

# Metuchen Public School Pandemic Instructional Plan- (Revised 3/14/2020)

The instructional plan will include a multi-media and print approach including a combination of the following:

**Instruction:** Online lessons provided to students to watch (i.e., live sessions, recorded videos by teachers, links to online videos, lessons through specific instructional platforms, text, research).

**Independent Practice:** Follow up practice activities and assignments provided through Google Classroom, email, teacher websites, etc. Reading/text assignments and project based learning assignments provided to students.

**Accountability and assessment:** procedures assigned (i.e., video of student responses, completed worksheets, written responses submitted, anecdotal notes provided by parent, etc.)

**Differentiation:** Lessons and methodology will be based on age and developmental levels. Modifications appropriate per IEPs and 504 plans.

**Delivery and Communication:** Teachers will decide the best method to provide lessons and related materials, such as a combination of Google Classroom, websites, email, etc to post or provide lesson materials. Upon implementation, Principals will communicate with parents and direct them to check teacher websites daily. Unless otherwise communicated, teacher websites will inform parents and students where and how to access their lessons and content.

**Resources:** Each teacher will select the technology appropriate to their students, content and learning objectives. Some resources include but are not limited to: Reading A-Z, iReady, Tumble Books, Brain Pop, Khan Academy, iXL, Google Classroom, Google Suite, Online Textbooks, Learning Ally, etc.

**Note: Specific grade level instructional plans are outlined in the Appendix**

## Instructional Guidelines:

- Teachers to have essential instructional materials at home for planning so they have immediate access for remote planning
- Teachers to take district technology (chromebooks, ipads, etc.) home
- Students with 1:1 devices to take devices and cords home
- Students to take essential texts home daily or keep them at home (per teacher direction)
- Teachers will provide instructional content for each class they teach, including direct lesson material and independent practice work. Teachers will continue grading and providing student feedback in some format.
- As necessary, create alternate assignments or plans for students identified\* who do not have access to an internet connected computer at home

- Lessons should not exceed more than 30 min per day or 2.5hours per week and lessons should be prorated based on how frequently the course is offered
- Teachers should update Oncourse daily to shift from lesson plans to a daily log of activities, assignments, and communications.

#### Equitable Access to Instruction to All Students:

- Teachers can invite students to live lessons, but shouldn't require students to participate in a live lesson. Any live lesson content will be recorded or summarized in some format for those who can't participate live
- \*District Safety Coordinator to reach out to families to identify those without internet connected computers at home so accommodations can be made to provide alternate access to instructional content (i.e, provide other assignments, send bulk materials home in advance, mail physical materials, etc.)
- ELL Teacher will be responsible for providing distance learning opportunities appropriate for their students
- 504 accommodations are to be provided as relevant to the distance learning activities

#### Technology:

- Principals to make staff contact lists available to their staff
- IT department to provide teachers with tutorial instructions on how to utilize essential technology, for example:
  - Facilitate a live group lesson with video option
  - Ability to record a lesson on video to post
  - How to upload and download materials with a free scanning app using a phone or other device
  - Screenshare ability from teachers to students
- Supervisors and teachers to identify tech apps, sites, platforms and links to utilize for lessons
- IT Dept to provide Administration with a conference call group chat option for Administrative Team, MEA representatives and BOE members to utilize for remote meetings
- Tech specialist teachers to provide support to teachers and students on technology access

#### Special Education and Related Services for Students with Disabilities:

- Special Education Teachers will be responsible for providing distance learning opportunities appropriate for their students
- In Class Resource Teachers should collaborate with their general education colleagues regarding the planning of appropriate modifications and instructional activities for students with IEPs
- Special Educators should provide distance learning opportunities that address the goals and objectives of the IEP
- Director of Special Services to communicate with contracted vendors to develop a plan to continue all possible services and cancel services when not in session

- Out of District (OOD) students can attend school as long as the OOD school is open and the bus company is open. If OOD schools are closed, OOD providers will provide distance learning opportunities or make up the days.
- Related service providers will provide distance learning therapeutic activities to target IEP goals and objectives and check in regularly with students and parents
- If a student does not receive services during a closure, a child's IEP team (or appropriate personnel under Section 504) will make a subsequent individualized determination to decide whether a child with a disability requires compensatory education to make up for any skills that may have been lost because the child did not receive educational benefit.

