

# Remote Instruction Plan

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## Emergency Remote Instruction Plan

*Pemberton Township Schools*

2024-2025

# Remote Instruction Plan

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## TABLE OF CONTENTS

<b>Introduction</b>	3
<b>A. Continuity of Learning</b>	4
1. Ensuring the Delivery of Special Education and Related Services to Students with Disabilities	4
2. Technology and Connectivity	5
3. Curriculum, Instruction, and Assessment	5
4. Career and Technical Education (CTE)	6
5. Academic, Social, and Behavioral Supports	7
<b>B. Operations</b>	8

# 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. The 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.

# Remote Instruction Plan

## 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. Operations;

### **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 need 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 NJAC 6A:14, students with disabilities whose programming includes ESY, the services will be implemented to the greatest extent possible during a school closure resulting in remote learning.
  - c. The NJDOE recommends that schools districts consider the following when addressing the education of students with disabilities:
    - (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 or an IEP.

# Remote Instruction Plan

- (2) During a remote learning period, student data and progress will be monitored to determine if additional services are required.
  - (3) IEP teams should consider the impact of missed services on student progress during a school closure.
  - (4) IEP teams have developed procedures to ensure evaluations and meetings are conducted in accordance with the timelines and requirements identified in N.J.A.C. 6A:14.
  - (5) The use of school guidance department staff and Child Study Team personnel to review students' postsecondary activities and any impact resulting from a school closure, which may include scheduled standardized assessments, official school visits, and/or connections to community organizations, scholarship programs, and other opportunities.
  - (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 during a school closure.
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
      - (2) Instruction
        - (a) Develop a shared understanding among staff, students, and families across grade-levels and schools regarding learning

# Remote Instruction Plan

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.

(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.

# Remote Instruction Plan

- (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

Pemberton Township Schools has incorporated initiatives and supports for our students and educators.

- 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

# Remote Instruction Plan

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 21<sup>st</sup> Century program assists students in grades 3-5 with academic and social-emotional support.

## B. Operations

- a. Meals
  - i. 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.
    - 1. The distribution locations will provide the same meals being offered in the school cafeterias for that day to the greatest extent possible.
    - 2. 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.
    - 3. All meals served through the distribution locations will be tracked and claimed.
  - ii. 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.
    - 1. The school will provide the same meals being offered in the school cafeterias for that day to the greatest extent possible.
    - 2. 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.
    - 3. All meals served through the distribution school will be tracked and claimed.
- b. Facilities
  - i. Maintenance personnel and custodians will continue to work their normal schedules, with possible modifications depending on what staff is able to come into the buildings. This will allow for proper cleaning, sanitizing and upkeep.
- c. Essential Employees
  - i. A list of essential employees will be provided to the county office at the time the district is transitioning to virtual instruction.

# Remote Instruction Plan

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## Appendices

### Emergency Remote Plan

*Pemberton Township Schools*

# Remote Instruction Plan

## 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: Each school has implemented trauma informed practices into their daily routines and procedures, rooted in the four principles of Realize, Recognize, Respond and Resist.
- 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) 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 follow-up and support for each referral is reviewed routinely.
- d) In each school, restorative conferences occur for students who engage in noncompliance and/or physical aggression.
  - i) Child study team members and counselors provide professional development to teaching members to implement talking circles. Scripts and resources that are age specific and developmentally appropriate have been created and are accessible to
  - ii) Talking Topics for circles are provided
  - iii) Direct in-person support for implementation of talking circles.
- e) A district team composed from members of each school has forged a Mindfulness Program. This committee has identified self-care exercises focusing on breathing, meditation and brain breaks that are grade specific, focusing on developmentally appropriate 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 an 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.

# Remote Instruction Plan

- b) Wrap Around supports are offered by the HIVE in grades 6-12 for students who are struggling. In addition, the 21<sup>st</sup> Century program assists students in grades 3-5 with academic and social-emotional support.
- c) 504s and IEPs will be followed for all students during a school closure. Progress monitoring of IEP goals and objectives will be collected and reported on during each marking period. Data will be collected through formative assessments, summative assessments, and criteria identified in the IEP.
  - i) Lesson plans will identify student specific modifications and accommodations.
  - ii) Related Service providers will log sessions and measure data according to specific goals and objectives. Delivery of related services will follow the frequency and duration of services identified in the IEP.
- d) Child Study Team
  - i) Case managers maintain regular communication with students, parents, and teachers. All communication is maintained in a communication log.
  - ii) Case managers also monitor the frequency and delivery of related services for each student to ensure implementation of the IEP. Consideration will be provided to students who missed related services during a school closure.
  - iii) Child Study Team will provide IEP counseling commensurate with the duration and frequency identified on the IEP.
  - iv) In the event of a school closure, in accordance with NJAC 6A:14 as per timelines for meetings, all annual review and assess/review/revise IEP meetings continue to be held virtually via phone conference (or web conference based on parental request). Documentation (attendance sheets, written notice, IEPs and any other relevant forms) are being shared with parents via email immediately following the meeting.
  - v) Identification meetings, eligibility meetings (initial and re-evaluation meetings) are being held in accordance with NJAC 6A:14.

