



**Re-Imagining Plan**  
**of**  
**2020-2021**

# **John P Holland Charter School's**

## **Road Back Plan**

The following is a timeline of the schedules that will be followed for the 2020-2021 school year. Please note that parents/guardians may select to have an all-remote learning option at the beginning of each marking period. This plan will be revisited by the Reopening Committee prior to beginning the Hybrid Schedule to ensure the health and safety measures are met.

**September 8, 2020 - April 15, 2021:**

**All students will follow the All- Remote Schedule**

**Beginning \*April 15, 2021:**

**All grade levels will follow the Hybrid A/B Schedule**

**Students may opt-in to the All-Remote Schedule**

**\*Subject to change to all virtual should it be necessary.**

Staff will be able to work in person. However, staff have the option to request to work remotely on an individual basis.

Rationale:

Paterson Public School's decision to follow an all-remote schedule affects the transportation for our students. In addition, many of our families have students in both school districts therefore it would cause a hardship on those families having two completely different plans. In addition, John P. Holland Charter School moved locations and is currently undergoing construction on the upper floor levels. As more of our building is completed, student flow will be improved, as we will be able to spread classes and offices apart and socially distance. In addition, our plan is to not allow visitors into our building, except for emergency situations. The purpose of not allowing visitors is to limit exposure. Given the construction workers in the building and the limited space, we feel that it would be safer to wait until November for students to return.

**The plan is contingent upon approval by the NJDOE**

# **Conditions for Learning**

## **Critical Area of Operation #1: General Health and Safety Guidelines**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

· Incorporate, in all stages and phases of pandemic response and recovery, the Centers for Disease Control and Prevention recommended actions:

- The school lead will establish and maintain communication with local and state authorities to determine current mitigation levels in our community
- Protect and support staff and students who are at higher risk for severe illness
- Follow CDC's Guidance for Schools and Childcare Programs
- Promote behaviors that reduce spread:
  - Stay home when appropriate
  - Hand hygiene and respiratory etiquette
  - Face coverings
  - Signs and messages

Provide reasonable accommodations for individuals that the Centers for Disease Control identifies as having a higher risk for severe illness from COVID-19, including older adults (aged 65 years and older) and individuals with disabilities or serious underlying medical conditions, which may include:

- Chronic lung disease or asthma (moderate to severe)
- Serious heart conditions
- Immunocompromised

- Severe obesity (body mass index, or BMI, of 40 or higher)
- Diabetes
- Chronic kidney disease undergoing dialysis
- Liver disease
- Medically fragile students with Individualized Education Programs (IEPs)
- Students with complex disabilities with Individualized Education Programs (IEPs)
- Students who require accommodations under a Plan in accordance with the Section 504 of the Rehabilitation Act of 1973 (504 Plan).

## **GENERAL HEALTH AND SAFETY**

The primary focus of the school nurse will be to provide the safest, healthiest school environment for the staff and students as possible. Close monitoring for signs and symptoms of COVID 19 will be done continuously with temperature checks and observation of developing signs and symptoms of illness. Staff will be educated to know what symptoms to be looking for. Open communication with parents and staff will be ongoing. Students and staff with underlying comorbidities will be monitored closely. Parents/guardians have the option for students to continue all-remote learning.

Reinforcement of proper hand washing, social distancing, facial masks, and disinfecting will be stressed continuously with demonstrations and return demonstrations.

Contact tracing will be collected. An area of isolation will be established for any child or staff member who has elevated temperature or symptoms which would indicate possible infection. This area will be utilized until a parent can pick up the student.

Establishing communication with local and state authorities, staff and families regarding exposure, cases of coronavirus, and current mitigation levels will be essential.

Reinforcing an open comfortable dialogue with families to be sure honest, complete information of their situation is shared. Reporting to the county Board of Health of cases and concerns will be done as instructed.

## **Critical Area of Operation #2: Classrooms, Testing, and Therapy Rooms**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

- Allow for social distancing within the classroom to the maximum extent practicable. This can be achieved by ensuring students are seated at least 6 feet apart. If we are not able to maintain this physical distance, additional modifications will be considered. These include using physical barriers between desks and turning desks to face the same direction (rather than facing each other) or having students sit on only one side of the table, spaced apart.
  - Face coverings are required for students Face coverings are always required for visitors and staff unless it will inhibit the individual's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
- All instructional and non-instructional rooms in school and district facilities must comply with social distancing standards to the maximum extent practicable.
- Use of shared objects should be limited when possible or cleaned between use.
- Ensure that the indoor facilities have adequate ventilation, including operational heating, and ventilation systems where appropriate.
  - Recirculated air must have a fresh air component.
  - Filter(s) for A/C units will be maintained and changed according to manufacturer recommendations.
- Prepare and maintain hand sanitizing stations with alcohol-based hand sanitizers (at least 60% alcohol):
  - In each classroom (for staff and older children who can safely use hand sanitizer).

- At entrances and exits of buildings.
- Near lunchrooms and toilets.
- Children ages 5 and younger should be supervised when using hand sanitizer.
- For classrooms that have existing handwashing stations, prepare stations with soap, water, and alcohol-based hand sanitizers (at least 60% alcohol).
- Students should wash hands for at least 20 seconds at regular intervals, including before eating, after using the bathroom, and after blowing their nose/coughing/sneezing.
  - Use alcohol-based hand sanitizer (at least 60% alcohol) if washing with soap and water is not possible

### **Classrooms, Testing, and Therapy Rooms**

By having a hybrid schedule, students will stay with the same cohort (Group A or Group B) to limit exposure and contact and allow for physical distancing. By having less students in the classroom, students' desks will be further apart. Students will be required to wear face coverings at all times, unless it will inhibit the individual's health.

All staff will wear the necessary personal protection equipment (PPE), unless it will inhibit the individual's health.

Anyone gathering in unsanctioned groups will be directed to maintain social distancing protocols. Staff and students will be reminded to maintain social distancing.

As per NJDOE, security drills will be modified to 'shelter in place' drills and 'tabletop discussion' until further notice. As per NJDOE, fire drills will be suspended until further notice.

Current procedures will be re-evaluated on an ongoing basis. Security will continue to perform its current duties as well.

### **Critical Area of Operation #3: Transportation**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will follow the following guidelines should transportation be provided to students:

- If providing transportation services on a school bus, a face covering must be worn by all students who are able to do so upon entering the bus.
  - Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations.
- Adopt best practices for cleaning and disinfecting school buses and other transport vehicles

\*Parents must follow the guidelines set forth from their sending school district as it pertains to transportation or compensation in lieu of transportation.

### **Critical Area of Operation #4: Student Flow, Entry, and Common Areas**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

- Establish the process and location for student and staff health screenings
- Require utilization of face coverings, if physical distancing (six feet) cannot be maintained for individuals in line waiting to enter or exit a building. Provide physical guides, such as tape on floors or sidewalks and signs on walls, to help ensure that staff and students remain at least 6 feet apart in lines and at other times (e.g. guides for creating "one-way routes" in hallways).

#### **Student Flow, Entry, and Common Areas**

Upon arrival, Security Officers will observe if staff and students show signs and symptoms of illness. Close monitoring for signs and symptoms of COVID 19 will be done continuously with temperature checks. Students will be observed for developing signs and symptoms of illness. Staff will be educated to know what

symptoms to be looking for. Anyone showing signs of illness will be directed and escorted to the nurse's office. See Appendix for Screening Policy

No visitors will be allowed past the front lobby without being assessed for symptoms. Any signs and symptoms are to be immediately reported to the nurse. Visitors cleared must wear the appropriate PPE and be escorted to their destination.

All food and equipment deliveries will be at the 'delivery dock'. Anything that can be left on the dock should be inspected prior to being brought in. Deliveries requiring driver entry will maintain social distancing and PPE. Delivery personnel should not be permitted past the dock area without being assessed for signs and symptoms of illness.

Anyone gathering in unsanctioned groups will be directed to maintain social distancing protocols. Staff and students will be reminded to maintain social distancing. When social distancing is difficult or impossible, face coverings are required for students, and face coverings are always required for visitors and staff unless it will inhibit the individual's health. JPHCS asks that students wear face coverings at all times, unless it will inhibit the individual's health.