#### Professional Guidelines:

- Teachers will have flexibility in instructional approaches, based on the needs of their students and program.
- Teachers should be available during their normal work hours with reasonable accommodations to flex their hours as needed, related to the circumstances of this unique situation (i.e., personal childcare, sickness, etc.)
- Teachers will be flexible in due dates, timelines, and accommodate for the unique situations students may experience (i.e., assignments due by the end of the week, choices, options, etc.)
- No daily attendance will be taken but student accountability will be demonstrated through participation in assignments
- School buildings will be closed for instruction, access and extracurricular activities for staff and students unless specific arrangements are made through the Principal and Superintendent of Schools
- Administrators and administrative support staff will continue their professional responsibilities remotely and will be available during work hours to support teachers, students, and families
- Staff will continue to receive their regular Pay for any school day designated by the Superintendent as an official distance learning day

#### Provision of School Nutrition Benefits for Eligible Students:

- Per guidance from the Commissioner of Education during the County Superintendent Round Table, held on March 5, 2020, there is no expectation for districts to continue providing meals to students during a school closure. Meals are not provided to students on Home Instruction, and this would follow the same guidelines. As recommended, the district will work with local government and community agencies that may provide food for families during a crisis.
- School Safety Coordinator to identify and provide a list of community resources to families who receive free and reduced lunch services  
[https://www.needhelppayingbills.com/html/food\\_pantries\\_in\\_middlesex\\_cou.html](https://www.needhelppayingbills.com/html/food_pantries_in_middlesex_cou.html)
- School Safety Coordinator to collaborate with food services provider regarding their ability to provide food services during the closure
- The following has been provided by Pomptonian food services:

## Emergency School Closing Plan – Continued Meal Service

### Preparing Meals

If a school closing is isolated, meaning not every school served by Pomptonian:

- Pomptonian serves over 100 districts in New Jersey and operates over 300 kitchens
- Pomptonian's normal supply lines would be more than sufficient to continue production
- Pomptonian could, with permission, switch meal production to a neighboring community and an emergency vended meal agreement could be implemented
- Arrangements to transport meals to the closed school or a designated site can be arranged

If school closings are widespread, involving 50% to 100% of New Jersey districts:

- With access to the district's kitchens, we will be able to prepare meals. Menus will be modified to be Grab-and-Go
- Alternately purchasing of pre-packaged meals. Many times, these pre-packaged meals are shelf stable, not requiring refrigeration/freezing. These meals also do not require temperature control during delivery.
  - This may also allow for distribution of more than 1 day's meal
  - Pomptonian has many districts using this type of product for breakfast in the classroom
  - FEMA, during Superstorm Sandy, distributed "meals ready to eat" to some of the shelters that Pomptonian ran
  - We are gathering a list of suppliers and available quantities
  - Depending on how widespread school closures are in New Jersey, or through the country, this could affect availability.

### Meal Distribution

Schools closing would be meant to avoid large gatherings and concentrations of people in crowds that could increase the number of people exposed to the COVID-19 Virus

- Meals could possibly be distributed at the district's schools over an extended period of time
- A "Kiosk" type service could be set up by entrances, for students to pick up a grab-and-go meal
- The community may designate other sites for meals to be picked up. Transportation to those sites can be accomplished using district vehicles or school buses
- If it is not possible to establish a select number of distribution sites, a possible solution is to distribute meals using established bus routes

### Kitchen Safety/ Food Safety

Pomptonian's staff has just completed a review course on the proper food handling techniques and avoiding the spread of illness. The training is in line with the ServSafe standards. Every district has at least one certified ServSafe Food Manager.