# Remote Instruction Plan

## 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, Large Group, Small Group, Planning Time	9am-10am
Teachers available for one on one consultation with parents	10am-11:15am
Recall Time, Read Aloud, Large Group	12:15pm-1:15pm

### Grades 6 – 8 Full Remote Schedule

**Student Schedule- Typical 9 period day**

- Math - 2 periods
- ELA- 2 periods
- Science- 1 period
- Social Studies- 1 period
- PE/Health - 1 period
- Intervention or Elective/Enrichment- 1 period
- Lunch/Recess- 1 period

Callouts:

- Ask teacher for help when needed
- Follow regular schedule
- Log into Google classroom

# Remote Instruction Plan

## Grades 9 – 12 Full Remote Schedule

The diagram illustrates a student schedule for remote instruction. It consists of a central table with five rows, each representing a block. The table is titled 'Student Schedule' in a black header. The rows are labeled 'Block 1', 'Block 2', 'Block 3 (3a/3b)', 'Block 4 (4a/4b)', and 'Block 5'. Three callout boxes provide additional information: one on the left says 'Ask teacher for help when needed', one on the top right says 'Follow regular schedule', and one on the bottom right says 'Log into Google classroom'.

Student Schedule
Block 1
Block 2
Block 3 (3a/3b)
Block 4 (4a/4b)
Block 5

Ask teacher for help when needed

Follow regular schedule

Log into Google classroom

# Remote Instruction Plan

## 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**
  - 9:00am-10:00am and 12:15pm-1:15pm
- **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.
  - Google Meet will be utilized as a primary resource for video conferencing
  - 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.
  
  - 3hr 15min live availability and/or scheduled parent meetings via Google Meet every school day as follows:
    - 9-10am for Greeting Time, Small Group, Large Group and Planning Time
    - 10-11:15am for one on one consultations with families
    - 12:15-1:15pm for Recall Time, Read Aloud and Large Group
  - 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. Providers are completing daily logs regarding contact, frequency, type of activity delivered and specific goals being targeted. These activities all help students to continue to make academic, emotional, and social growth.

# Remote Instruction Plan

- Lesson plans will identify student specific accommodations and modifications commensurate with IEP.
- Case managers maintain regular communication with students, parents, and teachers. All communication is maintained in a communication log.
- **ML**
  - Intentional supports planned to meet the needs of Preschool ML students' academic and social growth and development that includes in a remote setting:
    - Family Surveys will be used to identify students who require additional support, translators hired as needed to support remote conferences, IEP meetings, family events, monthly family articles and links are always translated;
    - COR assessment platform translates family reports into home language;
    - CPIS coordination of remote parent/family groups for our bilingual families
    - Provide additional home necessary resources to ensure classroom cultures are being represented.

# 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**
  - 9:00am-10:00am and 12:15pm-1:15pm
- **Communication and classroom work-flow management**
  - COR Advantage will be utilized to maintain contact with families. Kaymbu app
  - COR Advantage 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
- **Attendance**
  - Teachers will take daily attendance via Genesis.
- **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 -Google Meet
    - Classroom teachers will post recorded videos to Kaymbu 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:  
10am-11:15am
  - 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: 8:00am-12:45pm
  - Busansky: 8:00am-12:45pm
  - Fort Dix: 8:00am-12:45pm
  - Denbo-Crichton: 9:00am-1:45pm
  - Stackhouse: 9:15am-2:00pm
  
- **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 or See Saw will be 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-Title I

# Remote Instruction Plan

- 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.
- **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 IEPs**
  - 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. Providers are completing daily logs regarding contact, frequency, type of activity delivered and specific goals being targeted. These activities all help students to continue to make academic, emotional, and social growth.
  - Lesson plans will identify student specific accommodations and modifications commensurate with IEP.
  - Case managers will contact students on caseload biweekly to review progress, address challenges and identify additional supports
  - Students with disabilities receive accessible information via the district's online platforms. Resources and manipulatives are provided based on student needs. Google Meet provides Closed Captioning as an accessibility option for students. In addition, students utilize Google Read and Write for any google-based activities as needed for additional accessibility needs.
- **English Language Learners**

# Remote Instruction Plan

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- 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.
- Elementary ELL teachers support students during the WIN period and the ELA block. Additional communication is provided to the students and families in the child's home language beyond instruction as needed. Intensive virtual tutoring is available for ELL students.

# Remote Instruction Plan

## K-5 Remote Learning Framework - for Families

- **Defining the remote learning structure**
  - Teachers and students will follow the early dismissal 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.
  - Students with IEP’s that require specific equipment or materials as identified in their IEP will be coordinated through the case manager.
- **Daily structure**
  - Classroom Teachers
    - Teachers and students will follow the early dismissal 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.