By having a hybrid schedule, students will stay with the same cohort (Group A or Group B) to limit exposure and contact and allow for physical distancing.

### **Critical Area of Operation #5: Screening, PPE, and Response to Students and Staff Presenting Symptoms**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

- Adopt a policy for screening students and employees upon arrival for symptoms and history of exposure. Policies must include the following:
  - Staff must visually check students for symptoms upon arrival (which may include temperature checks) and/or confirm with families that students are free of COVID-19 symptoms.



- Health checks must be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.
- Results must be documented when signs/symptoms of COVID-19 are observed.
- Any screening policy must take into account students with disabilities and accommodations that may be needed in the screening process for those students.
- Adopt procedures for symptomatic staff and students. Procedures must include the following:
  - Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Follow current Communicable Disease Service guidance for illness reporting.
  - If the school district becomes aware that an individual who has spent time in a district facility tests positive for COVID-19, district officials must immediately notify local health officials, staff, and families of a confirmed case while maintaining confidentiality.
  - Implement a policy to prepare for when someone tests positive for COVID-19 that include written protocols detailing the district's COVID-19 related response for symptomatic students and staff. Protocols must be consistent with the district's contact tracing policy (see "Critical Area of Operation #6: Contact Tracing") to the maximum extent practicable. Protocols must include:
    - Establishment of an isolation space. Students and staff with symptoms related to COVID-19 must be safely and respectfully isolated from others. Students should remain in isolation with continued supervision and care until picked up by an authorized adult.
    - Follow current Communicable Disease Service guidance for illness reporting.
    - Adequate amount of personal protective equipment (PPE) available, accessible, and provided for use.
    - Methods to assist in contact tracing including records of groups/cohorts, assigned staff, and daily attendance.
    - Continuous monitoring of symptoms.
    - Readmittance policies consistent with Department of Health guidance and information for schools and Department of

Health/Communicable Disease Service's Quick Reference  
Guidance on Discontinuation of Transmission-Based  
Precautions and Home Isolation for Persons Diagnosed with  
COVID-19

- Written protocols to address a positive case.
  - Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.
  - Require school staff and visitors to wear face coverings unless doing so would inhibit the individual's health or the individual is under two years of age.
  - Strongly encourage students to wear face coverings and require students to do so when social distancing cannot be maintained, unless doing so would inhibit the student's health. It is also necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.
    - Accommodation for students who are unable to wear a face covering should be addressed according to that student's need and in accordance with all applicable laws and regulations.
- Exceptions:
  - Doing so would inhibit the individual's health.
  - The individual is in extreme heat outdoors.
  - A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering.
  - The student is under the age of two (2) and could risk suffocation.
- If a visitor refuses to wear a face covering for non-medical reasons and if such covering cannot be provided to the individual the point of entry, entry to the school/district facility may be denied.

### **Screening, PPE, and Response to Students and Staff Presenting Symptoms**

Upon arrival, Security Officers will observe if staff and students show signs and symptoms of illness. Close monitoring for signs and symptoms of COVID 19 will be done continuously with temperature checks. Students will be observed for developing signs and symptoms of illness. Staff will be educated to know what

symptoms to be looking for. Anyone showing signs of illness will be directed and escorted to the nurse's office. See Appendix for Screening Policy and Re Admittance Policy

An area of isolation will be established for any child or staff member who has elevated temperature or symptoms which would indicate possible infection. This area will be utilized until a parent can pick up the student. See Appendix – “Plan for when a Staff Member, Student, or Visitor becomes Sick”

No visitors will be allowed past the front lobby without being assessed for symptoms. Any signs and symptoms are to be immediately reported to the nurse. Cleared visitors must wear the appropriate PPE and be escorted to their destination. The time, date, and location visited must be documented to assist in contact tracing, if needed.

### **Critical Area of Operation #6: Contact Tracing**

According to the NJDOE The Road Back, there are no Anticipated Minimum Standards for the Critical Area of Operation #6: Contact Tracing. All school and district administrators, school safety specialists, and counselors will be provided information regarding the role of contact tracing in keeping school communities safe from the spread of contagious disease (see resources in Appendix B and C of The Road Back). JPHCS will engage the expertise of their school nurses to educate the broader school community on the importance of contact tracing. The NJDOE will credit certified school safety specialists with three hours of training upon completion of Johns Hopkins University's COVID-19 Contact Tracing course.

- The Lead Person will inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms follow the appropriate CDC guidance for home isolation. Students are in cohorts, which will help the Lead Person to know the students who have been in contact with the diagnosed person. Use of OnCourse for records of daily attendance and assigned staff will also assist in contact tracing. See appendix for Re admittance policy

## **Critical Area of Operation #7: Facilities Cleaning Practices**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

- Develop a schedule for increased, routine cleaning and disinfection.
- Routinely clean and disinfect surfaces and objects that are frequently touched. This may include cleaning objects/surfaces not ordinarily cleaned daily (e.g., doorknobs, light switches, classroom sink handles, countertops). Use all cleaning products according to the directions on the label. For disinfection most common EPA-registered household disinfectants should be effective. A list of products that are EPA-approved for use against the virus that causes COVID-19 is available on the EPA's website. Follow the manufacturer's instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.) Examples of frequently touched areas in schools:
  - Classroom desks and chairs
  - Lunchroom tables and chairs
  - Door handles and push plates
  - Handrails
  - Kitchens and bathrooms
  - Light switches
  - Handles on equipment (e.g. athletic equipment)
  - Buttons on vending machines and elevators
  - Shared telephones
  - Shared desktops
  - Shared computer keyboards and mice
  - Drinking fountains
  - School bus seats and windows
- Sanitize bathrooms daily, or between use as much as possible, using protocols outlined by the Environmental Protection Agency (EPA).

### **Facilities**

JPHCS will continue our contract with our cleaning company to continue daily cleaning.

The cleaning company will do more daily disinfecting. Disinfecting will take place multiple times a day by maintenance staff. The hybrid schedule allows for Wednesday to be a cleaning day. This will allow a cleaning day in between the different cohorts of students in the same classroom. Group A will come to school on Monday and Tuesday. The school will be cleaned on Wednesday. Group B will come to school on Thursday and Friday.

### **Critical Area of Operation #8: Meals**

John P. Holland Charter School students will be using the hybrid schedule attached (in person 8AM - 12pm) or the all-remote learning schedule. All registered John P Holland students who qualify for free and/or reduced lunch can pick up pre-packaged breakfast and lunch on Wednesdays 9AM – 11AM at 5 Garret Mountain Plaza in Woodland Park. Social distancing practices will be followed at the pick-up location.

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will enforce the following for classes that have snack time (such as preschool):

- If group dining areas are used:
  - Stagger times to allow for social distancing, and clean and disinfect between groups.
  - Discontinue family style, self-service, and buffet.
  - Clean and sanitize tables/surfaces between each meal service, pursuant to the protocols outlined by the Environmental Protection Agency (EPA).
  - Space students at least six feet apart.
  - Individuals must wash their hands after removing their gloves or after directly handling used food service items.

### **Critical Area of Operation #9: Recess/Physical Education**

John P. Holland Charter School students will be using the hybrid schedule attached or have the choice of all-remote learning. Physical Education will be taught virtually to students in grades K-8.

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will enforce the following for classes that have physical activity (such as preschool):

- Stagger recess. If two or more groups are participating in recess at the same time, they should have at least 6 feet of open space between them.
- Use cones, flags, tape, or other signs to create boundaries between groups.
- Always wash hands immediately after outdoor playtime.
- Stagger the use of playground equipment and establish frequent disinfecting protocols. Complete an inventory of outdoor spaces (athletic fields, track, green spaces, open space, and local parks) and designate zones, use stations, mark off areas, floor markers, floor tape, poly spots, etc., to ensure separation among students (six feet for social distancing).
- John P Holland Charter School does not have locker rooms.
- Mitigate risk, limit and/or eliminate direct contact with equipment (lessons with no equipment) and do not allow sharing of equipment. If equipment must be shared, clean and disinfect between each use.
- Designate specific areas for each class during activities to avoid cohort mixing.

