



Newark
Board of Education
Roger León, Superintendent

Public Health-Related School Closure Plan

April 6, 2020

Learning at Home Plans: Phase II



Where Passion Meets Progress

LETTER FROM THE SUPERINTENDENT

April 6, 2020

Dear Newark School Community,

When I met with staff in August at the Red Bulls Arena for our annual convocation, I knew that this was going to be a year like no other. However, our reality today is something I could have never imagined at that time. This is an experience that will live with me for all of the years of my life.

As you are already aware, we made the decision to close school buildings and move to remote instruction on March 13th. During the week of March 16th, all of the buildings underwent thorough cleanings. I am so proud of our facilities team and custodial staff. Security is working hard at securing all of our buildings while classes are not in the schools and Food Services is guaranteeing two meals to any student who visits any of the 16 food service program sites. Staff have distributed Chromebooks to students by any means necessary and delivered top-flight virtual lessons. The School Nurses and Nurse-Aides have joined in on this clarion call in the district, for the city, and in the county.

In addition, our Board of Education has been in full support of our efforts. I know this because they have either reached out to me directly or replied to my communications. We are shouldering a great burden at such an important time. I want them to know that I am thankful for their support and encouragement.

Today begins Phase II of our Learning at Home Plans. All plans will be online and will remain so until such time as we return to our school buildings. We will continue to reach out to families to provide guidance for free on-line access, give a Chromebook to every child who needs one, and fluidly address any obstacles that arise along the way. Please read the guidance in this document carefully, as it will direct our efforts with regard to delivery of remote instruction, scheduling, AP courses, additional resources, English Language Learners, Special Education, professional development, and more.

As we move into Phase II, please know that we will get through this because we are Newark and we have our collective strength upon which to rely. I am thankful and truly grateful for my staff, my students, and my community as we move our district forward together.

Thank you,



Roger León
Superintendent

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BACKGROUND INFORMATION

On March 5, 2020, The New Jersey Department of Education released a guidance memo outlining the requirements school districts must follow to implement a Public Health-Related School Closure.

All boards of education should develop a school health-related closure preparedness plan to provide home instruction in the event of such a closure. The planned services should include equitable access to instruction for all students. Each preparedness plan should also address the provision of appropriate special education and related services for students with disabilities and the provision of school nutrition benefits or services for eligible students. The preparedness plans should be submitted to the Executive County Superintendent. The NJDOE also encourages boards of education to adopt enhanced school cleanliness and disinfection protocols, including disinfection of frequently touched surfaces and objects.

The purpose of this plan is to implement a home-instruction, remote learning model so that school days missed for a public health-related closure can be counted towards the 180-day requirement.

Timeline:

- 3/4 Principals Meeting with Health Director; Nurses begin training with students and staff
- 3/5 Letter from Superintendent sent to school community
- 3/9 Access to Technology Survey shared with all families and teachers
- 3/10 Learning at Home Plans complete and shared with principals
- 3/11 Communication from Superintendent to Staff; Nurses Meeting with Health Director; Training of facilities, security, and food service workers
- 3/12-3/13 Learning at Home Plans reviewed by teachers during Professional Learning Communities and/or Preparation Periods
- 3/13 Communication from Superintendent announcing closing of schools, launch of Learning at Home Plans, listing of Food Service Program sites to begin on March 16, and onset of Stakeholder Meetings
- 3/14 Distribution of Chromebooks and Learning at Home Plans packets
- 3/16 Launch of Learning at Home Plans and Food Service Program sites
- 4/1-4/3 Learning at Home Plans: Phase II reviewed by teachers during Professional Learning Communities and/or Preparation Periods
- 4/6 Launch of Learning at Homes Plans: Phase II
- 5/11 Launch of Food Service Program: Phase II

Essential Staff:

- Executive Staff, Custodial Staff, Food Services Staff, Security Staff, and school-based staff for distribution of Chromebooks and Learning at Home Plans packets

DISTRICT SUMMARY

The Newark School District is the largest and one of the oldest school systems in New Jersey. Its origin dates back to 1676. Barringer High School, in Newark's North Ward, is the third oldest public high school in the nation. The racial and ethnic diversity of the city provides a rich educational experience for prekindergarten to secondary school students. The district continues to revise its services to meet the changing needs of students. The information below came from the New Jersey Department of Education and summarize the most recent publicly available data. These data sources enable comparison with all other districts in the state of New Jersey. Newark students served outside of the district are not included in the data.

Number of Schools	64
<i>NPS has more than twice as many schools as 99% of districts in the state of New Jersey.</i>	

Student Enrollment		
Grades	Enrollment	Percent of Total Enrollment
Pre-K	2,100	5.8%
K-8	24,874	68.7%
9-12	9,223	25.5%
Total Enrollment	36,197	100.0%
<i>Newark Public Schools serves more students than any other district in the state of New Jersey.</i>		

Student Race and Ethnicity		
Race and Ethnicity	Enrollment	Percent of Total Enrollment
Black	14,383	39.7%
Hispanic	18,499	51.1%
White	2,852	7.9%
Asian	333	<1%
Native Hawaiian Pacific Islander	61	<1%
Native American	69	<1%
Total	36,197	100.0%
<i>NPS serves more Black students and more Hispanic students than any other district in the state.</i>		

Family Income		
Meal Subsidy Status	Enrollment	Percent of Total Enrollment
Free Lunch	27,511	76.0%
Reduced-Price Lunch	2,471	6.8%
Paid Lunch (Income above the qualifying threshold)	6,215	17.2.0%
Total	36,197	100.0%
<i>NPS serves more students with low income than all other districts in the state of New Jersey.</i>		

Additional Demographics

Classification	Enrollment	Percent of Total Enrollment
Special Education	6,119	16.9%
General Education	24,500	67.7%
Limited English Proficient	6,167	17.0%
Total	36,197	

Homeless & Migrant Students

Grades	Homeless	Migrant
Pre-K	43	0
K-8	314	0
9-12	67	0
Total	424	0

PARCC: Percent Met and Exceeded Expectations (Spring 2019)

Subject	Grades 3-8	Grades 9-11	Overall
English Language Arts	35.9%	31.5%	34.8%
Mathematics	27.2%	15.1%	24.1%

Additional Student Outcomes (2018-2019)

Measure	
Average Daily Attendance	91.9%
Percent of Students who were Chronically Absent (missing 10% or more of school days)	28.0%
Four-Year Graduation Rate	76.2%

FACILITIES PLAN

In anticipation of an unknown virus presenting itself which was evolving in foreign countries, on February 27, 2020, we issued a circular to all Facilities Custodial Staff to begin a **Pandemic Type Influenza High Contact Surface Sanitizing Initiative**. The following list of items were identified: Cafeteria Tables, Computer Keyboards, Desk Tops, Door Knobs, Door Pulls, Drinking Fountain Bubblers and Faucets, Elevator Buttons, Faucet Knobs, Fitness Equipment, Flush Valves Hand Rails, Hand Towel Dispensers Levers, Locker Room Benches, Push Plates, Toilet Stall Doors and Latches, Kronos bio-metric readers, Light Switches, Telephone Handsets, etc.

