



Distance Learning Program

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Introduction

The NJDOE has provided guidance and procedures for any school health-related closings. Health-related closings will be recommended by the DOH and/or the Governor of the State of New Jersey. During a closure recommended by a proper authority, the district's school closure plan will be enacted to meet the educational needs of all children via "home instruction" in order to count those days toward the 180-day requirement.

Differentiated & Student-Directed Learning Tasks

Differentiated and student-directed learning tasks will meet the needs of all students including our special education and 504 students. Modalities of learning can include but are not limited to online, digital, blended, platform-based, and pencil and paper instruction/assessment packets. The following guidelines describe components of *Distance Learning* learning tasks:

- Flexible learning opportunities that are NJSLS-aligned will be available for elementary and middle school students. Flexible learning opportunities that are ECERS-aligned will be available for early childhood students. "Flexible" means tailored to the learner's interest, allows for the learner to self-select, and directed by the learner.
- All instruction will be differentiated by content, process, or product in order to meet the needs of all students including: special education, 504's, ELL, on grade level, gifted/talented, and students in need of support to meet grade level expectations.
- Lessons that can be accessed via Google Classroom and/or traditional paper materials will be provided for students. Depending on the learning tasks, related materials will also be provided so that parents/guardians would not need to purchase anything additional for instruction and learning to be accessible.
- Internet connectivity permitting, all teachers will have access to e-mail, Google Drive, Google Hangouts, Google Classroom and PowerSchool throughout a closure. ***Teachers will also have a variety of non-internet based ways to connect with students including texting apps and Google Voice calls. When indicated, administration may be instrumental in reaching students. CTS recognizes the critical role relationships have in the learning process. Despite the distance, the school staff will maintain and/or establish relationships with students through technology in order to provide the support and conferencing students need for student-directed learning.***

Distance Learning Logistics

Distributing & Submitting Assignments

Middle school students and elementary students' parents/guardians were polled regarding the feasibility of delivering instruction through electronic platforms. The options included: traditional paper packets (P); pdf documents linked on the District's Website intended to be printed at home (W); and electronic platforms like Google Classroom (e). This is the feedback: P - 25%; E - 75%; W - 0. Based on the feedback, CTS will provide primarily paper based assignments for pre-K through grade 2 and Google Classroom based assignments for grades 3-8. The district will utilize its resources to ensure students lacking devices and/or connectivity have both.

Learning tasks for pre-K through second grade will be delivered on Mondays through the food delivery routes. For 3rd through 8th graders, assignments will be primarily posted through Google Classroom. For exceptional circumstances that preclude the student from using Google Classroom, paper copies of assignments will be provided to students accordingly to ensure access. All learning tasks for each grade level will be scanned as a singular pdf and linked on the Website for the week. Parents/guardians and students will be able to refer to the school Website for assignments. Teachers who assign tasks through Freckle, iXL, Newsela, Reflex etc. will use those platforms to do so. Students who cannot access these platforms will be given an alternate paper/pencil task as an equitable practice.

Students will be able to turn-in assignments for grading through Google Classroom throughout a closure ***as well as in-person through our food delivery routes or in the drop box at HMS.***

Materials/Resources

For all students in pre-K through 8th grade, resources will be available for standards-aligned, project based, cross-curricular content learning tasks. Materials, resources, and assignments are available through the following:

- Paper copies - ***Paper/pencil materials will be dropped off during food delivery on Mondays and Wednesdays.*** To arrange for pick-up at HMS, parents/guardians will contact the main office.
- Electronic - All assignments will be posted as a pdf document on our Website so they can be referenced, viewed, and/or printed.
- Google Classroom - Students with devices and internet access will access via the Classroom. ***The district's goal is to be 1:1 for grades 3-8. The district will loan out ChromeBooks and assist with connectivity to reach this goal.***
- Other E-platforms - This is class specific but may include: Freckle, iXL, Reflex etc.

