

## **Caldwell - West Caldwell Public Schools Remote/Home Instruction Learning Plan**

In the event of a public health related school closure, the Caldwell - West Caldwell Public Schools will implement this Remote/Home Instruction Learning Plan. The plan has been designed to provide access for all students to home instruction services in accordance with N.J.A.C. 6A:16-10.1.

Much of the remote work outlined in this plan is to be facilitated through digital technology. However, since not all families have access to internet and/or devices, provisions have been made to ensure that all students can access the curriculum and instruction during operation of the Remote/Home Instruction Learning Plan:

- All families have been surveyed to determine the extent and level of technology available in the home;
- Devices are loaned out to families who need them;
- Assignments and projects that are not technology-dependent have been developed;
- Books, papers, and other materials are distributed to families in advance of the closure.

The Remote Learning Plan thus takes advantage of digital technology while ensuring that no student's learning is compromised by a lack of technology and thus .

Per NJDOH guidelines: *During school dismissals, [...] schools may stay open for staff (if not ill) while students stay home. This allows teachers to develop and deliver lessons remotely and for other staff to continue to provide services.*

The district Food Service Provider, Maschio's, is prepared to deliver meals for eligible students for the district to distribute. These meals will be cold and packaged in a grab-and-go style for ease of delivery and pick up by students or parents/guardians. Maschio's will be delivering from its central commissary location.

The Remote Learning Plan is separated into grade bands: K - 5, 6 - 8, 9 - 12, and Special Education/Related Services.

## Kindergarten - Grade 5

### Kindergarten Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 10 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p> <p>Parents read aloud each day.</p>	<p>Narrative writing sequence over 2 days:</p> <ul style="list-style-type: none"> <li>Plan and write a real story from your life.</li> <li>Illustrate and color a final draft to share with the class.</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems or a Problem of the Day</li> <li>Games that use manipulatives easily found at home (dice, coins as counters, etc.)</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Collect objects outside/in the home and add them together to find a total and take a picture.</li> </ul>	<p>Select extension activities from the current or previous science unit. Options could be:</p> <ul style="list-style-type: none"> <li><i>Living and Non-Living Collections</i> pg. 13</li> <li><i>Leaf Rubbings</i> pg. 26</li> <li><i>Plant Art</i> pg. 27</li> </ul>	<p>Being a good citizen, activities connect to Unit 3. Options could be:</p> <ul style="list-style-type: none"> <li>Practice being a good citizen and recite the Pledge of Allegiance.</li> <li>Illustrate an example of being a good citizen at school.</li> <li>Make a booklet showing places where you can find our flag.</li> </ul>

Kindergarten-Second Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
Day 1	Math/Reading/ <a href="#">Physical Education</a>	<p><b>Kindergarten</b> - 10 minutes</p> <p><b>First</b> - 15 minutes</p> <p><b>Second</b> - 20 minutes</p> <p><b>Third - Fifth</b> - 30 minutes</p>
Day 2	Reading/Writing/ <a href="#">Music</a>	
Day 3	Math/Science/ <a href="#">Library</a>	
Day 4	Reading/Writing/ <a href="#">Art</a>	
Day 5	Math/Social Studies	

### First Grade Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 15 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p> <p>Parents read aloud each day.</p>	<p>Information writing sequence over 2 days:</p> <ul style="list-style-type: none"> <li>Plan and write an information question and answer book.</li> <li>Prepare a final draft to share with the class.</li> </ul> <p>Students may choose their own topics. If suggestions are needed, teachers may want to base them upon previously taught content area topics.:</p> <ul style="list-style-type: none"> <li>Our Neighborhood</li> <li>Sound &amp; Vibration</li> <li>The Night Sky</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems or a Problem of the Day</li> <li>Games that use manipulatives easily found at home (dice, coins as counters, etc.)</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Create your own double digit addition or subtraction problem and ask a family member to solve it.</li> </ul>	<p>Select extension activities from the current or previous science unit. Readings can be photocopied from the student reader. Spanish versions are available on <a href="http://CarolinaScienceOnline.com">CarolinaScienceOnline.com</a></p> <p>Options could be:</p> <ul style="list-style-type: none"> <li><i>Lights in the Dark</i> (modify for one student) pg. 80</li> <li>Community Safety: <i>Warning Signs</i> pg. 81</li> <li><i>Hiding in the Dark</i> pg. 81</li> </ul>	<p>Transportation activities connect to Unit 3. Options could be:</p> <ul style="list-style-type: none"> <li>Call and ask family/friends “How do you get home from work or school?” Take a survey and count how many people use each type of transportation.</li> <li>What do you think transportation vehicles will look like in the future? Draw an idea you have for a vehicle.</li> <li>Where in the world would you like to go? What vehicles could get you there? What would be the fastest way to get there?</li> </ul>