- Kitchen cleanliness and sanitizing continues to take place daily
- Cafeteria Cleaning: Individuals other than Pomptonian's staff responsible for the cleaning of the cafeteria/dining rooms should also have review training to

emphasize the importance of sanitation and its role in preventing the spread of viruses.

- Tracking of Meals: We are currently checking with officials at the New Jersey Department of Agriculture to confirm how meals may be claimed so the district can be reimbursed for the meal. The district should print rosters of the students in each individual school and their pay status. If using bus routes to distribute, it may be beneficial to create a roster per bus route

## Appendix: Grade-level Instructional Plans

Grade	Instructional Approach	Suggested Technology Use (sites, apps, platforms, programs, etc)
Preschool	<p>Recorded video of Morning Meeting and story time. Videos to include instructional pauses with questions for student responses and notes provided to guide caregivers. Small group content provided with play based activities and play planning sheets. Activities related to study and story and include manipulatives for play based learning. Gross motor activities provided with suggested activities and links to videos. IEP goals and objectives will be followed. New and mastered skills will be addressed. Parents will send videos, pictures or notes through class dojo.</p>	<p>Class Dojo, Go Noodle, Cosmic Kids Yoga, emailed links, pictures</p>
Kindergarten	<p>Video instruction via alphablocks, Worksheets emailed to parents or uploaded on teacher websites, Reading logs and written responses, drawing pictures identifying beginning, middle and end, letters of the week, math manipulative activities, writing journals</p>	<p>Class Dojo, Remind me, teacher websites and email, Go Noodle, uploaded LLI resources for RtI reading and writing responses</p>
1-4 Core Content	<p>Science: Two 30 minute lessons/wk. Video lessons, website or email for readings, handouts.</p> <p>Math: Plan for 30 minutes of work daily with flexible due dates. Continue instructional scope and sequence. Send home a packet of printed manipulatives for students to use. Provide practice problems on multi-step, real-world problems. Watch video tutorials to learn new concepts and complete practice problems.</p> <p>ELA: Students will engage remotely in literacy exercises for fiction and nonfiction texts such as: independent reading, using</p>	<p>Science : IXL, Mystery Science, STC online access, Online resources developed by teachers.</p> <p>Math: Online Textbooks, IXL, Zearn.org, printable manipulatives, Khan Academy, iReady</p> <p>Reading A-Z, Tumble Books, Brain Pop, iXL</p> <p>Google Classroom Google Suite Online Textbooks</p>

	<p>vocabulary, word work, demonstrating comprehension, writing about reading, literary analysis, viewing and responding to print or visual information, making connections within and between texts, and applying writing strategies - as assigned by the classroom teacher. Formative assessment and feedback for these assignments will be ongoing. Teachers will select a combination of resources to balance direct instruction and independent practice.</p> <p>SS: Students will engage remotely in learning activities such as: analysis of print and multimedia materials, determining the big idea(s) of a reading material, responding to comprehension questions, making connections between historical events and the present day, analyzing primary and secondary source materials - as assigned by the classroom teacher. Formative assessment and feedback for these assignments will be ongoing. Teachers will select a combination of resources to balance direct instruction and independent practice.</p> <p>Health: All students will have one 30-minute lesson/week focusing on a health concept delineated in the curriculum. This can include a video viewing, multimedia materials, journals, logging food choices and/or exercise accomplished, and/or other wellness activities.</p>	Learning Ally
5-12 Math	<p>Plan for 30 minutes of work daily with flexible due dates. Continue instructional scope and sequence. Send home a packet of printed manipulatives for students to use. Provide practice problems on multi-step, real-world problems. Watch video tutorials to learn new concepts and complete practice problems.</p>	Math: Online Textbooks, IXL, Delta Math, Khan Academy, College Board Website, Google Suite,
5-12 ELA	<p>Teachers will plan for 30 minutes of work time for each 45 minute class period. Students will engage remotely in literacy exercises for fiction and nonfiction texts such as: independent reading, using vocabulary, demonstrating comprehension,</p>	Google Classroom Assignments, Newsela, Google Forms, IXL, Raz A - Z, Google Docs, Videos, No Red Ink, Quizlet, Common Lit,