This was a preventative measure to reduce the possibility of cross contamination in our environment. All surfaces were being cleaned with detergent/hydrogen peroxide cleaner and a product approved by the district for specific outbreaks, with additional dwell or contact time to ensure sanitation and disinfection. The products in use are EPA registered as disinfectants and carry broad spectrum kill claims with the proper dwell or contact time on surfaces. We also implemented a planned deep cycle cleaning and disinfecting of all of our schools. We utilize Evaclean Electrostatic spray equipment with a Botanical Disinfectant which requires no PPE or rinsing.

On March 11, all facilities, custodians, and custodial staff attended a professional development training session conducted by a vendor on proper use and application of disinfectants. The fact that these staff are our first line of defense in this type of situation was stressed to all attendees. All in attendance participated in a question and answer session and received a certificate.

On March 13, Superintendent León gave the directive that the schools would be closed beginning on March 16, 2020. We began an intensive effort to disinfect all of our school buildings and Central Office. This task was completed by March 20 at all locations. The 16 sites opened for the Breakfast and Lunch Program and Chromebook distribution began across the district.

The district secured a 3M Clean-Trace Hygiene Monitoring and Management System which we use to test disinfected surfaces to determine how well our approach is working. The instrument uses swabs and a RLU (Reflective Light Unit) meter which is an industry standard utilized in hospitals to gauge cleaning levels. This ensures our staff are meeting our standard of cleanliness and sanitation.

As the COVID-19 pandemic escalated, the district issued N95 respiratory protection to essential staff and implemented more aggressive disinfectants and techniques.

We have acquired four EPA certified units that kill 99.9% of viruses and pathogens in the air, on hard surfaces, and on fabrics. We use these units at strategic locations in addition to the disinfectant wiping down of surfaces and the use of electrostatic spray disinfection machines.

We have ordered 20 additional spray misting units. Utilization of these units will accelerate disinfection of high contact surfaces. These units will be deployed by specially trained staff for use now and upon the reopening of schools as a rapid disinfection tool. They will also be utilized to disinfect outdoor playground equipment, handrails, and doorknobs.

We are also exploring the acquisition of other products, which can be applied to high contact surfaces and has an active life of 90 days.

Facilities remains committed to safe guarding our students and staff during this extraordinary and evolving pandemic. We continue to monitor CDC, DOE, and DOH guidelines and updates.

Under Superintendent León's leadership, we were prepared with an inventory of PPE, chemical disinfectants, a trained staff, and some of the most advanced equipment available to handle this crisis. The Facilities Department, Custodians, Custodial Workers, and the per diem staff have worked tirelessly in preparation prior to the closing of schools and now in efforts to successfully reopen schools at the appropriate time.

BREAKFAST AND LUNCH PROGRAM

On March 16, 2020, the Food Service Program began to serve meals.

On May 11, 2020, we began the Food Service Program: Phase II. Breakfast and Lunch for the week will be distributed on Mondays and Thursdays at all of the Food Service Program Sites from 9:30am-11:30am. Mondays pickup will include meals for Monday, Tuesday, and Wednesday. Thursdays pickup will include meals for Thursday and Friday. An adult should accompany their child to pick up meals at any one of the sites nearest to their home or current location.

Central Ward Locations	East Ward Locations
Central High School 246 18th Avenue Newark, NJ 07108	East Side High School 238 Van Buren Street Newark, NJ 07105
Dr. E. Alma Flagg 150 3rd Street Newark, NJ 07107	Hawkins Street School 8 Hawkins Street Newark, NJ 07105
Quitman Street School 21 Quitman Street Newark, NJ 07103	South Street School 44 Hermon Street Newark, NJ 07105

West Ward Locations	South Ward Locations
Mount Vernon School 142 Mount Vernon Place Newark, NJ 07106	Belmont Runyon School 1 Belmont Runyon Way Newark, NJ 07108
Speedway Avenue 701 South Orange Avenue Newark, NJ 07106	George Washington Carver School 333 Clinton Place Newark, NJ 07112
Thirteenth Avenue School 359 13th Avenue Newark, NJ 07103	Weequahic High School 279 Chancellor Avenue Newark, NJ 07112

North Ward Locations
First Avenue School 214 First Avenue Newark, NJ 07107
McKinley Elementary School 1 Colonnade Place Newark, NJ 07104
Park Elementary School 120 Manchester Place Newark, NJ 07104
Rafael Hernandez Elementary School 345 Broadway Newark, NJ 07104

ACCESS TO TECHNOLOGY

› How Does the District Ensure Secure Access to Online Platforms?

- The district has implemented various platforms for facilitating remote learning including Google Classroom as the main collaboration platform augmented by fully-licensed Cisco Webex for live video collaboration and the delivery of instruction. In addition, we have implemented content-specific platforms such as Lexia and i-Ready for teacher and student use across the district. Our platforms have been integrated with our Directory Services to facilitate Single Sign-on (SSO) for students, teachers, and administrative staff. The SSO mechanism is facilitated by Clever and ADFS as the SSO platforms. The SSO implementation will allow us to keep track of login activities and reduce intrusion against our systems and the network infrastructure. We track all logins for students and staff on a daily basis. In addition, we use platform specific analytics to track usage reports from various platforms, such as Webex, and we share the summary and detailed activity reports with the Executive Staff and Principals for review and further actions. We are able to track student and teacher collaboration and provide details of the collaboration efforts on a regular basis. Moreover, we have established metrics in various areas including availability, usage, performance, and security of the implemented solutions that will allow us to provide a stable and safe online learning environment for students.
- In addition, we have implemented tools that will allow school-based support personnel to assist teachers and students on an ongoing basis. Issues such as password resets for students are handled locally by school staff using these remote tools. We also use advanced troubleshooting to pinpoint technical issues that teachers and students might experience and we use the data to take corrective actions. Further, we utilize security analysis tools to keep track of intrusive activities and take actions when necessary.

› How Does the District Ensure Connectivity and Access to Hardware for All Students and Staff?

- The district has addressed issues related to the digital divide in several ways. The district has conducted a survey to identify the need for devices and connectivity across our students and staff. We have provided district-wide free Wi-Fi to all students via Altice (formerly Cablevision). The free Wi-Fi has been made available to all students, including those using their personal devices as well as those using district-issued devices. Options for free home internet installations via Altice and Spectrum have also been communicated to families.
- In addressing the digital divide pertaining to devices, the district has provided over 12,000 Chromebooks to students for remote learning at home. These are fully managed devices that can be tracked remotely. To ensure compliance with CIPA on the district-owned devices, the district has migrated its content filtering solution to a cloud-based solution that will facilitate content filtering to all district Chromebooks used by students regardless of physical location. The district also purchased third-party tools to better manage the Google Management Platform, thereby keeping track of student devices and their login activities across the internet.
- The district initiated the purchase of additional Wi-Fi Hotspots for the small percentage of students who have reported intermittent connectivity issues or less than desirable Wi-Fi coverage in their areas. In addition, the district provided laptops to teachers and administrators who do not have their own devices at home.