Kindergarten-Second Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
Day 1	Math/Reading/ <a href="#">Physical Education</a>	<b>Kindergarten-</b> 10 minutes
Day 2	Reading/Writing/ <a href="#">Music</a>	<b>First</b> - 15 minutes
Day 3	Math/Science/ <a href="#">Library</a>	<b>Second</b> - 20 minutes
Day 4	Reading/Writing/ <a href="#">Art</a>	<b>Third - Fifth</b> - 30 minutes
Day 5	Math/Social Studies	

## Second Grade Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 20 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p> <p>Parents read aloud each day.</p>	<p>Information writing:</p> <ul style="list-style-type: none"> <li>Plan and write an information piece.</li> <li>Prepare a final draft to share with the class.</li> </ul> <p>Students may choose their own topics. If suggestions are needed, teachers may want to base them upon previously taught content area topics.:</p> <ul style="list-style-type: none"> <li>Our Town</li> <li>Ways to Stop Erosion</li> <li>Matter - solids, liquids, gases</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems or a Problem of the Day</li> <li>MyMath Benchmark 2 (Chapters 4-6)</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Games that use manipulatives easily found at home (dice, coins as counters, etc.)</li> </ul>	<p>Select extension activities from the current or previous science unit. Readings can be photocopied from the student reader. Spanish versions are available on <a href="http://CarolinaScienceOnline.com">CarolinaScienceOnline.com</a></p> <p>Options could be:</p> <ul style="list-style-type: none"> <li><i>Community and Home: Mapping my World</i> pg. 157</li> <li><i>Ice Hunters</i> pg. 134 (modify for one student)</li> <li><i>Community and Home: Who am I?</i> Pg. 145</li> <li><i>Where Am I From?</i> Pg. 158</li> </ul>	<p>Community activities connect to Unit 3. Options could be:</p> <ul style="list-style-type: none"> <li>Read <a href="#">A Walk in Michelle's Community</a></li> <li>Make a list of government workers who were keeping Michelle's community safe.</li> <li>Complete this sentence "People form governments because ..." and illustrate the ideas.</li> </ul>

Kindergarten-Second Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
<b>Day 1</b>	Math/Reading/ <a href="#">Physical Education</a>	<b>Kindergarten-</b> 10 minutes
<b>Day 2</b>	Reading/Writing/ <a href="#">Music</a>	<b>First</b> - 15 minutes
<b>Day 3</b>	Math/Science/ <a href="#">Library</a>	<b>Second</b> - 20 minutes
<b>Day 4</b>	Reading/Writing/ <a href="#">Art</a>	<b>Third - Fifth</b> - 30 minutes
<b>Day 5</b>	Math/Social Studies/ <a href="#">World Language (2nd grade)</a>	

### Third Grade Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 30 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p>	<p>Opinion writing:</p> <ul style="list-style-type: none"> <li>Plan and write an information piece.</li> <li>Prepare a final draft to share with the class.</li> </ul> <p>Students may choose their own topics. If suggestions are needed, teachers may want to base them upon previously taught content area topics.:</p> <ul style="list-style-type: none"> <li>Reduction in the tiger population</li> <li>Following the example of Lenni Lenape tradition of respect for natural resources.</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems</li> <li>MyMath Benchmark Test 1 or 2 (Chapters 1-3 or Chapter 4-7)</li> <li>Test Prep</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Conquer Math Additional Binder Resources Materials</li> </ul>	<p>Select extension activities from the current or previous science unit. Readings can be photocopied from the student reader. Spanish versions are available on CarolinaScienceOnline.com</p> <p>Options could be:</p> <ul style="list-style-type: none"> <li><i>Playground Diary</i> pg. 87</li> <li><i>Let's Skate</i> pg. 100</li> <li><i>Playground Poster</i> pg. 112</li> </ul>	<p>NJ Coastal region activities connect to Unit 3. Options could be:</p> <ul style="list-style-type: none"> <li>Read <a href="#">The Cranberry Story</a> and complete <a href="#">Cranberry Illustration</a></li> <li>Read <a href="#">The Blueberry Story</a> and complete <a href="#">Blueberry Illustration</a></li> <li>Complete the <a href="#">Cranberry and Blueberry Worksheet</a></li> </ul>

