.mit.eduhttps://edulastic.zendesk.com/hc/en-us/articles/360040480552 https://www.loom.com/share/bd72abfe82734106a84b34b947498d18
Comp LIt Newsela NASAkids \Worldwildlife.org	**Spanish**
Music/Band/Choral sightreadingfactory.com SmartMusic.com	**Art**

A. Scope and Expectations of Full-Time Remote Learning

1. The scope and expectations of the school district's full-time remote learning program will include, but not be limited to, the following:

   a. The length of the school day pursuant to N.J.A.C. 6A:32-8.3 and compliance with the Board's Attendance Policy and Regulation 5200; the provisions of the district's remote learning program outlined in the school district's Plan; and any other Board policies and regulations that govern the delivery of services to, and district expectations of, students

participating in the remote learning program and their families;

b. The technology and the connectivity options to be used and/or provided to the student during remote learning; and

c. Any additional information the Principal or designee determines is needed to ensure the student, when receiving remote learning, will receive the same quality and scope of instruction and other educational services as any other student otherwise participating in school district programs (i.e. students participating in a hybrid model).

(1) This includes, for example, access to standards-based instruction of the same quality and rigor as afforded all other students of the district, the district making its best effort to ensure that every student participating in remote learning has access to the requisite educational technology, and the provision of special education and related services to the greatest extent possible.

d. The school district will endeavor to provide supports and resources to assist parents, particularly those of younger students, with meeting the expectations of the school district's remote learning option.