GENERAL GUIDANCE FOR INSTRUCTIONAL STAFF

The Offices of Teaching & Learning, Special Education, and Early Childhood offer guidance for remote learning for school personnel and recognize that the situations before all of us are fluid, changeable, and at times unknown. To that end, local decisions between principals and teachers are paramount and must inform the day-to-day decisions teachers make. So too are the decisions that teachers make with students.

The goal of remote learning is to ensure that students remain actively engaged with previously taught content, are active developers of new content, and have an opportunity to engage with their peers, teachers, and the larger school community. Although the Office of Teaching & Learning with departments in central office and instructional staff at the schools has developed lesson plan packets, we see these as documents that students and teachers will need to adapt so that they make sense to learners. We strongly encourage students to produce content, not only consume packaged content.

› Where Can the District's Learning at Home Plans be Found?

- The Learning at Home Plans for all grades in the subjects of: Language Arts Literacy, Social Studies, Mathematics, Science, Visual Arts, Dance, Theater, Music, Health and PE (Social emotional learning lessons are embedded into these lessons), World Language, and ESL, can be found online at: <https://www.nps.k12.nj.us/covid-19-resources/learning-at-home/>

› How Should Instructional Staff Connect With Students?

- There are several ways of directly connecting with students. These include: telephone, Webex, Google Classroom, and email. Support in using Webex and Google Classroom is provided through online professional development.

› How Often Should Instructional Staff Connect With Students?

- Establishing routines and maintaining clear communication are important. Teachers connect with all of their students daily through threading and/or logged video or phone conferencing. We recommend that teachers (bilingual/ESL, general education, and special education) connect with their students minimally one time a day. This can be through synchronous learning as well.
- We recommend that the school nurse routinely contacts all students with known health-related issues. Specific guidance has been provided by the Office of Health Services.
- The Office of Student Life recommends that guidance counselors, social workers, and attendance counselors maintain outreach to families.

› How Should Teachers Take Attendance?

The district has moved all students to Home Instruction. Student Attendance is directly linked to:

- Logging on/off (Time Stamp on program being utilized for online instruction).
- Duration of time logged on is monitored by teachers and a Webex feature that records the time spent on each call by participant.

Additionally, we recommend these teacher practices:

- **Prekindergarten**
 - » Have parents support children in answering the Question of the Day from the Creative Curriculum.
- **K-8**
 - » Answer the Question of the Day, Do Now, or Complete a Google Doc/Google Form that the teacher provides.
- **9-12**
 - » Teachers at the high school level each keep a log based on Google Classroom participation and maintain phone logs of students.

› What Happens If A Student Is Not Logging On?

- Teacher conducts initial outreach to determine reason for not logging on.
- Establish troubleshooting/support for families (Wi-Fi connectivity, need for Chromebook).
- Unresponsive students/families are referred to SST.
 - » Daily/Weekly outreach conducted by school counselors, social workers.
 - » Letters mailed home.
 - » Attendance counselor, Truancy Task Force, NBOE Security Personnel and DCPD (if merited) conducts home/wellness visit.
 - » Court Reps will refer cases utilizing prejudicial hearing once courts are in session.

› What are the General Responsibilities of Students, Teachers, Administrators, and Families?

Students	Classroom and Content Teachers	ESL, Resource Teachers	Parents/Guardians	School Administrators
<ul style="list-style-type: none"> • Access videos and resources through Google Classroom and complete assignments. • During synchronous learning, participate. • Be active in your learning. • Read every day. • Writing every day. • Create. • Use iReady Math and Lexia software each school day for 20 minutes. 	<ul style="list-style-type: none"> • Create and manage Google Classrooms. • Post centralized weekly videos, tasks and deliverables to Google Classroom. • Create a priority list of students of concern that you will call once a week in addition to contact during class time. • Alert principals daily as to the number of students who are participating and the number of students who are not participating. 	<ul style="list-style-type: none"> • Meet with students through synchronous and asynchronous methods. • Post centralized lessons. • Provide small group lessons. • Create a priority list of students of concern that you will call once a week in addition to contact during class time. • Alert principals daily as to the number of students who are participating and the number of students who are not participating. 	<ul style="list-style-type: none"> • Ensure children complete daily tasks. • If you have questions, contact your child's teacher by phone or email. 	<ul style="list-style-type: none"> • Set expectations for remote learning with staff and communicate those expectations. • Be flexible where needed. • Provide a daily touchpoint with your staff to communicate any critical information. • Ensure distance learning is happening. • Communicate school specific decisions regarding distance learning.

› How Do Instructional Staff Teach through Online Methods?

- There are two recommended methods for teaching online: asynchronous and synchronous. Both have value and the decision as to which method to use and when needs to be determined by the teacher.
- **Asynchronous** lessons are recorded and then posted for students to watch on Google Classroom.
 - » This is an [example of an asynchronous lesson](#) that Elisa Lee from Salome Ureña Elementary School offered her 3rd grade students. Each day Ms. Lee posts a lesson for her students through a video she has made. She provides direct instruction by modeling and coaching that she embeds into the recorded lesson. Ms. Lee used iMovie, iRecorder, and editing software to make her videos.

- » Including podcasts, videos, and audio presentations can enable teachers to design asynchronous learning lessons that are exciting, engaging, and informative. These tools also appeal to a variety of different learning needs, as opposed to text-based materials.
 - » At the Prekindergarten level, we recommend using the Curriculum’s Large Group message, Small Group activity, and read-aloud as a guide.
 - » At the K-5 level, we recommend asynchronous lessons be up to 10 minutes for each subject.
 - » At grades 6-12, we recommend asynchronous lessons be up to 15 minutes for each subject.
- **Synchronous** lessons are ones that occur live. These are lessons teachers hold with their class using an online platform that students can join. Teachers use Webex to engage directly with their students.
 - » At the Prekindergarten level, we recommend you utilize one of the components (i.e. Large Group message, Small Group activity, and/or read-aloud) for up to 15 minutes.
 - » At the K-5 level, we recommend lessons be up to 30 minutes for each subject.
 - » At grades 6-12, we recommend lessons be up to 40 minutes for each subject.
 - » Foci are, but not limited to: teacher modeling, read alouds, class discussion, partner conversations, strategies and/or skill lessons, teacher explanations, directions for assignments, FAQs.
 - » Daily schedule times can be adjusted according to the length of the virtual lessons.
 - **Synchronous: Small Group/Individual Lessons**
 - » Teachers schedule small group learning times so students/parents know when to log on. In the model schedule, two blocks are dedicated to small group instruction for K-8.
 - » During this time, students work 1-on-1 or in a small group with the teacher.
 - » Students can work together in the presence of the teacher via chat boxes in Google docs, Webex, etc.
 - » Class can be split into cohorts and seen on certain days (i.e. group 1, group 2, group 3, group 4)
 - In Prekindergarten, teachers can utilize live streaming platforms to interact with their students either 1-on-1 or in small groups.
 - Students who are not part of the small group can log off to work independently.
 - The chat box can be activated for students working independently so that they can communicate with you and one another.

› What is Culturally Responsive-Sustaining Distance Learning?