### **Critical Area of Operation #10: Field Trips, Extra-Curricular Activities, and Use of Facilities Outside of School Hours**

According to the NJDOE Anticipated Minimum Standards, John P. Holland Charter School will:

- Adhere to all applicable social distancing requirements and hygiene protocol during any extracurricular activities.
- Require any external community organizations that use school/district facilities to follow district guidance on health and safety protocols.

John P. Holland Charter School will maximize the use of technology to continue extra-curricular activities without additional person-to-person contact. In the Spring, JPHCS had virtual extra-curricular activities, such as yoga and sign language.

## **Social Emotional Learning and School Climate and Culture -**

### **Emotional Health Support & Student Support**

As school re-opens we need to be mindful of many students' emotions and immediately highlight that our school community is supportive and available as needed. Teachers will be actively involved and mentioning those students that may be experiencing adjustments issues during the first few weeks or even months. Online virtual check-in will be available for those referred by teachers or other staff members. School counselor & School Social Worker(s) will be rotating around regular classrooms and also during online virtual learning to provide immediate social/emotional support. A referral form will be made available to staff members to make appropriate referrals for those students that may be dealing with emotional concerns. The same procedure will occur in safe locations to allow their expression of feelings when needed, keeping in mind safety.

Monthly virtual student educational support groups on topics such as anger, stress, pandemic concerns, relationships, or grief will be discussed. Monthly topics will be made available to participate for a small elementary group and middle school. M&S Counseling services will be coordinating topics and times in late afternoon or evenings for those that may need immediate support from a professional. Parents will be invited to participate, and attend with their child. A request of support form will be made available online and completed. Mr. Vilchez will receive completed form from the parent as needed. Receive consent from parents from Google's survey for group or individual counseling if needed or requested. Develop a behavioral social/emotional plan with the parent, teacher and counselor that will be working with the student/family to focus on specific areas. Review monthly, and monitor progress during family conference meetings.

A lunch bunch group activity coordinated by our school counselors will continue. It is composed of social interactive games, important topic discussions, and connecting with students (30 min groups or individuals). A weekly schedule will be created to make sure the support is offered to our school community. (Google voice) (zoom) Students will be monitored monthly during grade level meetings to see if follow-ups at home are needed.

Have forms ready for the older students to fill out and explain the concern and why they would like to meet so you can see what the need is and how to approach it. (Phone calls or zoom). Parents will be contacted before to share the concern and see if more support or check in's may continue during the year with their permission. A crisis plan will be developed in case a student may need immediate community outpatient counseling services. School support team will make the immediate referral for immediate virtual counseling support as needed and monitored monthly. Mr. Vilchez (School Social Worker) will be considered a contact person for mental health concerns and make the appropriate contacts or recommendations as needed.

### **Family Support**

Information will be posted on our Facebook or school website regarding our contact person, Mr. Vilchez. JPHCS will provide a Google number with regard to emotional/social support, family text support, or email ways to get in touch. Please contact Mr. Vilchez ex. @ 555-121-2222, text @ JPHCS Care Support #1212, or regular school email link. Point person will serve as a liaison to outside community resources. Only calls for counseling support or outside referrals services will be emphasized.

After speaking with specific parents that may have contacted the school due to financial difficulties, or stress due to home situations, we will find resources for parents that are struggling. We can also work directly with parents and help them with behavior charts, motivational supports or linking them with specific agencies. Family monthly workshops will be created in order to provide emotional/social guidance for the family or their child. Monthly topics such as unemployment, health, dealing with financial stress, and have representatives from community group resources be available virtually as needed or see if office hours may be scheduled. A few agencies that we may collaborate with include Cumac, New Destiny Family Success Center, Oasis, Mental Health Association of Passaic County, M&S Counseling and Savia Community Counseling just to name a few.

We will keep a list of resources and post them with contact information, as well as assist when needed. As a school we shall provide updated community referrals for the local food pantry, religious organizations providing food, housing/rental assistance, coordinate with Paterson Public School for concerns with possible homeless situations,



and utilities assistance locations. There will be an online Workshop scheduled for parents on online safety, cyber bullying, supporting each other as a family during the pandemic, balancing time off the screen, and other themes related to adjustment or other community organizations that provide assistance.

### **Staff Support**

In order to support our staff in any way possible, socially or emotionally virtual professional developments will be scheduled for our staff on dealing with students with various social/emotional situations, online safety, current stress/frustration as a staff member, or recognizing warning signs of stress, frustration or anxiety in students or self. Discuss further referral form and how important teacher feedback/input is needed during the process. Similar topics will revolve around some type of meditation, motivational speakers, or counseling support for our staff similar to an Employee Assistance program guided by M&S Counseling services to may link them to more immediate resources or specific professionals. Emotional support for our staff shall be considered sensitive as they deal with their own family, health, or other social concerns. Mr. Vilchez (point person) will check in on staff monthly to make sure all is ok. A log will be kept of contact in order to keep track of making sure all staff are provided with some type of support or checking in process.

Other topics that provide support involve having professional developments conducted by related services and counseling for our staff. Depending on the area of need, professionals from various backgrounds will be made available for guidance or should the staff have any questions. During team meetings, small groups, and grade level meetings, the School counselor and School Social Workers will participate to maintain communication regarding a supportive atmosphere as a team in dealing with students or families.

The point person (Mr. Vilchez) will work closely with master teachers to support the teachers. There will also be time to maintain communication regarding caseloads, or specific issues concerning student's progress. Caseload for ELL, Special Education or those pending will be reviewed to give a status update or review areas that may need to be completed. There will be a school social worker form available online to have teachers fill out regarding their concern or support for a particular student, or if they would like to recommend someone for counseling or check-in. The point person (Mr.

Vilchez) will coordinate a crisis plan with team members such as the school nurse, a staff mentor, and administrator for staff that may be experiencing emotional difficulties during the academic school year.

JPHCS will provide students, staff, parents and stakeholders with an social/emotional wellness survey during the school year as needed.

## **Leadership and Planning**

John P. Holland Charter School established a Restart Committee that includes a variety of members. The Restart Committee reflects the diversity of the school community, including those representing students with disabilities and whose families speak languages other than English at home. The Restart Committee developed sub-committees to focus on specific needs.

The existing crisis response team will serve as the pandemic response team.

## **Scheduling**

The following is a timeline of the schedules that will be followed for the 2020-2021 school year. Please note that parents may select to have an all-remote learning option at the beginning of each marking period.

**September 8, 2020 -April 15, 2021: All-Remote Schedule**

**April 15, 2021: Prekindergarten through 8<sup>th</sup> grade: Hybrid A/B Schedule**

### **Hybrid A/B Plan**

<b><u>Hybrid Elementary and Middle Schedule</u></b>	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>

<b>Group A</b>	<b>In person 8am - 12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>In person 8am - 12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>Virtual 8am - 3pm Asynchron ous and Synchrono us Learning*</b>	<b>Virtual 8am-12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>Virtual 8am-12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>
<b>Group B</b>	<b>Virtual 8am-12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>Virtual 8am-12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>Virtual 8am - 3pm Asynchron ous and Synchrono us Learning*</b>	<b>In person 8am - 12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>	<b>In person 8am - 12pm Core Subjects</b>  <b>Specials in afternoon on Google Hangouts</b>

\*Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the Google Suite, disconnecting to complete work outside of the system, and then returning to demonstrate their progress. Synchronous Learning will include times for Group A to meet and times for Group B to meet.

**Hybrid A/B Plan for Preschool**- Students will be separated into Group A and Group B. Group A will meet In Person on Mondays and Tuesdays from 8 am - 12 pm. Group B will meet In Person on Thursdays and Fridays from 8 am - 12 pm. Group A will work remotely on Wednesday, Thursday, and Friday. Group B will work remotely Monday, Tuesday, and Wednesday. When students are working remotely, the teacher will provide asynchronous/and or synchronous learning opportunities. Students who choose to

work all remote will meet with their teacher through scheduled zoom sessions and be provided asynchronous/and or synchronous learning opportunities.

**K-8 Students requiring All-Remote Learning only while our Hybrid plan is in place:**

Students will follow Group A's Schedule. Teachers will post a Google Hangout for distance learning students to watch and participate while in-class instruction takes place. Teachers will provide assignments for students to complete on Google Classroom.