	<p>writing about reading, literary analysis, viewing and responding to print or visual information, making connections within and between texts, and applying writing strategies - as assigned by the classroom teacher. Formative assessment and feedback for these assignments will be ongoing. Teachers will select a combination of resources to balance direct instruction and independent practice.</p>	<p>Readworks, Brainpop, Screencasts</p>
5-12 SS	<p>Teachers will plan for 30 minutes of work time for each 45 minute class period. Students will engage remotely in learning activities such as: analysis of print and multimedia materials, determining the big idea(s) of a reading material, responding to comprehension questions, making connections between historical events and the present day, analyzing primary and secondary source materials - as assigned by the classroom teacher. Formative assessment and feedback for these assignments will be ongoing. Teachers will select a combination of resources to balance direct instruction and independent practice.</p>	<p>Videos, Google Classroom Assignments, Webquests, Newsela, Google Forms, Google Docs, Quizlet, Electronic copies of texts, TCI interactive resources, Brainpop, Screencasts</p>
5-12 Science	<p>Science: 30 minute lessons 5x/wk. Select lessons and mat'ls from resources, teachers video to provide instructions, background, etc. Teachers video experiments where applicable. 10-15 minute lesson with 15-20 minute independent work/practice. Reading assignments, text assignments, or online assignments using resources such as Khan Academy or PHET may be used. Assessment: teachers provide handouts as templates via google docs AND email. Students submit via online OR email.</p>	<p>Screencastify, Khan Academy, Google Classroom, PHET simulations, teacher identified resources, iXL, Mystery Science, STC online access, Online resources, STC kits, ck12.org, Bozeman Science</p>
Media and Technology Instructors	<p>In lieu of providing distance learning opportunities for students in this elective instructional area, teachers will provide support to all teachers and students as needed to support effective delivery of online instruction using apps, websites, data-bases, and other web tools.</p> <p>Grade 1 &amp; 2: One 30-minute lesson focusing on read alouds, responses to reading, and</p>	<p>Zoom, Screencastify, District Databases</p>



	classification of books, which is the focus for library lessons at school.	
Art/Music	Art: sketch and/or reflection/critique activities Instrumental Music: practice instrument and/or rhythm, methodology, note assignments General Music: practice singing assigned music and/or reflection/critique activities	Email, Google suite, YouTube, Skype, Tinkercad, teacher website
World Language	Various reading, listening, speaking, and vocabulary assignments.	Email, Google suite, YouTube, DuoLingo, Lingt, teacher website, textbook
Practical Arts	Assign individual research assignments suitable to discipline. For example: engineering research, wood species research, marketing research.	
Physical Education K-6	Monday - Wed - Friday: 4 rounds for max reps of: 10 seconds of Lunges, rest 10 seconds 10 seconds of push-ups, rest 10 seconds 10 Seconds of Air Squats, rest 10 seconds 10 Seconds of sit-ups, rest 10 seconds Repeat  Workouts to do with parents, Crossfit for kids:  <a href="https://www.youtube.com/watch?v=vc-Uph3qOII">https://www.youtube.com/watch?v=vc-Uph3qOII</a>	Post total reps completed at each exercise teacher website  Teaching the Lunge <a href="https://www.youtube.com/watch?v=QOVaHwm-Q6U">https://www.youtube.com/watch?v=QOVaHwm-Q6U</a>  Teaching air squat <a href="https://www.youtube.com/watch?v=acIHkVaku9U">https://www.youtube.com/watch?v=acIHkVaku9U</a>
Physical Education 7 - 12	Monday - Wed - Friday: 8 rounds for max reps of: 20 seconds of Lunges, rest 10 seconds 20 seconds of push-ups, rest 10 seconds 20 Seconds of Air Squats, rest 10 seconds 20 Seconds of sit-ups, rest 10 seconds Repeat  <a href="https://classroom.google.com/u/0/c/NjI2MjMxNjM4OTFa">https://classroom.google.com/u/0/c/NjI2MjMxNjM4OTFa</a>  Code: befr7dy	Post total reps completed at each exercise teacher website
PE at YMCA or Gym	<a href="https://docs.google.com/presentation/d/186Jni_aEJ3GFDE8ZAb3Y7VIKqe_Rn7O88mQ82zBeQX4/edit#slide=id.gb334dd85e_1_23">https://docs.google.com/presentation/d/186Jni_aEJ3GFDE8ZAb3Y7VIKqe_Rn7O88mQ82zBeQX4/edit#slide=id.gb334dd85e_1_23</a>	Email, Google suite, YouTube, teacher website