- Culturally Responsive-Sustaining Distance Learning should be “responsive to the lived realities that directly impact students’ ability to access remote learning, including Wi-Fi access, device access, device sharing, device functionality, access to private space, access to quiet space, and considerations for additional home expectations especially caring for siblings or younger children...[It should] feature flexibility that acknowledges the challenges families are facing with remote learning-multiple kids on one laptop, unstable internet connection, kids on their own at home, etc.-and allows for compassion and invention rather than standards and punishment” (from NYU Metro Center).

› Why is Clarity Important when Planning and Enacting Lessons?

- Teaching Tolerance published [“A Trauma-Informed Approach to Teaching Through Coronavirus”](#) on March 23, 2020 and offered this important insight:
 - » “It’s also important that educators ensure that the information they provide to students is digestible. Moving to remote learning and having fewer direct interactions can make assignments feel more overwhelming and daunting—particularly when several directions are given at once. Break directions down into smaller bites when necessary and encourage students to ask clarifying questions even if it appears they understand.”
 - » Clarity matters. Simplifying directions can help students to achieve more.

› How Do Instructional Staff Assess and Grade Student Work?

- Assessing and grading practices have not changed.
- **Grades Prekindergarten-2**
 - » We recommend that teachers use Class Dojo as it is already familiar for most parents and is manageable.
 - » Other ways of collecting work include: photos of work through email.
 - » Parents can download DocScan app and scan for free to teacher's email.
 - » Use Google Grading forms to track learning.
 - » Assessment occurs during synchronous lessons: such as oral discussions.
 - » Students self-assess.
- It is critical that teachers offer feedback that is timely to student work.
- **Grades 3-12**
 - » Assignments are collected through Google Classroom: Google Docs, Google Slides, etc.
 - » Assessment occurs during synchronous lessons: such as oral discussions, work that is seen through Google docs, slides, rubrics.
 - » Use Google Grading forms to track learning.
 - » Students self-assess.
 - » It is critical that teachers offer feedback that is timely to student work.

› How Do Instructional Staff Assess Student Progress After Remote Learning Ends?

- The district is using Lexia Core Program 5 and iReady Math for students in elementary school and Lexia Power Up for secondary students. These measures allow us to gather some information about students during this period of time and the software lessons are created specific to the students' performance on assessments. These programs will also be used during summer school for all students in the grade 1 through grade 8 summer school.
- Additionally, NPS understands that it must have comprehensive screening and progress monitoring methods for the opening of SY 20-21. To that end, the District will be using the following assessments:
 - » Prekindergarten: Acadience Reading Pre-K, Preschool Early Literacy Indicators (PELI)
 - » DIBELS, 8th edition and Indicadores Dinámicos del Éxito en la Lectura (IDEL)
 - » Mathematics Assessments K-8: easyCBM Focal Points Math
 - » Science Assessments Grades 4-12: MAP Growth Science for use with Next Generation Science Standards.
 - » MAP: Algebra 1, Geometry, and Algebra 2
- These assessments will allow the determination of Tier 2 and Tier 3 students in core subject areas. All students who are identified as Tiers 2 or 3 will have Individual Student Improvement Plans (ISIPs) created so that their needs can be better monitored and met. The district already has a Response to Intervention Plan and the guidance from that document will be used.

SCHEDULES

Prekindergarten Schedule

Prekindergarten typically follows the daily schedule established by Creative Curriculum, but if schools have a schedule that works well, feel free to use it as long as it includes the important components below.

Component	Child	Teacher
Large Group 10 minutes	<ul style="list-style-type: none"> • Responds to the Question of the Day (QOTD) with parent support. • Signs in. • Participates in whole group activities. 	<ul style="list-style-type: none"> • Reminds parents about the Question of the Day (QOTD) answers. • Provides strategies for parents to support children with signing in. • Develops a video or audio recording that includes: <ul style="list-style-type: none"> » A welcome song and talks about who is here (this can be done using the QOTD). » A review of QOTD. » An Introduction of new vocabulary. » Large Group activities as described by the Study Guide.
Choice Time 60 minutes	<ul style="list-style-type: none"> • Explores materials, concepts, and/or activities related to the study topic. 	<ul style="list-style-type: none"> • Recommend activities for engaging and interacting with children to enhance the learning for the day based on items and materials available in the house.
Small Group 15 Minutes	<ul style="list-style-type: none"> • Participates in a learning activity. • Engages in conversations, shares ideas and demonstrates understanding. • Develops critical thinking skills. 	<ul style="list-style-type: none"> • Uses the Intentional Teaching Cards as indicated in the Study Guide to develop lessons to share with families. • Reviews GOLD data to determine children's current developmental levels and needs. • Uses the Color Bands at the bottom of the Intentional Teaching Card to tailor instruction to share with families. • Provide DOK questions to extend student learning.
Gross Motor Time 30 minutes	<ul style="list-style-type: none"> • Participates in activities that include traveling, balancing, gross-motor manipulation, fine-motor strength and coordination. 	<ul style="list-style-type: none"> • Recommend activities for engaging and interacting with children in gross motor activities based on items and materials available in the house.
Read-Aloud 15 minutes	<ul style="list-style-type: none"> • Recognizes new genres of literature. • Interprets text and information. • Learns and uses vocabulary. • Develops new ideas and ways of thinking. • Asks and answers questions. • Engages in conversations. 	<ul style="list-style-type: none"> • Create a read aloud video, find a video of a read aloud, or conduct a live read aloud (i.e. Google Meet, Facetime, Skype, EdPuzzle.) Share (or ask if creating a video) questions to support children during the read aloud that encourages children to retell story events, demonstrate understanding, build comprehension, introduce vocabulary, increase phonological awareness and concepts about print.
Large Group Roundup 10 Minutes	<ul style="list-style-type: none"> • Participates in whole group activities. • Recalls meaningful events from the day. • Expresses ideas and talks about feelings. 	<ul style="list-style-type: none"> • Develops a video or audio recording that includes: <ul style="list-style-type: none"> » Questions about the children's day. » Highlights of children's previous day that parents submitted. » Plans for the following day. » Large Group Roundup activities as described by the Study Guide.

K-8 Schedule

We recommend that instructional blocks meet for 30 or 40 minutes depending on grade level. We understand that teachers will also be online and available to students at other times during the day so that students can reach out to teachers as needed. Office hours must be communicated with students and their parents. The schedule will be guided by the principals. Additionally, there are two blocks for small group instruction, student use of software (Lexia and iReady) and time for Academic Interventionists (AIs) to meet with students.

We want to stress how important it is that the Lexia and iReady software be used as outlined below.