**All-Remote Learning Schedule:**

John P. Holland Charter School will follow the All-Remote Learning Plan at the end of this document for the first marking period. In addition, the All-Remote Learning Plan will be followed should the district be informed by the state that all-remote learning is mandatory. Students will have assigned times to meet with their classes. Google Classroom and Google Hangout will both be used for synchronous and asynchronous learning. A written option is available should technology be unavailable.

## **Continuity of Learning**

**Special Education-**

As schools begin to re-open in September 2020, JPHCS has addressed a reopening plan for special education services in a comprehensive manner.

Starting November 11, 2020, students will return to school in much smaller class groups maintaining social distances and utilizing all appropriate PPE protections. Students with IEPs will be included in the classes and will be provided their IEP services by inclusion of a special education teacher during instruction in an in-person and virtual hybrid schedule. In addition, online supportive services will be provided in the afternoons to students with IEPs to review previous lessons taught, front-load new content and address specific learning needs of individual students. This will be done in various groupings of one to one instruction and/or small groups of 3-4 students as required for each student based on their IEP. By providing these dual services, students will benefit from their lessons in class as well as be prepared for new lessons to come. This will

also provide support to ensure that new content is understood as well as address any deficiencies incurred by the closure of schools in the spring.

Whether following the hybrid schedule or the all-remote schedule, special education teachers will continue to provide in class support services to students per their IEPs as well as additional support of small group instruction in the afternoons. This was the model used to address distance learning in the spring and this will continue as the school itself slowly builds in-person attendance.

Students with IEPs who require pull out resource programming will receive these services either online if the student is on distance learning in the afternoons or in-person once the student returns to school delivered by certified special education teachers. Special Education teachers will maintain contact with parents/guardians via email or phone calls as needed.

### **Documentation of IEP services**

Progress reports have been developed for each marking period in order to keep parents updated on progress, and explore any areas that may need to be discussed during the next IEP meeting. IEP services are documented through contact logs of special education teachers which are submitted to administration weekly. Services are logged with the database system that documents the provision of required IEP services as well.

### **Case Managers**

The case manager will remain in constant contact via email, phone calls, and text messages. The case manager will also remain in contact with related service providers such as Occupational Therapy, Speech and Physical Therapy in order to maintain communication. Progress reports will be sent home in order to provide background information on areas of progress, and areas that they still are working on. In addition, IEPs are revised annually or sooner if necessary to address any concerns and/or changes in services that may be required.

The JPHCS Child Study team will resume responsibilities such as annual reviews, conduct initial evaluations as needed, review incoming students with IEP's, and update evaluations that may be needed as students return. Phone conferences will be

scheduled in order to have all individuals attend the meeting, keeping safety in mind for all individuals. All Child Study Team members will be available for staff or parents that may have questions or concerns as students continue to return back to school.

Related services, such as Occupational, Physical, and Speech Therapy will be available in person for those students that return in the fall and also will still be available for those students that are online virtually. Families will be contacted to schedule appropriate times. Communication with a related service provider will also be available for our staff if specific questions are asked about a student or a consultation is needed. Professional development will be scheduled with our related services to provide information for any new staff members and make sure everyone understands the process in case a parent/guardian has a specific question or concern.

### **ELL/ESL-**

In preparation for the reopening of schools in September 2020, the academic needs of the ELL students will be supported by the ESL teacher in collaboration with the classroom teachers to ensure the academic growth of the students. ELL students will be included in the in-person and virtual classes and will be provided their ESL in class support by the ESL teacher. The ESL teacher will work in close collaboration with the elementary classroom teachers to maximize curriculum opportunities and lesson planning to provide ELL students with the necessary support during the in-person and virtual learning.

The ESL teacher will assist students with the transition from home to school while supporting students' social emotional learning in the process. The ESL teacher will apply strategies and methods applicable to the attention span and developmentally appropriate practices required of students. Distance learning services will be provided to all ELL students to reinforce lessons taught, pre teach vocabulary, front-load new content and address specific English language levels of individual students. This will be done in various groupings of one to one instruction and/or small groups as required for each student based on their second language acquisition level. The ESL teacher will establish Google classroom practices where students will have access to one to one mini lessons and small group instruction.

The ESL teacher will develop tasks, activities and packets of work that students may complete independently. There will be guidance, feedback and support that will be offered to the students by the ESL teacher as they complete these activities. English grammar and language structure will be taught in capsules within a given context. ESL teaching methods (TPR, visual aids, illustration of concepts and vocabulary, graphic organizers, etc.) will be used as applicable to each grade level.

Communication with parents and families will be constant and ongoing. Safety and precautionary measures will be communicated to all parents in a written format in their native language. The school will also provide technology troubleshooting assistance to parents in their native language when requested. Parents will be given suggestions by the ESL teacher on activities that could be completed at home, ideas on how to integrate English language practices regularly and activities to reinforce ELL communication skills. Parents will be provided with a suggested schedule for daily activities and with a list of appropriate websites for ELL students, which can be accessed by the students independently and can reinforce the grade level ELL learning process. The ESL teacher may post short videos on the Google Classroom for parents to watch and discuss with their children to reinforce oral language skills.

The ESL teacher will remain in constant communication with the parents to assist and answer their questions concerning the work to be completed by students at home. Communication with parents will be maintained via phone, email and by posts on the Google Classroom platform. The ELL levels of students will determine the types of differentiation in activities, exercises and tasks provided to the students by the ESL teacher. The ESL teacher may be guided by the existing curriculum, resources and ELL teaching suggestions provided in the content teacher's editions and will use any other teacher generated activities that he considers appropriate as per the ELL levels of the students.

### **Communication Plan**

Transitions are important every year, and they will be even more important this fall returning from continuous remote learning to in-person instruction in buildings. How we connect with each other in the time of COVID-19 has changed the ways we engage as a community. Prior to the pandemic, engagement was a clear picture of

relationship-building with students, staff, and families, and manifested in face-to-face instruction, in-person meetings, talent shows, parent conferences, student fashion shows, and more. Now that we are in the throes of this pandemic, we have to consider engagement and communication a bit differently.

John P. Holland Charter School will be providing every student with a Chromebook so that they will have access to all online-based materials and programs. Google classroom and/or Zoom will continue to be our primary method of student/teacher communication and engagement.

John P. Holland Charter School collects and maintains current contact information for every student so that they and their guardians can be notified promptly of any and all pertinent information including, but not limited to, changes in schedules, grades, assignments, due dates, school closings and delayed openings, calendar events, and emergency notifications. Communication with parents and families will be constant and ongoing. Our school will also provide tech support assistance in their primary language when requested. Social media platforms will also be used for announcements only. Students and family members will be encouraged to follow those platforms as well.

Communication is Key! If you have any questions, ask! We have an open-door policy and a great staff who is willing to help. Ask for support when needed.

## **Technology Plan**

John P. Holland Charter School will be moving to a 1-to-1 model in regards to technology. We purchased 500 HP 11A G8 - Education Edition Chromebooks along with chrome management licenses for all. Chrome management allows the admin to enforce policies, set up Chrome features for users, provide access to your internal VPNs and Wi-Fi networks, force install Chrome apps and extensions, and more.

Along with the Chromebooks we also purchased GoGuardian. GoGuardian is designed for schools with 1-to-1 Chromebook initiatives. It provides teachers with a portal to direct students' attention to specific online resources and close off-topic tabs on one or more devices. The goal of GoGuardian for teachers is to help keep students on-task and away from inappropriate content. GoGuardian will allow the teachers to maintain classroom management even while doing distance learning. These managed Chromebooks will give teachers the ability to share our online textbooks, websites and other materials while keeping the students on task.



Additionally we are looking into providing a VPN (Virtual Private Network) for all our students. The students would be able to “dial-in” to our fiber connection at the school. This would allow the Chromebook to have internet connection for distance learning while they are home and give everyone the ability to login to Google classroom as well as have the child under our firewall for additional internet protection.

By moving to a 1-to-1 for each student John P. Holland Charter School will be able to provide all our K - 8 students with the ability to sign in daily for distance learning. We are making every effort to provide all our students with the every tool they need when it comes to learning remotely.