Support

It is expected that teachers provide resources for students that support their learning despite the limitations inherent with distance learning. Some of those resources include: reference documents that clarify content, video links, websites, weekly check-in call with the teacher, teacher's e-mail, Dojo for messaging, and Google Classroom. Each *Distance Learning* assignment will come with a cover sheet that includes the following information for students and parents/guardians:

- Grade/Content/Teacher(s)/Week of _____
- Title
- NJSLs and SLO's (in student and parent friendly terms)
- Directions
- Resources for students who get stuck or have questions
- Modifications for students who have an IEP (if applicable)

Technology

Devices - ***CTS will distribute ChromeBooks to students in grades 3-8 to ensure all students have a dedicated device for school work. For any student in need, the school will use its resources to remove obstacles related to learning remotely. The digital divide is a real issue for students at CTS; however, the district will host***

events to distribute devices in order to mitigate this issue. Students will be loaned ChromeBooks for the duration of the closure.

Connectivity - CTS is in a remote part of the county with unreliable internet connectivity for some. Internet service providers are limited, and hotspots are not prevalent. Students need to have both a device conducive for academic tasks and internet connectivity. To ensure connectivity, the district is offering guidance and support to parents/guardians through its technology team. We are prepared to assist parents with learning about hotspots and low cost ISP.

Distance Learning Program: Pre-K - 2nd Grade

For students in pre-K through grade 2, primary instructional materials are to be tangible and not computer-based. Computer-based resources should be consistent with classroom instruction. Young children get enough screen time in their recreational hours, and they are still learning to read. Appropriate instruction and NJSLs aligned/ECERS compliant instruction for this age group is clearly defined as being play-based, hands on, and interactive. It should encourage movement, involve fine motor development, and incorporate bound text to introduce the concepts of print. Therefore, CTS is providing pre-K through 2nd graders with two cross-curricular project-based units that take a week to complete. Each project should incorporate two of the major disciplines: language arts, math, social studies, and science. Distribution of new materials and collection of completed assignments will be during food deliveries on Mondays and Wednesdays.

For every week of learning through the *Distance Learning* program, students will be tasked with two project based learning tasks - one for STEAM and one for the humanities.

STEAM task* - Using SLO's from math and science NJSLs, teachers will put together a project that would take a week (5 hours math and 5 hours science) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district.

Humanities task* - Using SLO's from language arts and social studies NJSLs, teachers will put together a project that would take a week (5 hours language arts and 5 hours social studies) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district.

* - Special education teachers will collaborate with the core content teachers to modify materials/tasks for students with IEP's.

Distance Learning Program: 3rd - 8th Grade

Students in grades 3 through 8 will receive instruction through the Google Classroom platform. Teachers will provide mini lessons via video conferencing or posted recordings. Teachers monitor, check, and clarify learning one-on-one using a variety of communication platforms. Regular communication and contact facilitated through technology is expected between teachers and students. For students in grades 3 through 8 who do not have reliable home internet access, the district will issue the student a district ChromeBook for use throughout the closure and will assist the parent/guardian with internet connectivity via the district's tech team. For students with an extenuating circumstance that precludes the district from furnishing a student with a device and/or assisting with procuring connectivity, the district will substitute traditional paper/pencil packet material that mimics to the extent possible their peer's online educational experience. In

this scenario, teachers are expected to put forth a good faith effort to maintain contact with students via calls or texts.

3rd-5th Grade - For every week of learning through the *Distance Learning* program, students will be tasked with two project based learning tasks - one for STEAM and one for the humanities.

STEAM task* - Using SLO's from math and science NJSLs, teachers will put together a project that would take a week (5 hours math and 5 hours science) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district.

Humanities task* - Using SLO's from language arts and social studies NJSLs, teachers will put together a project that would take a week (5 hours language arts and 5 hours social studies) to complete. Materials and resources that would not be a reasonable household essential are expected to be provided by the district.

* - Special education teachers will collaborate with the core content teachers to modify materials/tasks for students with IEP's.