Distance Learning Schedule for Grades K-8 K-5: 30 minutes 6-8: 40 minutes				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Block 1: ELA	Block 1: ELA	Block 1: ELA	Block 1: ELA	Block 1: ELA
Block 2: Mathematics	Block 2: Mathematics	Block 2: Mathematics	Block 2: Mathematics	Block 2: Mathematics
Block 3: Science	Block 3: Social Studies	Block 3: Science	Block 3: Social Studies	Block 3: Science
Block 4: Music K-2 Art 3-5 Dance 6-8	Block 4: Art K-2 Dance 3-5 Theatre 6-8	Block 4: Dance K-2 Theatre 3-5 Music 6-8	Block 4: Theatre K-2 Music 3-5 Art 6-8	Block 4: Art 6-8 Music 6-8 Dance 6-8 Theatre 6-8
PE and Health	PE and Health	PE and Health	PE and Health	PE and Health
World Language	World Language	World Language	World Language	World Language
Block 5: Small group learning, AIs, Lexia, iReady, Collaboration Period (Special Ed, ESL with teacher partners)				
Block 6: Small group learning, AIs, Lexia, iReady, Collaboration Period (Special Ed, ESL with teacher partners)				

Guidance for ESL & Special Education Resource Teachers

Continued collaboration among ESL and Special Education Resource teachers and classroom teachers is key in supporting ALL of our learners. It is recommended that ESL and Resource teachers use the period 4 block (noted above) to discuss with the homeroom teachers student needs and to identify how to best work together to support students with their teacher partners (general education teachers).

High School Schedule

We have designed lessons that are based on a modular or modified schedule. However, we recognize that many schools have devised schedules that are working well. We recommend that periods meet for their usual allotted minutes. Further, teachers will also be online and available to students at other times during the day so that students can reach out to teachers as needed. Office hours must be communicated with students and their parents. The schedule will be guided by the principals.

At-Home Learning Schedule for Grades 9-12				
MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1	Period 5	Period 1	Period 5	Period 1
Period 2	Period 6	Period 2	Period 6	Period 2
Period 3	Period 7	Period 3	Period 7	Period 3
Period 4	Period 8	Period 4	Period 8	Period 4

AP UPDATE

AP Testing

For the 2019–20 exam administration only, students will be able to take a 45-minute online free-response exam at home. Educator-led development committees are currently selecting the exam questions that will be administered.

- To be fair to all students, some of whom have lost more instructional time than others, the exam will only include topics and skills most AP teachers and students have already covered in class by early March.
- Students will be able to take these streamlined exams on any device they have access to—computer, tablet, or smartphone. Taking a photo of handwritten work will also be an option.
- The exams will be secure. College Board is using a variety of digital security tools, including plagiarism detection software.
- Updates exam information is listed below.

Exam Start Times	Eastern Time: 12:00 p.m.	Eastern Time: 2:00 p.m.	Eastern Time: 4:00 p.m.
Monday, May 11	Physics C: Mechanics	Physics C: Electricity and Magnetism	United States Government and Politics
Tuesday, May 12	Latin	Calculus AB Calculus BC	Human Geography
Wednesday, May 13	Physics 2: Algebra-Based	English Literature and Composition	European History
Thursday, May 14	Spanish Literature and Culture	Chemistry	Physics 1: Algebra-Based
Friday, May 15	Art History	United States History	Computer Science A
Monday, May 18	Chinese Language and Culture	Biology	Environmental Science
Tuesday, May 19	Music Theory	Psychology	Japanese Language and Culture Italian Language and Culture
Wednesday, May 20	German Language and Culture	English Language and Composition	Microeconomics
Thursday, May 21	French Language and Culture	World History: Modern	Macroeconomics
Friday, May 22	Comparative Government and Politics	Statistics	Spanish Language and Culture

AP Program Instructional Support

Students and schools will have access to free, live AP review lessons, delivered by AP teachers from across the country. The lessons will focus on reviewing the skills and concepts from the first 75% of the course. There will also be some supplementary lessons including topics from the final 25% of the course. Within AP Classroom, free-response questions that were only available for in-classroom use due to security concerns will now be unlocked. Teachers will be able to assign questions to students digitally.

These mobile-friendly AP classes are 45-minutes per class session and include:

History & Social Sciences	English	Science	Mathematics & Computer Science	Arts	World Language & Cultures
U.S. History	English Lit	Biology	Calculus AB	Music Theory	Italian
European History	English Lang	Chemistry	Calculus BC	Art History	German
World History: Modern		Physics 1	Statistics		Spanish Lit
US Govt and Politics		Physics 2	Computer Science A		Spanish Lang
Psychology		Physics C: Electricity and Magnetism			Chinese
Comparative Government & Politics		Physics C: Mechanics			French
Microeconomics		Environmental Science			Latin
Macroeconomics					Japanese
Human Geography					

- To access the live classes and recordings, visit the [AP YouTube channel](#).
- [Schedule for 32 courses](#).
- A [one-page overview](#) of how AP teachers can use the free, daily online practice in AP Classroom to help students prepare for exam day is attached.
- [AP Classes and Review | YouTube Live Daily Course Schedule](#).

SPECIAL EDUCATION GUIDANCE

› What Should Special Education Teachers Do to Assist Students and Families During Remote Learning?

Special Education teachers should:

- Review work provided by the general education teacher and provide strategies to chunk the work, consider inclusion of graphic organizers to support comprehension.
- Consider the inclusion of rubrics to accompany a lesson that promote self-assessment and guide the student regarding executive functioning skills such as organization management, time management and self-reflection.
- Ensure that accommodations and other supports as indicated in a student's IEP are implemented prior to grading a student's work. Student work should not be scored if an accommodation was not provided.
- Team with general education teacher and parent, to teach the student how to use a provided accommodation (i.e., text-to-speech, speech-to-text, rubrics, graphic organizers, comprehension strategies such as GIST, etc).
- Review daily lessons and provide supporting resources for students with IEPs. Teachers of LDM should continue to modify general education lessons and also provide strategies for accommodations.
- Be aware that Special Education Teachers of Self-Contained Programs such as Autism have access to ReThink. ReThink can be accessed by students and parents at home. Teachers of the MD/MI Program have access to Meeville to Weeville.

› How Do We Track Student Progresses and Services?

- The Office of Special Education has developed a log to track services, student progress, and the type of accommodations and/or modifications used for each student.

› How Do We Ensure Implementation of Services?

- Case Managers follow-up with families via email and phone calls on a consistent basis. If any problems or difficulties occur, case managers make contact with the teacher, paraprofessional, or related service provider to resolve any concerns.

What Technology-Based Resources Are There For Student, Parent, and Teacher Usage?