### **PROFESSIONAL DEVELOPMENT:**

As the leadership expert John C. Maxwell once said, “People don’t care how much you know until they know how much you care.”

We are in unprecedented times; this is by far the most uncertain start to a school year that any of us have ever experienced. It is unknown what form school will take place in and we must explore how to close academic gaps that were created by the response to the pandemic, deal with issues of mentality (student and teacher), provide opportunities for social-emotional learning, and be prepared for the effects of trauma from the pandemic. All of this must occur while still managing our classrooms effectively and providing our students with engaging instruction that is differentiated to ensure that all learners’ needs are met by in-person instruction, remote learning, or blended learning. (Pending new/latest protocols set forth by the NJDOE to reopen)

The following areas are the ones that are most critical for teachers to master if they are to be prepared for the first days of the school year and beyond:

#### **Professional Learning Prior to the Beginning of the School Year**

1. Being prepared and mastering the delivery of both in-person and remote instruction strategies,
2. Creating engaging, differentiated lessons to reach all learning styles,

3. Developing a systematic approach to assessment and to ensuring student accountability,
4. Supporting students' social-emotional needs SEL (especially for our vulnerable population, ELL, Special Needs & learners without proper technology or internet) and development, while growing a mindset and confidence to succeed,
5. Crafting a solid plan for resources /connections including relationship-building and a clear, consistent approach to in-person instruction and remote learning, for leaders, staff, parents, caregivers, and community in an altered educational environment and experience,
6. Identify the consistent technology that will be used throughout the district in a remote instruction model and provide training in the use of all platforms, utilize technology coordinator to provide professional development,
7. Health and Safety Protocols -CDC guidelines for schools, including cleaning, disinfecting, hygiene, face coverings and social distancing.
8. Ensuring that novice provisional teachers, teachers new to the district and other new staff have sufficient training in the technologies that will be used.
9. Providing accessible, and user-friendly resources or training for all stakeholders for safe use of the technology. |
10. Statutory/Regulatory Guidance/Topic- Statute Regulation
11. School Safety- N.J.A.C. 6A:16-5.1(d)
12. Law Enforcement Operations- N.J.A.C. 6A:16- 6.2(b)12
13. School Safety Teams -N.J.S.A. 18A:37- 21(b) & (d)
14. I&RS Referral- N.J.A.C. 6A:16- 8.2(a)4
15. Educator Evaluation- N.J.S.A. 18A:6- 123(b)(10), N.J.A.C. 6A:10- 2.2(b)(1)
16. Lesson Plan Format
17. Potentially Missing/Abused Children Reporting- N.J.S.A. 18A:36-25, N.J.A.C. 6A:1611
18. Creative Curriculum/Gold Assessment Training for Preschool
19. Curriculum
20. Assessment
21. Technology Training/Google Classroom, Google Suite, GoGuardian

### **Professional Learning During the School Year**

During the 2020-2021 school year, professional development will still be offered to teachers and staff. Due to the adjusted delivery of instruction, these opportunities will

have to be modified in terms of method of delivery and frequency. As such, most of the professional development will be offered in a virtual format. Some of these opportunities will be live while some will revolve around recorded sessions. These options are designed to allow for staff to access and undergo training at times convenient to their new schedules and environmental constraints. As with every other year, professional development will be...

1. Tailored to the needs and availability of teachers and staff
2. Include input from all stakeholders
3. Ensure for the continued growth and development of educators
4. Methods for effective virtual/distance learning teaching
5. Supporting the emotional and social growth of students in the new teaching environment
6. Teaching students with disabilities, English language learners, and students with technological in a virtual environment

#### **Evaluation Plan:**

- The evaluation process will be in alignment with the guidelines established by the NJ Department of Education (including SGO; SGP; and summative evaluations).
- The administration will identify and communicate information about the staff evaluation process and supports available for both hybrid and remote scheduling.
- Annual evaluation training will be provided to highlight procedures and processes which would be impacted due to potential hybrid or remote scheduling.
- The administration will meet with each certified staff member to review their PDP by the date identified by the NJ Department of Education.
- Observation/walkthroughs schedules will be developed with a hybrid or fully remote model in mind.
- Requirements and best practices involved with provisional status teachers, nontenured educators and those on Corrective Action Plans (including extra observations, extra observers, assuring more frequent feedback and face-to-face) will be shared with the staff.
- The administration will review and revise job descriptions and evaluation processes if duties are reassigned or adjusted.
- The Staff Handbook will be reviewed and revised to address revised evaluation policies

**Attendance:**

Staff will be required to sign in on TSheets by their contracted time. Staff should contact their school principal if they are sick so that we are able to monitor attendance as well as illness indicators.

**Student Attendance:**

In Person Sessions - Attendance will be taken for when students are in person on the Hybrid Schedule.

Remote Learning Sessions - For students on the remote learning days of the Hybrid Schedule and for students on an All-Remote Schedule, online sessions and activities are arranged for which students are provided with Chromebooks. Attendance is taken for these sessions.

Parents should continue to call the school absence number if their child is sick so that we are able to monitor attendance as well as illness indicators.

If the child is not attending the online instruction or submitting assignments, it is dealt with on a case by case basis. We understand that families may be going through a difficult time and we do not want to add any additional stress on them, as well as understanding the importance of education and not falling academically behind. The following steps will take place if a student is not attending the online instruction/submitting assignments:

The teacher will first call the parent and determine whether the child is in need of academic or technical support or simply negligent. If the child/family is in need of technical support, the technology coordinator will be contacted and support will be provided. If the child/family is in need of another particular support, the social worker will be contacted and support will be given.

**Curriculum and Instruction:**

In order to plan instruction inclusive of all students, JPHCS has a comprehensive curriculum for each subject and grade level. The standards covered in each instructional unit are reflective of the New Jersey Student Learning Standards outlined in the Curriculum Framework. Each unit includes the concepts and/or enduring understandings that students need in order to master the standards. Essential questions, sample activities, and instructional websites are included for teachers to utilize when addressing each standard. Pacing guides are provided to ensure that all standards will be reached.

### **Gaps in Content Knowledge:**

Use pre-assessments to identify exactly what gaps in learning needs to be addressed before each instructional unit in the current grade level. Teachers will fill in these gaps when the material occurs in the curriculum. Gaps will not be filled in isolation. Instead, the critical gaps will be filled in at the time that they are needed. This approach is recommended by the TNTP Learning Acceleration Guide.

### **As noted in the TNTP Learning Acceleration Guide:**

1. Prioritize the most critical prerequisite skills and knowledge using the curriculum for each subject area and grade level.
2. Train teachers and leaders to look for gaps in student learning and provide acceleration support.
3. Pre-assess to diagnose gaps in prerequisite content knowledge and prerequisite skills.
4. Adapt the pacing guides for each subject area and grade level to accommodate where teachers might need to provide acceleration support.
5. Monitor your students' progress on grade-appropriate assignments and adjust your supports for teachers and leaders based on student results.

Teaching staff will submit weekly lessons using the John P. Holland Charter School format. Lessons will be reviewed and approved by the curriculum supervisor. Should lessons need to be adjusted, teachers will do so in a timely manner.

The Schedules listed below represent a plan to deliver high effective instruction whether instruction be remote, in-person, or a hybrid of the two. Instruction will foster student

engagement and student ownership of learning. Instruction is differentiated to meet the needs of each student.

Teacher schedules will include grade level meetings, which engage school leaders, master teachers, teachers, counselors, media specialists, and other staff in conversations regarding instruction and assessment. During weekly meetings, teachers and school leaders will determine what types of supports are needed for effective pedagogical approaches during in person, remote or hybrid instruction.