6th-8th Grade - For every week of learning through the *Distance Learning* program, students will be tasked with 5 hours of learning tasks for each core content area: math, language arts, science, and social studies. The learning tasks meet the following criteria:

- mimic NJSLA tasks **
- provide practice for SLO's from NJSLs
- project-based learning
- math will continue curricular work according to tracked standards
- cross curricular units will incorporate language arts, science, and social studies
 - science component will focus on investigating related topics of interest
 - social studies will focus on reading primary documents and related texts
 - language arts will focus on themes about the human experience
- ***launched through Google Classroom***

**Traditional worksheets with low level recall in the form of fill in the blank, T/F, multiple choice items, matching etc. do not align with the rigor or intent of NJSLs; therefore, they are not acceptable.

Equity

Ensuring equitable access to learning for all is noble, right, and just work for educators. Despite the challenges inherent with this model, CTS's *Distance Learning* program attempts to provide individual students with a comprehensive educational experience that adheres to recognized equitable practices. The following measures are folded into the various moving parts of this plan, and it is important to list them for full disclosure and transparency:

- Pre-K through 2nd grade students will receive assignments and tasks that are not computer-based.
- Assignments are provided through a variety of ways according to the learner's profile. Students who do not have the ability to complete tasks electronically are not penalized; they have a paper/pencil option.
- ***The district intends to minimize the impact of 'digital divide' by providing 1:1 devices for students in grades 3-8. The district's tech team will support and guide parents/guardians regarding connectivity.***
- ***Breakfast and lunch meals are delivered two days a week to CTS residential students including walkers.***

- Modifications to assignments are made to ensure students with IEP's and 504's can complete the task. Teachers take specific students' needs and the task design into consideration when modifying the task so that it yields the same reasonable "productive struggle" as their peers.
- For every assignment, there are resources provided by the teacher to assist students. Teachers will make themselves accessible to students under the *Distance Learning* program throughout the closure.
- Some of our students with special needs do not have the level of preparedness for the modified learning tasks described above. These students will be tasked weekly with two project based learning tasks - one for STEAM and one for the humanities. The self-contained special education teachers will tailor tasks to reflect individual levels of preparedness.

Related Services and Special Education

CST Meetings

CST meetings will still occur as conference calls or through other platforms that facilitate a telephonic or virtual meeting. *The district will consider issuing proposed IEP amendments without meetings to any parents who may be willing to agree to their children receiving special education and related services remotely in a manner the district is poised to provide. Likewise, the district will consider obtaining written parental consent for the remote services via email or otherwise. The district will send the proposed IEP amendments by mail, email, or other means possible with a request that they sign and return the amendment form to reflect that the student will receive specific services remotely during the closure. The district will retain copies of all correspondences in which a parent states agreement to any matter relating to an IEP or its implementation and include a copy in the student's CST file.*

Regarding IEP meetings, the case manager will communicate with parents to determine whether they are willing to postpone any IEP meetings by obtaining their written consent, even if via email, and be sure to carefully document exactly what the parents agreed upon as well as when the agreement was reached.

Related Services

Until the NJ Legislature provides final clarification on related services, related therapists will provide home-based activities similar to what is provided for parents to do at home to maintain skills gained at school when school is in session. These maintenance activities are not considered service hours. Instead, they are an attempt to support parents to maintain and reinforce present skill levels and minimize regression during the lapse in direct service.

While the 2019 guidance from the NJDOE advised against teletherapy for students with disabilities, the NJ Legislature has passed a new law suggesting speech language services and counseling services may be provided remotely using an appropriate online platform under remote instruction. To the extent possible, through videoconferencing or teleconferencing, the district will provide services such as speech-language and school-based counseling to students whose IEP's stipulate these services. Providing speech and language therapy services may be accomplished remotely via videoconferencing; school-based counseling may be provided remotely via videoconferencing or phone call. If feasible, services delivered this way will be documented carefully. Proper documentation includes: student's name, date, time, duration, and provider for each session.