Many of the online resources can be used to access accommodations*	
<p>ASL Savvy* Free online for student and teacher usage.</p>	<p>SSigning Savvy is a sign language dictionary containing several thousand high resolution videos of American Sign Language (ASL) signs, fingerspelled words, and other common signs used within the United States and Canada.</p>
<p>Bookshare.org* Federally funded online access to all published books including text books for schools. Students can have free access by an authorized school personnel registering the student for an account. Adults with a disability can access the resources for a nominal fee.</p>	<p>Available to students with a print disability.</p> <p>This is a resource for students who are dyslexic, have cerebral palsy, blind, or have other reading disabilities.</p>
<p>Described Caption and Media Program* Free online for students and teacher usage.</p>	<p>This resource exists to educate students with sensory disabilities, along with their parents and teachers. Their major network-produced, educational content is carefully customized to serve the needs of K-12 students, as well as adult students studying to meet the needs of blind and deaf students.</p> <p>The Described and Captioned Media Program (DCMP) library provides on-demand captioned and described educational video and interactive content to benefit K-12 students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind. Teachers/interpreters (including those still in training), other professionals, and family members whose use benefits these students can apply to have access to all DCMP media and training.</p>
<p>Google Hangouts Tutorial for accessibility and/or accommodation features to support students who are Deaf/HH Teachers of NBOE can create a link to use Google Hangouts with students or to engage in web conferences between staff.</p>	<p>Accessibility features Has video capabilities if a camera is available so that teachers and students can engage using sign language. Has a captioning feature that identifies the speaker and types what is said at the bottom of the screen. Participants can also use the chat feature to text to each other.</p>
<p>Google Read and Write* District-based resource Available by using Chromecast when logging into NBOE student portal</p>	<p>Text-to-Speech Speech-to-Text Magnifier Screen Masking Highlighting Word Prediction</p>

What Technology-Based Resources Are There For Student, Parent, and Teacher Usage? (cont'd)

Many of the online resources can be used to access accommodations*	
<p>HMH Curriculum Resources* for ELA or Math District-based resource available with login information from the student.</p>	Students can use their textbook and features such as Text-to-Speech.
<p><u>Learning Ally*</u> Teachers of NBOE have access to an account in which they sign their students up for access. Teachers provide login information to their students.</p>	Text-to-Speech w/human voice. Students can control speed and use other features within Learning Ally.
<p><u>Newsela*</u> Teachers of NBOE have access to an account in which they can assign a password to their students. Teachers can assign the same articles to students and adjust the lexile level, or the system will adjust as students engage with the system. Quizzes can be assigned at the student's reading level.</p>	Reading materials provided online. The level of the reading material will adjust to the students reading level. Do not use Text-to-Speech accommodations with this leveled text resource. Level text is an opportunity for students to engage with reading independently.
<p><u>Picto-selector</u> Free to parents and teachers. Has over 28,000 images to create visual communication boards. Used to create visual support resources that provide access to students with more complex needs for communication. Available in Spanish, Brazilian, and French.</p>	Visual Communication Boards. Visual Routines.
<p><u>ReThink Ed</u> Teachers of NBOE Autism Program have access to resources and activities for students via the ReThink Ed Portal. Teachers can assign students activities at home to access. Teachers must send login information home to parents.</p>	ReThink has a flyer for parents' use. ReThink hosts a daily web conference with teachers at 11 am.

Office of Special Education Learning at Home Resources are available on the NBOE webpage

(see folder for Special Education in which the following documents will be posted by Sunday evening at 8 pm and updated each Friday)

- OSE Academic Supports for Learning at Home Plans
- OSE Autism, MD/MI and DeafEd/HH Supports for Learning at Home Plans
- OSE Behavior Strategy Supports for Learning at Home Plans
- OSE Related Services Supports for Learning at Home Plans

Webinars or Web Conferences to Support Students with Disabilities

- [Supporting Students with IEPs During eLearning Days](#)
EdWeb recording from 3/23/2020
- Virtual ReThink Coaching for Teachers of the Autism Self-Contained Program
Monday to Friday with Megan Stuhrman at 11 am
[Rethink Virtual Coaching](#)
- Effective Schools Solutions for Administrators of the BD Self-Contained Program.
- Principals are encouraged to invite Program Specialists to host or join a remote PLC web conference.

What Is the IEP Planning Process During Remote Learning?

Annual IEPs

The Office of Special Education will continue to hold IEP meetings virtually. Child Study Team members have been trained on the use of Google Hangouts as one method to engage in virtual IEP meetings. The following items continue to be needed from general education and special education teachers. The process for teachers to submit IEP Planners is the same regardless of the current situation of remote learning.

- General Education Teachers who have students with an IEP in their class must complete an IEP Planner.
 - » General Education Teachers must write the PLAAFP for their subject area
 - PLAAFPs must include data that describes growth or regression
 - PLAAFPs must include which strategy that the teacher is using is working well to develop student independence
 - The PLAAFP must include an Impact Statement
 - » General Education Teachers must include grade appropriate goals that indicates how students will have access to grade level standards
 - » General Education Teachers must indicate the appropriate types of accommodations to be used by the student and the teacher in class
- RCI/RCO Teachers are to assist general education teachers regarding all of the above
 - » Both the General Education Teacher and Special Education teachers are responsible for PLAAFPs, Goals and Accommodations
 - » This is not a role isolated to the Special Education Teacher as the General Education Teacher has the equitable responsibility for educating students with disabilities
- Self-Contained Teachers
 - » All teachers of self-contained classes must write a PLAAFP, the Goals and Accommodations with Impact Statements for all academic subject areas (ELA, Math, Science and Social Studies) in which they instruct a student
 - » Teachers of LDM in almost all cases follow NJSLA standards
 - » Teachers of Autism and/or MD/MI will follow either NJSLA or Essential Elements
 - Students must qualify for Essential Elements (see NJDOE DLM Guidelines)

Please note all of the above information should be sent to the student's case manager two weeks in advance. The advance provision of the PLAAFP provides an opportunity for the case manager to prepare for their meeting with families and to provide feedback to teachers who may need assistance in writing PLAAFPs, Goals and selecting an accommodation. Please note that all IEP meetings must have a general education teacher in attendance along with a special education teacher. The attendance of a general education teacher is needed for all placements including and not limited to General Education with Accommodations, RCI/RCO, and self-contained classes such as Autism, BD, LDM/S and/or MD/MI.

For further guidance on keeping IEPs in compliance during remote learning, please follow the link below:

- [Keeping IEPs in Compliance During Remote Learning](#)

› What is the Process When A Referral is Received Via Email During Remote Learning?

- **Step 1:** CST in receipt of email responds to the email stating that they have received the referral.
- **Step 2:** Referral is printed, signed, and dated.
- **Step 3:** CST schedules an Identification meeting (within 20 calendar days) via google hangouts or free conference call.
- **Step 4:** CST contacts parent/guardian advising of time and date of ID meeting and how the meeting will take place via google hangouts or free conference call.
- **Step 5:** CST conducts an ID Meeting using the D-4 document in EasyIEP.
- **Step 6:** After the identification meeting takes place, CST follows up with the parent/guardian for signatures for evaluations warranted or not warranted.
 - » CST sends the parent/guardian a follow up email with a summary of the meeting results.
 - » Parent/guardian signs and return via email. CST emails the D-4 with signatures to the Office of Special Education. If consent has been obtained, case management will be assigned.
 - » If parent/guardian is unable to return via email, CST will wait until school re-opens. CST will send the unsigned D-4 to the Office of Special Education.

ENGLISH LANGUAGE LEARNER EDUCATION GUIDANCE

› How is the Office of Bilingual Education Supporting English Language Learners During Remote Learning?

- Translating at Learning at Home Plans into Spanish and Portuguese to distribute to bilingual educators within the district.
- Meeting with high school bilingual department chairs in order to offer supports and discuss student participation rates.
- Reaching out to bilingual schools to provide support to bilingual and ESL teachers.
- Participating in virtual lessons/Google Classroom to observe and provide feedback on how students are engaging with the provided lessons.
- Translating district documents for parents into multiple languages.
- Participating in school level Professional Learning Communities (PLCs) to answer teacher questions.
- Participating in weekly Council of Great City Schools (CGCS) Bilingual Director meeting to gather ideas to better support students.