**Hybrid/Distance Learning will use Google Classroom and G Suite to enrich curriculum:**

- Google Hangouts will be utilized to teach new materials and review and discuss related topics.
- Small Group breakout sessions in google hangouts to differentiate material, provide enrichment, fill gaps, or reteach material.
- Educational videos or websites posted to a teacher's google classroom or hangout must be viewed prior to presenting to ensure that the material is grade and educationally appropriate.
- Virtual assignments should not be due the same day that they are assigned. Communication will be made to parents when students do not turn in their assignments on a regular basis

**Assessments:**

Pre-Assessments assess a student's strengths, weaknesses, knowledge, and skills prior to instruction of new units. These pre-assessments will be locally developed and/or developed from the curricular resources used. These assessments will indicate if remediation of prerequisite skills needs to take place for a whole group of students or individual students. The purpose of pre-assessments administered to students at the start of instructional units should be limited to informing instructional plans with respect to gaps in mastery of standards while continuing to move students forward at current grade-level. Such pre-assessments should be incorporated into regular classroom activities and to the greatest extent practicable, should not interfere with student learning opportunities as schools reopen. Pre-assessments should be considered

“no-stakes” and simply be used to determine what learning gaps exist, and the extent of such gaps.

Informal assessments will be used to determine if students understand the daily content and will guide instruction. These informal assessments can be in the form of teacher observations, exit passes, and “show me what you know”.

Formative assessments will be used by students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners.

Assessments in ELA and Mathematics will occur at the beginning, middle and end of the school year. These assessments compare a set of standards within the same school year at periodic intervals.

STAR assessments will be given to students at the beginning of the school year and after each marking period to check for progress.

Teachers will maintain assessment folders for each student with a variety of sources such as formative assessments, benchmark assessments, projects, and exit slips. GoEnnounce will be used to record students’ goals based on assessment data. Students will use this platform to share progress toward meeting their academic goals. This platform is shared with parents and guardians as another way to maintain communication.

### **Analysis:**

During data meetings, school leaders, counselors, master teachers, and teachers will interpret data to look for trends and make hypotheses regarding students' performance. The group will share strategies to improve instruction.

### **Instructional Plans:**

#### **Hybrid A/B Plan**

<b><u>Hybrid Elementary and Middle Schedule</u></b>	<b><u>Monday</u></b>	<b><u>Tuesday</u></b>	<b><u>Wednesday</u></b>	<b><u>Thursday</u></b>	<b><u>Friday</u></b>
<b>Group A</b>	In person 8am - 12pm Core Subjects  Specials in afternoon on Google Hangouts	In person 8am - 12pm Core Subjects  Specials in afternoon on Google Hangouts	Virtual 8am - 3pm Asynchron ous and Synchrono us Learning*	Virtual 8am-12pm Core Subjects  Specials in afternoon on Google Hangouts	Virtual 8am-12pm Core Subjects  Specials in afternoon on Google Hangouts
<b>Group B</b>	Virtual 8am-12pm Core Subjects  Specials in afternoon on Google Hangouts	Virtual 8am-12pm Core Subjects  Specials in afternoon on Google Hangouts	Virtual 8am - 3pm Asynchron ous and Synchrono us Learning*	In person 8am - 12pm Core Subjects  Specials in afternoon on Google Hangouts	In person 8am - 12pm Core Subjects  Specials in afternoon on Google Hangouts

\*Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the Google Suite, disconnecting to complete work outside of the system, and then returning to demonstrate their progress.

**Hybrid A/B Plan for Preschool**- Students will be separated into Group A and Group B. Group A will meet In Person on Mondays and Tuesdays from 8 am - 12 pm. Group B



will meet In Person on Thursdays and Fridays from 8 am - 12 pm. Group A will work remotely on Wednesday, Thursday, and Friday. Group B will work remotely Monday, Tuesday, and Wednesday. When students are working remotely, the teacher will provide asynchronous/and or synchronous learning opportunities. Students who choose to work all remote will meet with their teacher through scheduled zoom sessions and be provided asynchronous/and or synchronous learning opportunities.

**K-8 Students requiring/choosing Remote Learning only while our hybrid plan is in place:**

Students will Follow Group A's Schedule. Teachers will post a Google Hangout for distance learning students to watch and participate while in-class instruction takes place. Teachers will provide assignments for students to complete on Google Classroom.

**All-Remote Plan - This plan will be followed for the first marking period:**

**In addition, should certain grade levels/classes/whole school need to go back to Distance Learning Only, the following plan will be used:**

In addition, according to the schedule outlined, until the hybrid plan goes into effect, the following plan will be used:

Grade level and Subject	Materials needed at home	Workbooks, Worksheet, or Online material	Sample Assignments/Google Classroom
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<b>PreK</b>	<ul style="list-style-type: none"> <li>- Crayons</li> <li>- Scissors</li> <li>- Drawing Paper</li> </ul>	<ul style="list-style-type: none"> <li>- Cutting Worksheets</li> <li>-Tracing Worksheets</li> </ul>	<p>Developmentally Appropriate Teacher created activities</p> <ul style="list-style-type: none"> <li>- Letter Recognition</li> <li>- Number Recognition</li> <li>- Counting Activities</li> <li>- Sight Words (age appropriate)</li> <li>- Fine Motor Activities</li> <li>- Music Activities</li> <li>- Art Activities</li> </ul> <p>Pre-K teachers will offer zoom sessions to communicate with students.</p>
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<b>Kindergarten</b>	-Crayons -Pencils	Digital/print workbooks and worksheets to go along with activities	<b>Developmentally Appropriate Teacher created activities</b> 1 ELA reading activity per day 1 ELA writing activity per day 2 Math activities per day 1 SS activity per week 1 Health activity per week 1 Science activity per week  Kindergarten teachers will offer zoom or google hangout sessions to communicate with students.
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<b>1<sup>st</sup> ELA</b>	<ul style="list-style-type: none"> <li>-Device to connect to Internet</li> <li>-Pencils</li> <li>-Highlighter</li> <li>-Sticky Notes</li> <li>-Reader's Notebook</li> <li>-Independent Reading Book</li> </ul>	Reader's Notebook	<p><b>Online:</b>            Assignments &amp; Directions posted to "1<sup>st</sup> Grade Google Classroom"</p> <ul style="list-style-type: none"> <li>-Teacher assigns reading through novel/online textbook</li> <li>-Teacher posts comprehension questions on Google Classroom or ThinkCentral</li> <li>-Discussion on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option should technology be unavailable:</b></p> <ul style="list-style-type: none"> <li>-Students will read material provided by the teacher and answer comprehension questions.</li> <li>-Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
		John P. Holland	Charter School

<b>1<sup>st</sup> Math</b>	-Device to connect to Internet -Pencils -Highlighter -Graph Paper -Math Workbook	-Math workbook -Reteach Worksheets	<p><b>Online:</b>          Assignments &amp; Directions posted to “1<sup>st</sup> Grade Google Classroom”</p> <p><b>The following are options on how to teach:</b></p> <ul style="list-style-type: none"> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8)</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on EdMyFriend.</li> <li>- Assign Homework activity in textbook</li> </ul> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> <li>- Students will do “On Your Own” problems.</li> <li>- All written assignments will be turned in when students return to school</li> </ul>
		John P. Holland	Charter School

<b>1<sup>st</sup> Science</b>	-Device to connect to Internet -Pencils -Highlighter	- NJCTL slides	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>
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<b>1<sup>st</sup> SS</b>	<ul style="list-style-type: none"> <li>-Device to connect to Internet</li> <li>-Pencils</li> <li>-Highlighter</li> <li>-SS Magazine</li> </ul>	-SS Magazine	<p><b>Online:</b></p> <p>Assign pages in Magazine to read.</p> <p>Assign comprehension questions on Google Classroom and activities at the end of the magazine.</p> <p>Teacher communication through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign pages in Magazine to read.</p> <p>Answer worksheet questions that correspond with magazine</p>
<b>1<sup>st</sup> Health</b>	<ul style="list-style-type: none"> <li>-Device to connect to Internet</li> <li>-Pencils</li> </ul>	-Teacher Created Assignments	<p><b>Online:</b></p> <p>Teacher conduct discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>