Health 5 - 6	On Google Classroom, designated chapters and written work will be listed each week on teachers' websites	Email, Google suite, YouTube, teacher website
Health 9 - 12	All health classes will be conducted through google classroom. <a href="https://classroom.google.com/u/0/c/NjI2MjMxNjM4OTFa">https://classroom.google.com/u/0/c/NjI2MjMxNjM4OTFa</a> Code will be on Mr. Zaneto's website	Email, Google suite, YouTube, teacher website
Advanced PE	Bodyweight Workout <i>WOD</i> : Perform the following number of repetitions of each movement: 10-9-8-7-6-5-4-3-2-1 Feet Elevated Push-Ups Sit-Ups Burpees	Email, Google suite, YouTube, teacher website
Self Contained: Special Class Programs	<p>Content will include Math, ELA, Communication and Social Skills and will be based on IEP goals. Lessons will include new and mastered skills. Instructional methodology and related activities will be differentiated based on age, developmental levels, technology proficiency, level of independence, and IEP goals and objectives.</p> <p>A combination of multimedia, print and interactive approaches will be provided. Instruction will include any of the following as appropriate: recorded lessons, live video interactions, video modeling, online video links and software/web based lessons. Instruction will also include reading assignments with access to audio text.</p> <p>Follow up practice activities and assignments may include any of the following: list of tasks students can complete with a caregiver to practice skills, flashcards, task boxes, file folders, games, manipulatives, worksheets, online programs, play based activities, hands on activities, functional activities, etc.</p> <p>Accountability of student learning will be provided through web based programs, recorded student videos, anecdotal notes and recording sheets from caregivers, task</p>	Reading A-Z, iXL, Prodigy Math, Google Suite, Spelling City, Splash Math, Headspace.com

	analysis sheets, pictures of completed work products, written responses, and observations.	
Related Service Providers	Therapeutic activities will be provided based on student's IEP and frequency of services as appropriate and feasible. Therapists may offer video therapy (live or recorded), practice activities, written work, and activities to be completed with a caregiver. Therapists will require feedback on student responses to review.	Youtube Google Suite Video conferencing
ELL	Reading and writing practice activities	Continental ebooks
Counselors	College process for seniors Continue with 2020-21 scheduling process Goal-setting, time-management College process meetings virtually SAT/ACT preparation Electronic meetings with students Collaboration/Counseling with students, staff, parents remotely	GoogleDocs Email Naviance Phone
CST	Coordinate services Write and facilitate IEPs Case manage in and OOD Consult with teachers and related service providers Provide direct services through phone and conferencing	Email Google IEP Direct Genesis Video conferencing
Paraprofessionals	Provide input to your lead teachers on how to tailor distance learning activities to your assigned student(s). Collaborate with Union President on other ways paraprofessionals can assist with student progress during school closure days. Participate in professional learning opportunities.	Emails communication Google platforms
Nurses	Check, monitor, and respond to voicemail and email messages on a daily basis. Provide health updates and collaborate with district and building administration on all phases of plan implementation. Communicate with parents/guardians as well as provide updates to teachers and administrators on any student or staff issues.	Email Genesis