› What Should Bilingual and ESL Teachers Do to Assist Students and Families During Remote Learning?

Bilingual and ESL teachers should:

- Ensure that students/parents know how to log into noted online platforms as well as access support resources on district website. This will require phone calls to homes to help parents trouble shoot technology issues.
- Work with Learning at Home Plans in order to differentiate for the language needs of students based upon their tier levels. Teachers will utilize learned SIOP strategies in order to support English Language Learners. Bilingual teachers should meet with their ESL teacher on a weekly basis to coordinate support for students.
- ESL only teachers must work with the Learning at Home Plans and the general education/special education teacher to make the content comprehensible to students. This will require teachers to remind students to use technology tools (such as Google Translate and Text to Speech) in order to provide access to the content in student's native language.
- High School bilingual teachers, ESL teachers and bilingual department chairs need to keep a close eye on our Students with Interrupted Formal Education (SIFE). This is a fragile population that is more likely to become disengaged. Participation of these students should be tracked to ensure they do not drop out. Phone call follow up/ attendance counselor intervention should be utilized if students are not checking in. (We noted to HS department chairs that our department would assist with this as needed).

SUMMER PROGRAMMING PLAN

› What Are Preliminary Plans for the Class of 2020 Graduation Ceremonies?

- The Superintendent, high school leadership team, high school principals, class advisors, and seniors have met to plan a unified, virtual graduation ceremony for all graduates by school in collaboration with the city of Newark.

› How is the District Planning for Extended School Year for Students with Disabilities?

- The Office of Special Education realizes that in order for some students to receive FAPE, services will need to be provided beyond the typical school year. An initial plan to deliver Extended School Year (ESY) services remotely is underway. The Office of Special Education is ensuring that IEP services such as instruction, counseling, speech, and occupational and physical therapies are provided by the district. Student IEP goals for ESY are being delivered by special education teachers, paraprofessionals, and related service providers and will continue to be during the summer. The staff will target IEP goals, progress monitor and assess their growth at the end of ESY. The focus of ESY is to ensure maintenance of skills and minimize regression during the summer months.

› How is the District Planning for 21st Century Programs?

- Educational and recreational opportunities for extended learning time for students who are not mandated to attend summer school, as well as those who are, is underway to create Virtual Summer Camps for all students, in all grades, across all areas.

› How is the District Assessing Credit Loss and Addressing Credit Recovery?

- Assessment of credit loss for high school seniors has already been conducted and new modules for credit recovery are being created by the Office of Teaching & Learning. These modules are being designed to better ensure high school students engage in meaningful work that allow them to successfully complete needed courses for graduation and for promotion. The redesign of the courses will allow for high quality distance learning. The units include: Alignment to the New Jersey Student Learning Standards; Enduring Understandings; Learning intentions with success criteria and feedback; Essential Knowledge Statements; Mastery exit assessment.
- In addition, the district is offering accelerated courses for students who are interested in earning credits in Algebra II, Economics, Financial Literacy, French II, Health II, Physics With Lab, Pre-Calculus, Spanish II, United States History I, and United States History II.

› How is the District Assessing and Addressing Potential Learning Loss?

- Assessment of learning loss and an initial plan for potentially addressing learning loss are underway. Through the Title funding, rising students in grades 1 through 8 are enrolled in a summer school program from July 6, 2020 through August 7, 2020. The directors of mathematics, science, language arts literacy, bilingual, health/PE, and the performing arts are collaborating to create new integrated units of study for elementary students who will be attending the district's mandatory summer school program. The units are designed to intensify learning by being focused, measurable, manageable and accessible. They are being designed to be delivered in a remote learning format.

Specifically:

- **Focused:** The integrated units provide a deep focus on a limited number of concepts and skills that have the broadest relevance for academic success.
- **Measurable:** The learning intentions are connected to the success criteria and feedback on a lesson basis. The daily instructional tasks provide detailed and actionable information about what the learner has learned, confused, and not understood.
- **Manageable:** The integrated units are manageable for the summer school instruction, foster the ability to explore concepts in depth, and enable room for additional local or state standards to be addressed where appropriate.
- **Accessible:** The integrated units' learning intentions are designed to provide all students, across varying levels of readiness, with opportunities to learn, grow, and succeed.

We will track progress students have made through Lexia and iReady assessments.

- Critical to the success of the summer program is the assurance that all students have internet ready devices, necessary handouts, and Learning at Home Summer Kits before school opens. Title funds are being used to procure learning kits for students. These kits will include the required materials for summer school.
- To support students in mathematics, NPS will establish virtual tutoring in mathematics for summer school students entering grades 3-6. We are recruiting a squad of virtual mathematics tutors from our high school students.
- All students (Prekindergarten through Grade 11) in the district will have summer reading materials and tasks to complete. We will distribute the grade level books through digital methods. Books will be provided in English and Spanish. Students in grade 3 and higher will also complete an essay based on the text in September. These essays will be used as a baseline writing assessment.

› **What Programming is Being Planned for Staff During Summer?**

- In addition to our work with students, NPS is also taking this time to ensure that professional learning continues. To that end, we are in the process of establishing Pre-AP courses at the ninth grade level in the following content areas: English 1, Algebra 1, Biology, World History and Geography, Visual Arts, Theater, Dance, and Music. Teachers who will be teaching these courses will participate in virtual PD offered through College Board. In addition, high school teachers teaching Advanced Placement (AP) will also attend virtual PD offered through College Board. High School science teachers will be provided professional development as new science texts are procured for SY 20-21. For K-3 teachers, Orton Gillingham Multi-Sensory education will be provided digitally as well.
- The following curriculum projects will be undertaken this summer:
 - » Foundational Curriculum for grades K-2
 - » High School Science curricula
 - » Amistad - ELA/Social Studies in grades K-5
 - » Amistad US History I and II
 - » Newest Americans/Stories from the Pandemic
 - » Middle & High School Sexual Health
 - » Visual and Performing Arts in grades K-5, High School Foundational Course
 - » World Language in grades 6-8; High School Level 1 and 2
 - » Pre-AP Curricula with mid-year and end-of-year examinations

PROFESSIONAL DEVELOPMENT SUPPORT FOR TEACHERS AND ADMINISTRATORS

Office of Staff Development and the Office of Teaching and Learning are supporting teachers through asynchronous online professional development for all teachers on the following platforms and software through online videos and learning: Google Classroom, Webex, Google Suite: Google Docs, Google Slides, ClassDojo, Lexia Core 5, Lexia Power Up; iReady Math.