<b>1<sup>st</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <p>Daily log of physical activity</p>
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<b>2<sup>nd</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to "2<sup>nd</sup> Grade Google Classroom"</p> <ul style="list-style-type: none"> <li>- Teacher assigns reading through novel/online textbook</li> <li>- Teacher posts comprehension questions on Google Classroom or ThinkCentral</li> <li>- Discussion on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>- Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>2<sup>nd</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>-Highlighter</li> <li>-Graph Paper</li> <li>-Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>-Math workbook</li> <li>-Reteach Worksheets</li> </ul>	<p><b>Online:</b> Assignments &amp; Directions posted to “2<sup>nd</sup> Grade Google Classroom”</p> <p><b>The following are options on how to teach:</b></p> <ul style="list-style-type: none"> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign “Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8)</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on EdMyFriend.</li> <li>- Assign Homework activity in textbook</li> </ul> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> <li>- Students will do “On Your Own” problems.</li> <li>- All written assignments will be turned in when students return to school</li> </ul>
		John P. Holland	Charter School

<b>2<sup>nd</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- SS Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- SS Magazine</li> </ul>	<p><b>Online:</b></p> <p>Assign pages in Magazine to read.</p> <p>Assign comprehension questions on Google Classroom and activities at the end of the magazine.</p> <p>Teacher communication through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign pages in Magazine to read.</p> <p>Answer worksheet questions that correspond with magazine</p>
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<b>2<sup>nd</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>
<b>2<sup>nd</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Created Assignments</li> </ul>	<p><b>Online:</b></p> <p>Teacher conduct discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>

<b>2<sup>nd</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	<ul style="list-style-type: none"> <li>- Daily Log</li> </ul>	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <ul style="list-style-type: none"> <li>-Daily log of physical activity</li> </ul>
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<b>3<sup>rd</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>- Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b></p> <p>Assignments &amp; Directions posted to "3<sup>rd</sup> Grade Google Classroom"</p> <ul style="list-style-type: none"> <li>-Teacher assigns reading through novel/online textbook</li> <li>-Teacher posts comprehension questions on Google Classroom or ThinkCentral.</li> <li>-Discussion on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>-Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>3<sup>rd</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>-Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b> Assignments &amp; Directions posted to “3<sup>rd</sup> Grade Google Classroom”</p> <p><b>The following are options on how to teach:</b></p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign Animated Math Models to “Learn the Math” to introduce the topic (Grades K-8)</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>-Assign Interactive activities on EdMyFriend or Study Island.</li> <li>- Assign Homework activity in the textbook.</li> </ul> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> <li>-Students will do “On Your Own” problems. - All written assignments will be turned in when students return to school.</li> </ul>
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<b>3<sup>rd</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- SS Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- SS Magazine</li> </ul>	<p><b>Online:</b></p> <p>Assign pages in Magazine to read.</p> <p>Assign comprehension questions on Google Classroom and activities at the end of the magazine.</p> <p>Teacher communication through Google Hangouts.</p> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Assign pages in Magazine to read.</li> <li>- Answer worksheet questions that correspond with magazine</li> </ul>
<b>3<sup>rd</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>- Assign NJCTL slides to read.</li> </ul> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>3<sup>rd</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teachers conduct discussions through Google Hangouts.</p> <p>Teacher post follow up questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>3<sup>rd</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activity.</p> <p>-Daily log of physical activity</p>



<b>4<sup>rd</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b></p> <ul style="list-style-type: none"> <li>- Assignments &amp; Directions posted to "4<sup>th</sup> Grade Google Classroom"</li> <li>-Teacher assigns reading through novel/online textbook</li> <li>-Teacher posts comprehension questions on Google Classroom or ThinkCentral</li> <li>-Discussion on Google Hangouts</li> <li>-Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>-Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>4<sup>th</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>- Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to “4<sup>th</sup> Grade Google Classroom”</p> <p>The following are options on how to teach:</p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign Animated Math Models to “Learn the Math” to introduce the topic</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on EdMyFriend or Study Island.</li> <li>- Assign Homework activity in textbook</li> </ul> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> <li>- Students will do “On Your Own” problems.</li> <li>- All written assignments will be turned in when students return to school.</li> </ul>
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<b>4<sup>th</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- SS Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- SS Magazine</li> </ul>	<p><b>Online:</b></p> <p>Assign pages in Magazine to read.</p> <p>Assign comprehension questions on Google Classroom &amp; activities from the end of the magazine.</p> <p>Teacher communication through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign pages in Magazine to read.</p> <p>Answer worksheet questions that correspond with magazines.</p>
<b>4<sup>th</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>4<sup>th</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teachers conduct discussions through Google Hangouts.</p> <p>Teacher post follow up questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>4<sup>th</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <ul style="list-style-type: none"> <li>- Daily log of physical activity</li> </ul>

<b>5<sup>th</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to "5<sup>th</sup> Grade ELA Google Classroom"</p> <ul style="list-style-type: none"> <li>- Teacher assigns reading through novel/online textbook</li> <li>-Teacher posts comprehension questions on Google Classroom or ThinkCentral</li> <li>- Discussions on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>- Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>5<sup>th</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>- Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to “5th Grade Google Classroom”</p> <p>The following are options on how to teach:</p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign Animated Math Models to “Learn the Math” to introduce the topic</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on EdMyFriend or Study Island.</li> <li>- Assign Homework activities in textbooks.</li> </ul> <p>Written:</p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> <li>- Students will do “On Your Own” problems.</li> <li>- All written assignments will be turned in when students return to school.</li> </ul>
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<b>5<sup>th</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- SS research project</li> <li>- Rubric</li> </ul>	<p><b>Online:</b></p> <p>Assign research project that corresponds to curriculum.</p> <p>Teacher communication and class discussion through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign research project that corresponds to curriculum.</p>
<b>5<sup>th</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>5<sup>th</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teacher conduct discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>5<sup>th</sup>Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <ul style="list-style-type: none"> <li>- Daily log of physical activity</li> </ul>



6 <sup>th</sup> ELA	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>- Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b></p> <p>Assignments &amp; Directions posted to "6<sup>th</sup> Grade Google Classroom"</p> <ul style="list-style-type: none"> <li>- Teacher assigns reading through novel/online textbook</li> <li>- Teacher posts comprehension questions on Google Classroom or MyHRW</li> <li>- Discussion on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>- Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>6<sup>th</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>- Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to “6<sup>th</sup> Grade Google Classroom”  The following are options on how to teach:</p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> </ul> <p><b>Assign:</b></p> <ul style="list-style-type: none"> <li>- Animated Math Models to “Learn the Math” to introduce the topic</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on EdMyFriend or Study Island.</li> <li>- Assign Homework activities in textbooks.</li> </ul> <p><b>Written:</b></p> <ul style="list-style-type: none"> <li>- Students will read the introduction pages to the topic in their IntoMath Books.</li> <li>- Students will do the Reteach Worksheet to understand steps for the mathematics topics.</li> <li>- Teacher will give a worksheet with guided instructions, depending on the topic.</li> </ul> <p>Students will do “On Your Own” problems.</p> <ul style="list-style-type: none"> <li>- All written assignments will be turned in when students return to school</li> </ul>
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<b>6<sup>th</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- SS research project</li> <li>- Rubric</li> </ul>	<p><b>Online:</b></p> <p>Assign research project that corresponds to curriculum.</p> <p>Teacher communication and class discussion through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign research project that corresponds to curriculum.</p>
<b>6<sup>th</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom</p> <p><b>Written:</b> Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>6<sup>th</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teacher conduct discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>6<sup>th</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <ul style="list-style-type: none"> <li>- Daily log of physical activity</li> </ul>

<b>7<sup>th</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to "7<sup>th</sup> Grade ELA Google Classroom"</p> <ul style="list-style-type: none"> <li>- Teacher assigns reading through a novel/online textbook.</li> </ul> <p>Teacher posts comprehension questions on Google Classroom or MyHRW</p> <ul style="list-style-type: none"> <li>- Discussions on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by the teacher and answer comprehension questions.</li> <li>- Students will answer written response questions in a journal (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<b>7<sup>th</sup> Math</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>- Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b> Assignments &amp; Directions posted to “7th Grade Google Classroom”</p> <p><b>The following are options on how to teach:</b></p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign MyHRW interactive activities to “Learn the Math” to introduce the topic</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on MyHRW or Study Island.</li> <li>- Assign Homework activity in textbook</li> </ul> <p><b>Written:</b> Students will read the introduction pages to the topic in their GoMath Books. Students will do the Reteach Worksheet to understand steps for the mathematics topics. Teacher will give worksheets with guided instructions, depending on the topic. Students will do “On Your Own” problems. All written assignments will be turned in when students return to school</p>
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<b>7<sup>th</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- SS Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- SS research project</li> <li>- Rubric</li> </ul>	<p><b>Online:</b></p> <p>Assign research project that corresponds to curriculum.</p> <p>Teacher communication and class discussion through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign research project that corresponds to curriculum.</p>
<b>7<sup>th</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom.</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>7<sup>th</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teacher conduct discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>7<sup>th</sup>Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activities.</p> <ul style="list-style-type: none"> <li>- Daily log of physical activity</li> </ul>