Third-Fifth Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
<b>Day 1</b>	Math/Science/Reading/ <a href="#">Physical Education</a>	<b>Kindergarten</b> -10 minutes
<b>Day 2</b>	Reading/SS/Writing/ <a href="#">Music</a>	<b>First</b> - 15 minutes
<b>Day 3</b>	Science/Math/Writing/ <a href="#">Library</a>	<b>Second</b> - 20 minutes
<b>Day 4</b>	Reading/SS/Math/ <a href="#">Art</a>	<b>Third - Fifth</b> - 30 minutes
<b>Day 5</b>	Math/Reading/Writing/ <a href="#">World Language</a>	

### Fourth Grade Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 30 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p>	<p>Opinion writing:</p> <ul style="list-style-type: none"> <li>Plan and write an information piece.</li> <li>Prepare a final draft to share with the class.</li> </ul> <p>Students may choose their own topics. If suggestions are needed, teachers may want to base them upon previously taught content area topics.:</p> <ul style="list-style-type: none"> <li>The need for helmets in more sports (Motion and Energy)</li> <li>The benefits of a high speed train system across the United States</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems</li> <li>MyMath Benchmark Test 1 or 2 (Chapters 1-3 or Chapter 4-6)</li> <li>Test Prep</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Conquer Math Binder Additional Resources Materials</li> </ul>	<p>Select extension activities from the current or previous science unit. Readings can be photocopied from the student reader. Spanish versions are available on CarolinaScienceOnline.com Options could be:</p> <ul style="list-style-type: none"> <li><i>Nature Noisemakers</i> pg. 93</li> <li><i>Record Breakers</i> (modify for one student) pg. 132</li> <li><i>Day in Motion</i> pg. 83</li> </ul>	<p>Ellis Island activities connect to Unit 3. Options could be:</p> <ul style="list-style-type: none"> <li>View a <a href="#">virtual tour of Ellis Island NJ</a></li> <li>Writing prompt: Would you want to start life in a new country? Why or why not? What would be exciting about moving? What would be challenging?</li> <li>Immigrants could only bring a few bags through Ellis Island. What would you have brought with you? Draw your answer.</li> </ul>

Third-Fifth Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
<b>Day 1</b>	Math/Science/Reading/ <a href="#">Physical Education</a>	<b>Kindergarten</b> -10 minutes
<b>Day 2</b>	Reading/SS/Writing/ <a href="#">Music</a>	<b>First</b> - 15 minutes
<b>Day 3</b>	Science/Math/Writing/ <a href="#">Library</a>	<b>Second</b> - 20 minutes
<b>Day 4</b>	Reading/SS/Math/ <a href="#">Art</a>	<b>Third - Fifth</b> - 30 minutes
<b>Day 5</b>	Math/Reading/Writing/ <a href="#">World Language</a>	

### Fifth Grade Assignment Options

Reading	Writing	Math	Science	Social Studies
<p>Read independently 30 minutes per day from student book baggies.</p> <p>Review and practice goal card strategies.</p>	<p>Opinion writing:</p> <ul style="list-style-type: none"> <li>Plan and write a book review.</li> <li>Prepare a final draft to share with the class.</li> </ul> <p>Students may choose their own book selections to review. If suggestions are needed, teachers may want to base them upon books from prior reading units including:</p> <ul style="list-style-type: none"> <li>Survival and Adventure stories</li> <li>Authors Who Broke the Mold</li> <li>Social Justice</li> </ul>	<p>Use available resources from the current MyMath unit. Options could be:</p> <ul style="list-style-type: none"> <li>Check My Progress worksheet pages</li> <li>Story Problems</li> <li>MyMath Benchmark Test 1 (Chapters 1-3)</li> <li>Test Prep</li> <li>My Math Problem Based Learning Projects by Chapter (<a href="#">Example</a>)</li> <li>Conquer Math Additional Resources Binder Materials</li> </ul>	<p>Select extension activities from the current or previous science unit. Readings can be photocopied from the student reader. Spanish versions are available on <a href="http://CarolinaScienceOnline.com">CarolinaScienceOnline.com</a></p> <p>Options could be:</p> <ul style="list-style-type: none"> <li><i>Tree Superlatives</i> pg. 94</li> <li><i>Up in the Air with Orchids</i> pg. 134</li> <li><i>Creative Reuse</i> pg. 174</li> </ul>	<p>Students read about the Revolutionary War using</p> <ul style="list-style-type: none"> <li><a href="#">Readers Theater Play: The Revolutionary Plays</a></li> <li>Student selected books either fiction set during the Revolution or nonfiction about the Revolution</li> </ul>