Individual related service plans that cannot be fulfilled during the closure will be fulfilled as doubled sessions or as compensatory service once schools reopen. Compensatory education services may be provided if doubled

sessions cannot satisfy the student's need. Each student's plan will be reworked through doubled sessions, compensatory service, or another arrangement as agreed upon by the CST. Plans in need of being recrafted will be done on a case-by-case basis.

Social & Emotional Learning (SEL)

Circle of Friends

In order to support all students, staff will facilitate virtual gatherings for smaller groups called 'Circle of Friends.' The purpose of this group is to attend to students' social relationships for emotional and overall well-being. The following list provides examples of activities:

- Group yoga sessions
- Group meditation
- Sharing "coloring book" masterpieces
- Sharing inspirational quotes/memes
- Checking in with each other
- Spirit Week
- Zoom lunch
- Read favorite poems/stories to each other
- Book Club

Counseling

Counselors will check-in with individual students as part of *Distance Learning*. ***While the 2019 guidance from the NJDOE advised against teletherapy for students with disabilities, the NJ Legislature has passed a new law suggesting counseling services may be provided remotely using an appropriate online platform under remote instruction. To the extent possible, school-based counseling may be provided remotely via videoconferencing or phone call. If feasible, services delivered this way will be documented carefully. Proper documentation includes: student's name, date, time, duration, and provider for each session.***

While clarification on this remains forthcoming, in the meantime it is in students' best interest to maintain connections and establish rapport with staff including counselors. In addition to checking-in with individual students, CTS counselors will maintain a Google Classroom for events such as Spirit Weeks and strategies such as coping during the COVID-19 closure.

Mindfulness

Teachers for pre-K through grade 2 will incorporate aspects of mindfulness and SEL for students through instruction.

All students in grades 3-8 will have access to CTS's Mindfulness/Well-Being Google Classroom. This virtual space is a central hub for links, strategies, connecting, and sharing. Students access links to videos/articles/podcasts etc. that provide strategies for a variety of pertinent topics related to self-care, coping, mindfulness, and general well-being. Yoga videos, meditation prompts, coloring tasks, breathing techniques are examples of the types of resources provided for students.



Distance Learning: Learning Task

Grade:		Content:	
Teacher:		Week of:	

Title:	
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NJSLS:	New Jersey Student Learning Standards can be viewed in their entirety on the NJDOE's Website: https://www.nj.gov/education/cccs/
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SLO:	Student Learning Objectives are written as WALT statements.
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Directions:	
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For help:	
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For help from the teacher:	
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Distance Learning: Learning Task

Grade:	3	Content:	Language Arts, Science
Teacher:	Ms. Schell/Mr. Lavell	Week of:	March 23, 2020