The PD will continue for as long as remote learning is occurring. [You can access the OTIS Online PD here.](#)

The Following Are Online Resources for Teachers and Administrators

- Learning Management Systems (asynchronous)
 - » Grade Pre-K:
 - [MyTeachingStrategies](#)
 - [happynumbers.com](#)
 - [Second Step](#)
 - » Grades Pre-K-2:
 - [Class Dojo](#)
 - [Webinar](#)
 - » Grades 3-12:
 - Google Classroom
- Live interaction/video Conference (synchronous)
 - » [Webex](#)
 - » [Guidance for Teachers](#)
 - » [Six Ways to Reach Students At Home \(Webex Handout\)](#)
 - » **GUIDANCE: No recording!!**
- Video Recording for Creating Videos
 - » [Screencastify](#): Do we need longer than 5 minutes?
- Feedback
 - » [Flipgrid](#)
 - » Embedded comments into student work. Picture or scan to return.
- G-Suite
 - » <https://teachfromhome.google/intl/en/>
 - » <https://www.marilynsguide.com>
 - » [NJEC Shared Remote Learning Resource Page](#)
 - » [NCTM](#)
 - » [HMH and Pearson Math](#)
- [Newsela](#)
- [Audible Stories](#)

ONLINE/REMOTE LEARNING RESOURCES FOR STUDENTS AND FAMILIES

The Following Are Online Resources for Students and Families

- **Language Arts**
 - » Read alouds
 - [The Big List of Children’s Authors Doing Online Read Alouds](#)
 - [Storylineonline.net](#)
 - [Scholastic Bookflix](#)
 - **Username:** learning20
 - **Password:** Clifford
 - » Books and Text Sources
 - [Audible](#)
 - [Project Gutenberg](#)
 - Overdrive (through Newark Public Library)
 - [Bookshare: \(Special Education Only\)](#)
 - [Learning Ally](#)
 - » Learning Resources
 - [PreK-5: Lexia Core 5: Product Video Overview](#)
 - [6+: Lexia Power Up: Product Video Overview](#)
 - [E-textbook: HMH](#)
 - » Tools
 - G Docs: Writing, feedback, [Grammarly](#)

General

- [25 Amazing Virtual Field Trips for Kids](#)
 - » Pre-K
 - [Teaching Strategies: Ready Rosie](#)
 - [Scholastic Watch and Learn](#)

Middle School

- [Snow by Julia Alvarez](#)
- [American History by Judith Ortiz Cofer](#)
- [Eleven by Sandra Cisneros](#)
- [Thank You M’am by Langston Hughes](#)
- [The Awful Fate of Melpomenus Jones by Stephen Leacock](#)
- [The Wife’s Story by Ursula K. LeGuin](#)
- [Boys Without Names by Kashmira Sheth \(novel\)](#)
- [The School Play by Gary Soto](#)
- [Seventh Grade by Gary Soto](#)
- [La Bamba by Gary Soto](#)
- [The Jacket by Gary Soto](#)[The Night the Ghost Got In by James Thurber](#)

- [Links to Ray Bradbury stories: A Sound of Thunder, All Summer in a Day, The Happiness Machine, The Veldt, The Pedestrian, There Will Come Soft Rains, The Murderer, The Drummer Boy of Shiloh.](#)
- [Next Generation Press \(non-profit\): These excerpts are from the book, *Hip Deep: Opinion, Essay, and Vision from American Teenagers*. Brief writings by teens for teens. This is an interesting press and features teens voices from across the globe. *FORTY-CENT TIP: Stories of New York City Immigrant Workers* are texts written by NYC teens from three high schools. You can preview the entire book here.](#)
- [Narrative Magazine Since 2003, this online magazine has been publishing literature online. An extensive archive can be searched. This is a favorite site.](#)

Middle and Secondary Student Text Resources

- [Words without Borders Magazine:](#) An amazing resource. This magazine publishes short fiction and nonfiction from various authors across the globe. It has been published since 2003 and all of the literary work is available online and organized by year and issue. The September 2003 issue featured [writing from North Korea](#). You'll want to spend some time searching the archives.
- [Kelly Gallagher's article of the week](#)

High Schools

- [Idolatry by Sherman Alexie](#)
- [Bread by Margaret Atwood](#)
- [Some of Us Had Been Threatening Our Friend Colby by Donald Barthelme](#)
- [The School by Donald Barthelme](#)
- [Snow by Ann Beattie](#)
- [Major Maybe by Ann Beattie](#)
- [Catch the Moon by Judith Ortiz Cofer](#)
- [The Cheater's Guide to Love by Junot Diaz](#)
- [Monstro by Junot Diaz](#)
- [Miss Lora by Junot Diaz](#)
- [The Eyes Have It by Philip K. Dick](#)
- [Black Box by Jennifer Egan](#)
- [Accident by Dave Eggers](#)
- [John Redding Goes to Sea by Zora Neale Hurston](#)
- [When Mr. Pirzada Came to Dine by Jhumpa Lahiri](#)
- [Year's End by Jhumpa Lahiri](#)
- [The Ones Who Walk Away From Omelas by Ursula K. LeGuin](#)
- [Through the Tunnel by Doris Lessing](#)
- [Tuesday Siesta by Gabriel García Márquez](#)
- [A Very Old Man with Enormous Wings by Gabriel García Márquez](#)
- [Cinderella's Stepsisters by Toni Morrison \(Essay\)](#)
- [The Bear Came Over the Mountain by Alice Munro](#)
- [An Astrologer's Day by R.K. Narayan](#)
- [Wants by Grace Paley](#)

- [Pumpkins by Francine Prose](#)
- [In the South by Salman Rushdie](#)
- [Embassy of Cambodia by Zadie Smith](#)
- [Oliver’s Evolution by John Updike](#)

Math

- Self-directed
 - » [i-Ready](#)
 - » [Parent Web Site](#)
- E-textbooks
 - » [K-8: HMH](#)
 - » [9-12 Pearson <https://clever.com/in/newark/student/portal>
\[https://drive.google.com/file/d/14SY60ac1HwYNnYI2UKH_MO-qHYUMigBt/view\]\(https://drive.google.com/file/d/14SY60ac1HwYNnYI2UKH_MO-qHYUMigBt/view\)
<https://mypearsontraining.com/products/covid-19-readiness/tutorials>](#)
- Online tutorials
 - » [Brain Pop](#)
 - » [Khan Academy](#)

Computer Science

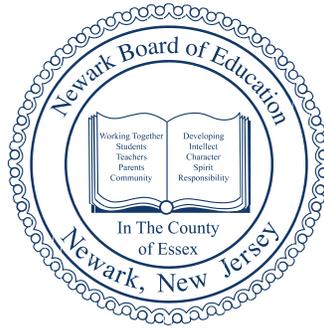
- [Code.org](#)
- [Typingclub](#)

Science

- [Gizmos via Explore Learning](#)
- [Mystery Science \(K-5\)](#)

Interdisciplinary

- [Tween Tribune \[Language Arts/Social Studies/Science/Tech\]](#)
ELA K-12 News articles (in English and Spanish) curated by the Smithsonian
- [What’s Going On in This Graph? \[Language Arts/Math/Science/Social Studies\]](#)
Infographic analysis activities posted weekly by The New York Times
- [But Why? Podcasts for Curious Kids \[Language Arts and Science\]](#)
Science based podcasts
- [The Radio Adventures of Eleanor Amplified \[Language Arts and Science\]](#)
An adventure series. The world-famous radio reporter Eleanor Amplified, foils devious plots and outwits crafty villains using Science, all in pursuit of the big story.



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