Third-Fifth Grade Five Day Rotating Schedule		Suggested Minutes Per Subject Area by Grade Level
<b>Day 1</b>	Math/Science/Reading/ <a href="#">Physical Education</a>	<p><b>Kindergarten</b> -10 minutes</p> <p><b>First</b> - 15 minutes</p> <p><b>Second</b> - 20 minutes</p> <p><b>Third - Fifth</b> - 30 minutes</p>
<b>Day 2</b>	Reading/SS/Writing/ <a href="#">Music</a>	
<b>Day 3</b>	Science/Math/Writing/ <a href="#">Library</a>	
<b>Day 4</b>	Reading/SS/Math/ <a href="#">Art</a>	
<b>Day 5</b>	Math/Reading/Writing/ <a href="#">World Language</a>	

## Grades 6 - 8

	Teacher Posts...	Using These Tools...
<b>Planning and Grading</b>	<ul style="list-style-type: none"> <li>Plan for 5 days of remote lessons. Each lesson should require students to work 30-45min.</li> <li>Lessons are not fully dependent on technology/internet.</li> <li>Paper and pencil work is fine.</li> <li>A 50/50 (tech/paper) blend is also acceptable.</li> <li>Handouts of materials uploaded to Google classroom must also be printed and available for students who may not have internet/computer access at home.</li> <li>Students are expected to complete assignments based on the schedule to the right.</li> <li>If work can be submitted electronically and graded in real time, the assignment will reflect that and provide equity for all students. Students will also be provided a grace period to submit all remote assignments directly to the teacher when they return to school.</li> </ul>	<p>REMOTE DAY 1: ELA/Math/P.E</p> <p>REMOTE DAY 2: Cycle/World Lang/Social Studies</p> <p>REMOTE DAY 3: ELA/MATH/P.E</p> <p>REMOTE DAY 4: Cycle/World Lang/Social Studies</p> <p>REMOTE DAY 5: ELA/MATH/P.E</p> <p>Above schedule will continue in the event more than 5 remote days are needed.</p>
<b>Prepare</b>	<p><i>Schools Assignment:</i></p> <ul style="list-style-type: none"> <li>Course readings (textbook, novel, packets), digital texts, podcasts, video content, recorded lecture, screencast lesson, etc .</li> <li><a href="#">Choice Boards</a> may be used. Teachers can post upto 9 activities for students to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Create/Post content: upload audio, video, screencast, text, links to docs, images...</li> <li>Access existing curated content: <a href="#">Library of Congress</a>, <a href="#">TED</a>, <a href="#">NatGeo</a>, <a href="#">PBS</a>, <a href="#">Smithsonian</a>, <a href="#">Bio.com</a>, <a href="#">Discovery Education</a>, <a href="#">History Channel</a>, <a href="#">Khan Academy</a>, Aleks, <a href="#">Bozeman Science</a>, <a href="#">CommonLit</a>, <a href="#">NYTimes Learning</a>, <a href="#">Newsela</a>.</li> <li>Above resources may be expanded upon.</li> </ul>



	<ul style="list-style-type: none"> <li>• Project Based Learning may also be used for long-term planning activities. All teachers have access to a full database of resources and lessons for PBL through <a href="http://www.myqportal.com">www.myqportal.com</a>  <b>Username:</b>*****  <b>Password:</b> *****</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers may also continue to use any resources they have already used in their regular classroom instruction.</li> </ul>
<b>Engage</b>	<p><i>Assignment:</i></p> <ul style="list-style-type: none"> <li>• Reflective writing, journaling, guided note-taking</li> <li>• Discussion boards, assignment submission, post/share/ respond to audio, video, images, media</li> <li>• Writing, collaborating, peer editing google docs</li> <li>• Virtual labs/simulations; home labs/observations</li> <li>• Remote synchronous class</li> <li>• Practice problems</li> <li>• Research, writing, projects</li> <li>• Online assessments (AP)</li> <li>• Quiz, formative assessment</li> <li>• Summative assessment</li> </ul>	<p><i>Tech Tools:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Google Suite</a> (docs, slides, forms/surveys, sheets)</li> <li>• <a href="#">Zoom</a> (audio or video)</li> <li>• <a href="#">Quizlet</a>, <a href="#">Kahoot</a></li> <li>• <a href="#">Flipgrid</a></li> <li>• <a href="#">Checking for Understanding</a></li> <li>• <a href="#">Google Hangouts</a></li> </ul>