Title:	<i>How Do Dinosaurs Eat Their Food?</i> - Jane Yolen & Mark Teague
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NJSLS:	New Jersey Student Learning Standards can be viewed in their entirety on the NJDOE's Website: https://www.nj.gov/education/cccs/ Language Arts: RL.3.2. , RF.3.4.A, RF.3.4.C, W.3.3.A,B,D Science: LS2.C, LS4.A
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SLO:	<p>Student Learning Objectives are written as WALT statements.</p> <p>We Are Learning To...determine the lesson in a story.</p> <p>We Are Learning To....explain how the lesson is revealed through key text details.</p> <p>We Are Learning To...read grade-level text with purpose and understanding.</p> <p>We Are Learning To...reread as necessary to confirm/self-correct words in context.</p> <p>We Are Learning To...establish a situation, introduce a character, and sequence a story.</p> <p>We Are Learning That...when the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources...some organisms die.</p> <p>We Are Learning That...some kinds of animals that once lived on Earth are now not found anywhere.</p>
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Directions:	<input type="checkbox"/> Read <i>How Do Dinosaurs Eat Their Food?</i> out loud or silently. <input type="checkbox"/> Read the story again in a whisper voice. <input type="checkbox"/> Read the story to your pet or stuffed animal. <input type="checkbox"/> T chart for How not to/How to <input type="checkbox"/> Circle the words about the lesson ● in the story. <input type="checkbox"/> Brainstorm title and T chart to write your own story with a lesson. <input type="checkbox"/> Write/illustrate your How Do _____ ? story with a lesson. Use Google Slides or booklet. <input type="checkbox"/> Read DK text about dinosaur extinction and/or watch YouTube video: What Happened to the Dinosaurs? SciShow Kids https://www.youtube.com/watch?v=oXwoy-Ce1ZE <input type="checkbox"/> Dinosaur Detective <input type="checkbox"/> Independent Kind of Animal Study - AEIOU Choice Project
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For help:	https://www.youtube.com/watch?v=UgauDIXG4eY (YouTube video of adult reading book) ●Hint - Lesson: It's about how to eat. ★Hint - Ideas for kind of animal: dogs, birds, fish, cats, snakes, sharks https://www.dkfindout.com/us/dinosaurs-and-prehistoric-life/dinosaurs/ (dinosaurs, extinction)
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For help from the teacher:	1) E-mail/Dojo - I answer e-mails or Dojo texts from students and parents T-F 8:30-11:00 and 1:00-3:30. 2) Phone - I will set up a time to call you and check-in.
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How Do Dinosaurs Eat Their Food? T-Chart


Name: _____

What is the lesson about eating? _____

There are 14 No and 8 Yes examples in the story. Look at the pictures and words.

Directions: Put your 5 favorite No and 5 favorite Yes examples in the T chart. You can copy the text or put it in your own words. Can you find them all?

Eating

No! How to NOT eat food	 How to eat food
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	
10.	
11.	
12.	
13.	
14.	

YOUR TURN! How Do _____? Brainstorm

Name: _____

Steps:

1. Look at the pictures in *How Do Dinosaurs Eat Their Food?* How many different different dinosaurs do you see? _____
2. The author picked Dinosaurs. You pick a *kind*★ of animal to be the story characters.

3. The author picked eat. You pick something humans have to do to survive.

4. The author added their food. Add more information





Your title is..... **How Do** _____

_____ **?**

Your story needs 5 No examples and 3 Yes examples.

T-chart for _____

 No! How to NOT!	 YES! How to :)
1.	1.
2.	2.
3.	3.
4.	
5.	



DINOSAUR DETECTIVE

Name: _____

Scientists ask questions and try to answer them using good information.

Paleontologists are scientists who study fossils and dinosaurs. Things that once lived on Earth but do not now are called extinct. Dinosaurs are extinct. Sometimes scientists use clues to answer questions. Paleontologists want to know how dinosaurs became extinct. Learn about the many possible answers.

Question: How did dinosaurs become extinct?

Directions:

1. Read or watch the YouTube video about dinosaur extinction.
2. Which scientist's answer do you think is right?

1. I think the reason dinosaurs became extinct is _____

2. The clue that makes me think this is _____

3. What question do you have about dinosaurs?

AEIOU

Independent Study Kind of Animal

Name: _____

Checklist

✓	Steps
	#1: Pick the <i>kind</i> of animal you want to know more about. <i>Kind</i> means group. Examples - cats, dogs, birds, fish, snakes, sharks, _____, _____
	#2: Do research to learn about your kind of animal. You can use: books, videos, and Websites. Look on Google Classroom for links.
	#3: Look for tell your friends and family one (or more) thing for AEIOU
	A = Adjective: A word or two that describes your animal
	E = Emotion: Describe how feel about something you learned about your animal
	I = Interesting: Write something about your animal you found interesting
	O = Oh!: Describe something about your animal that caused you say Oh!
	U = Um?: Write a question about something you learned or want to learn more about
	#4: Discuss with the teacher how you will share your AEIOU. Ideas - Google Slides, Zoom presentation, portfolio of paper work
	#5: AEIOU project is ready to share!