# Remote Instruction Plan

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- ELL
  - ELL students will receive instruction and classroom support. Students will be scheduled for small group instruction through Google Meet.
  - Elementary ELL teachers support students during the WIN period and the ELA block. Additional communication is provided to the students and families in the child's home language beyond instruction as needed. Intensive virtual tutoring is available for ELL students.
- Students with IEPs
  - Students will receive specialized instruction to address goals and objectives. Progress will be monitored and data collected.
- **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

### **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

### **Schedule for PTHS, HF, & Newcomb:**

- Students will follow an early dismissal schedule.

### **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.

Students will mark themselves present in Genesis using their devices. Teachers will monitor class attendance on Google Classroom and attendance will be identified in Genesis for each class period. Students who do not sign in by 10 am, will receive an automated call from the school and will be required to contact the school to update the attendance. Parents will receive a 2nd call at 6pm to confirm the student’s absence for that school day. Parents will be contacted for any discrepancies between daily attendance and class attendance.

Student progress is dependent upon attendance and participation, and Pemberton Township Schools will continue to follow the NJ DOE guidelines for monitoring truancy.

# Remote Instruction Plan

## **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.

## **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 IEPs:**

- 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. Consideration will be provided to students who missed related services during a school closure.
- Lesson plans will identify student specific accommodations and modifications commensurate with IEP.
- Case managers maintain regular communication with students, parents, and teachers. All communication is maintained in a communication log
- Additional materials and supports will be made available commensurate with IEP to ensure accessibility and progress.
- Students with disabilities receive accessible information via the district's online platforms. Resources and manipulatives are provided based on student needs. Google Meet provides Closed Captioning as an accessibility option for students. In addition, students utilize Google Read and Write for any google-based activities as needed for additional accessibility needs.

## **English Language Learners:**

- Secondary ELL teachers support students during the ESL block that is in addition to core instructional blocks so that students do not miss any new instruction. Additional communication is provided to the students and families in the child's home language beyond instruction as needed. Intensive virtual tutoring is available for ELL students in grades 6-12.
- 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.

# Remote Instruction Plan

## 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

[CommonLit](#) Google Credentials  
[IXL](#) Google Credentials  
[StudySync](#)  
[ReadWorks](#)  
[Escape Room](#)  
[RAZ Kids](#)  
[Khan Academy](#)  
[READ180](#)

### Mathematics (including RTI classes)

[McGraw-Hill Glencoe Math](#)  
[ALEKS](#)  
[IXL](#)  
[Edulastic](#)  
[Khan Academy](#)  
[Gimkit](#)

# Remote Instruction Plan

<p><b>Physical Education/Health</b></p> <p>EverFi</p>	<p><b>Science (including enrichment classes)</b></p> <p>Open Science Ed</p> <p><a href="#">Edulastic</a></p> <p><a href="#">Readworks</a></p> <p><a href="#">IXL</a></p>
<p><b>Social Studies (including enrichment classes)</b></p> <p>Discovery Education digital textbook, subscriptions</p> <p>Newsela-digital supplements</p> <p>McGraw Hill digital access and textbooks</p> <p>Google Expeditions</p>	<p><b>Coding</b></p> <p>Code.org</p> <p><a href="https://studio.code.org/courses">https://studio.code.org/courses</a></p>
<p><b>Comp Lit</b></p> <p>Newsela</p> <p>NASAkids</p> <p>Worldwildlife.org</p>	
<p><b>Music/Band/Choral</b></p> <p>sightreadingfactory.com</p> <p>SmartMusic.com</p>	

**Other Considerations K-12**

# Remote Instruction Plan

- Tutoring for Title I students will be provided twice a week is a 1-1 or small group program virtually focusing on Math or ELA during WIN. Tutoring for all students will be made available after school hours staff when staff is available.
- Accelerated Learning Opportunities are provided during WIN and Intervention and Enrichment periods during the school day per the current schedule.
- 21st Century Afterschool Program will provide homework tutoring, structured activities and socialization programs through virtual connections.
- Extracurricular activities will be identified and provided as appropriate in a virtual setting i.e. book club, yearbook, student council, etc.
- Resources will be provided to Pemberton Library, Nesbit Center, churches, Family Success Center, etc. for students and parents can access for additional support.
- Credit Recovery utilizing Plato will be made available for high school students
- Opportunities for families to be involved in community wide program planning will be provided. 21st Century partnerships will continue and be provided remotely. In addition, community agencies and programs such as Family Success Center and Dominique Johnson Center as well as community religious organizations are resources for families as a bridge between the school district and families.
- Champions before and after school program provides a safe, secure, engaging and meaningful activities to supervise, support and enrich Pemberton Students from PK-5 and will be available staffing permitting.
- District transportation will be utilized to deliver student resources to families during remote instruction when feasible.

## **Device/Network Access**

- All students are issued a device. Students in K are issued iPad; whereas students in Grades 1-12 are issued Chromebooks
- Community resources are identified for students who have connectivity challenges.
- Hot spots are available for students with no internet access and meet the eligibility category.
- Materials for pick up will be available for any student who requires additional supports.