## **Grades 9 - 12**

All teachers have created a Google Classroom account and will post assignments according to the following schedule:

- A & C Days – Periods 1, 3, 5, 7 (odd periods)
- B & D Days – Periods 2, 4, 6, 8 (even periods)
- There is no change to our rotation calendar. A copy of our rotation calendar may be found on our website by clicking here: <https://www.cwcboe.org/domain/840>

***All assignments for each class will be posted on Google Classroom.***

Students will log onto Google Classroom and school email everyday. Some teachers may require a class to meet for a *Google Chat, Google Meet, etc.* at a specific time.

Most daily lessons will have assignments that must be submitted by the end of each day. Deadlines will be clearly posted. Some classes may have homework in addition to the daily assignments (i.e., independent reading for English class).

Teachers will be available from 8 a.m. to 3 p.m. for students and parents to ask questions via email or on the platform they designate. Feedback will be timely.

School counselors, case managers, and administrators will also be available via email for support.

The Library/Media Specialist will provide technical support.

Teachers will be sending emails to guardians when a student misses a deadline. The teachers will include in their email a reminder that “students should be in attendance and completing assignments everyday.”

Parents have been encouraged to contact teachers if they note that the student is struggling. Parents will contact the school if the child is ill and will not be in attendance for remote instruction.

Paper packets will be distributed as needed.

## **Special Education and Related Services**

- Provisions will be made for Preschool Children with Disabilities with IEPs, as they are entitled to special education and related services pursuant to the IDEA, even though they are not subject to the state's compulsory education law.
- IEPs will be reviewed to determine services that can be provided remotely and student current level of functioning will be determined.
- For students with discrete trial instruction, it will be determined if any maintenance programs can be run at home by the parents.
- Staff will complete updated baseline assessments for all related service goals wherever possible. Having a current baseline will provide data necessary for the teams to determine what, if any, progress was lost during closures.
- We will have related service staff develop home-based activities, such as fine motor work, speech worksheets, etc. that align to the goals in the student's IEP.
- We will ensure that, to the extent appropriate, the students are prepared to complete home-based work and/or that parents are informed on how to run home-based programming.
- IEP teams will be prepared to determine any loss during school closures.
- All instruction will be geared towards the goals and objectives in the student's IEP, including the necessary accommodations and modifications considering the change in learning environment for each student.
- Focus will be placed on the maintenance and reinforcement of learned skills, as opposed to significant acquisition of new skills. While new skills may be presented, consideration will be given to:
  - Student ability to independently acquire new skills
  - Students need for multisensory presentation of concepts
  - Availability for adult support and guidance
- Communication will be made daily with students and parents with information on:
  - Sample schedules for instructional activities with expected time allocations
  - Brain breaks
  - Feedback on work progress
  - Executive functioning supports

- How to set up a learning space in the home free of distractions
  - Tips to minimize distractions
  - Tips to organize during distance and virtual learning
  - Alternatives to digital learning and interaction to facilitate social growth
  - Tips to manage time and workload
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- Staff will proactively reach out to parents to inquire about materials they have at home to help appropriately gear instruction. This includes instructional materials (cards, dice, games, instructional toys, scissors, etc.), and consumables (construction paper, crayons, glue, etc.). For families that require supplies, staff will be prepared to accompany any activities with necessary supplies.
  - Each student (or parent, where necessary) can sign into [Classlink](#) with the credentials that have been provided to make access to learning programs easier.
  - Should FIDs be needed to extend beyond two (2) consecutive days, instructional videos will be posted on teacher Google Classroom showing either district teachers, related service providers, or instructional supervisors with a goal of furthering the instructional sequence and supporting student understanding and will be complemented by appropriately connected learning experiences. These videos will further the instructional sequence by serving as initial exposure to content as received in class or supporting student understanding by focusing on reteaching or clarifying previously instructed materials. These reteaching/clarification videos will be gathered through student-teacher communications and formative assessment, just as they are in class.
  - Teachers can record instruction, reteaching, and clarification videos through Google Meet.
  - Google Meet may also be considered for question and answer interactions to supplement instruction and compliment email communication. Schedules may be used for these experiences and are not mandatory, but should be recorded and posted on Google Classroom for the reference of all students.
  - Teachers who use Khan Academy will use this [link](#) to help parents understand the program and how to support their children.