<b>8<sup>th</sup> ELA</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Sticky Notes</li> <li>- Reader's Notebook</li> <li>Independent Reading Book</li> </ul>	<ul style="list-style-type: none"> <li>- Reader's Notebook</li> <li>- NJSLA practice problems</li> </ul>	<p><b>Online:</b>  Assignments &amp; Directions posted to "8<sup>th</sup> Grade Google Classroom".</p> <ul style="list-style-type: none"> <li>- Teacher assigns reading through novel/online textbook</li> <li>- Teacher posts comprehension questions on Google Classroom or MyHRW</li> <li>- Discussion on Google Hangouts</li> <li>- Teacher assigns writing assignment through Google Classroom. Students can share their documents to peer edit (if grade appropriate).</li> </ul> <p><b>Written Option:</b></p> <ul style="list-style-type: none"> <li>- Students will read material provided by teachers and answer comprehension questions.</li> <li>- Students will answer written response questions in journals (as opposed to typing) that will be turned in when students return to school.</li> </ul>
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<p><b>8<sup>th</sup> Math</b></p>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- Graph Paper</li> <li>- Math Workbook</li> </ul>	<ul style="list-style-type: none"> <li>- Math workbook</li> <li>- Reteach Worksheets</li> </ul>	<p><b>Online:</b></p> <p>Assignments &amp; Directions posted to “8<sup>th</sup> Grade Google Classroom”</p> <p><b>The following are options on how to teach:</b></p> <ul style="list-style-type: none"> <li>- Watch Study Island video to introduce topic (Grades 3-8)</li> <li>- Through Khan Academy, share video on the topic (any grade)</li> <li>- Assign Animated Math Models to “Learn the Math” to introduce the topic.</li> <li>- Assign a question on Google Classroom to assess whether students comprehend the video introduction.</li> <li>- Allow students to communicate and ask questions with teachers through Google Hangouts.</li> <li>- Assign Interactive activities on MyHRW or Study Island.</li> <li>- Assign Homework activity in textbook</li> </ul> <p><b>Written:</b></p> <p>Students will read the introduction pages to the topic in their GoMath Books.</p> <p>Students will do the Reteach Worksheet to understand steps for the mathematics topics. Teacher will give worksheets with guided instructions, depending on the topic.</p> <p>Students will do “On Your Own” problems.</p> <p>All written assignments will be turned in when students return to school</p>
		<p>John P. Holland</p>	<p>Charter School</p>

<b>8<sup>th</sup> Grade Social Studies</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> <li>- SS Magazine</li> </ul>	<ul style="list-style-type: none"> <li>- SS research project</li> <li>- Rubric</li> </ul>	<p><b>Online:</b></p> <p>Assign research projects that correspond to curriculum.</p> <p>Teacher communication and class discussion through Google Hangouts.</p> <p><b>Written:</b></p> <p>Assign research projects that correspond to curriculum.</p>
<b>8<sup>th</sup> Grade Science</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> <li>- Highlighter</li> </ul>	<ul style="list-style-type: none"> <li>- NJCTL slides</li> </ul>	<p><b>Online:</b></p> <p>Assign NJCTL slides to read.</p> <p>Teacher communication through Google Hangouts. Teacher demonstrates labs through Google Hangouts</p> <p>Post Classwork questions on Google Classroom</p> <p><b>Written:</b></p> <p>Provide handouts of NJCTL slides and worksheets with corresponding questions.</p> <p>Worksheets will be submitted when school resumes.</p>

<b>8<sup>th</sup> Health</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Teacher Created Assignments	<p><b>Online:</b></p> <p>Teacher conducts discussions through Google Hangouts</p> <p>Teacher post follow up questions on Google Classroom</p> <p><b>Written:</b></p> <p>Teacher created Worksheets</p>
<b>8<sup>th</sup> Physical Education</b>	<ul style="list-style-type: none"> <li>- Device to connect to Internet</li> <li>- Pencils</li> </ul>	- Daily Log	<p>Teachers will use Google Classroom/Google Hangouts to guide students in physical activity: Jumping Jacks, dancing, and other physical activity.</p> <ul style="list-style-type: none"> <li>- Daily log of physical activity</li> </ul>

\*Screen time should be limited as appropriate by grade band through a schedule which facilitates students interacting with instructional content in the Google Suite, disconnecting to complete work outside of the system, and then returning to demonstrate their progress.

## **Appendix**

### **Plan for when a Staff Member, Student, or Visitor becomes Sick During the Day**

It is important to communicate so that staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.

#### **The following guidance is from:**

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html#page=46](https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fschoools-day-camps.html#page=46)

- Use an Isolation Room to separate anyone who exhibits COVID-like symptoms.
  - School nurse must use standard and transmission-based precautions, including appropriate PPE, when caring for sick people:  
[https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Finfection-control%2Fcontrol-recommendations.html](https://www.cdc.gov/coronavirus/2019-ncov/hcp/infection-control-recommendations.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Finfection-control%2Fcontrol-recommendations.html)
- Students should remain in isolation with continued supervision and care until picked up by an authorized adult. Employees and visitors with symptoms should be sent home. If an ambulance is needed, try to alert them that the person may have COVID-19.
- Nurse will notify the Lead Person. Lead Person will notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act and other applicable federal and state privacy laws.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before cleaning and disinfecting. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Nurses will advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation.
- The Lead Person will inform those who have had close contact with the person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to

follow CDC guidance if symptoms develop. If a person does not have symptoms follow the appropriate CDC guidance for home isolation. Students are in cohorts, which will help the Lead Person to know the students who have been in contact with the diagnosed person. Use of OnCourse for records of daily attendance and assigned staff will also assist in contact tracing.

- Students who are remaining at home can follow the remote learning plan.

## **Screening Policy**

### **Guidance from**

**<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/guidance-for-childcare.html#ScreenChildren>**

- Encourage parents to be on alert for signs of illness in their children and to keep them home when they are sick. Communicate so that staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.
- Screen students, staff, and visitors upon arrival – Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations. Take into account students with disabilities and accommodations that may be needed in the screening process for those students.
  - Temperature checks – Persons who have a fever of 100.4 degrees or above or other signs of illness should not be admitted to the facility.
    - Ask parents/guardians to take the child's temperature upon arrival. Staff will stand at least 6 feet away from the parent/guardian and child.
    - Or ask the parent/guardian to confirm that the child does not have fever, shortness of breath, or cough.
    - Or a staff member will wash hands, put on facemask, eye protection, and a single pair of disposable gloves. Take the child's temperature. If performing a temperature check on multiple individuals, ensure a clean pair of gloves is used for each child and that the thermometer has been thoroughly cleaned in between each check. If a disposable or non-contact thermometer is used and the staff member did not have physical contact with an individual, the staff member does not need to change gloves before the

next check. If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.

- Make a visual inspection of the child/adult for signs of illness which could include flushed cheeks, rapid breathing or difficulty breathing (without recent activity), fatigue, or extreme fussiness.
- If a staff member is not socially distancing when performing a temperature check or visual inspection:
  - After each screening, remove and discard PPE, and wash hands
  - Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for a least 20 seconds
  - If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.
- Results must be documented when signs/symptoms of COVID-19 are observed.



## **Readmittance Policy**

Guidance from

[https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html](https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/end-home-isolation.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fprevent-getting-sick%2Fwhen-its-safe.html)

Anyone who tests positive for COVID-19 and has symptoms should **stay home and self-isolate** for the following timeframe and meet ALL the following conditions before returning to school:

- At least 10 days have passed since symptoms first appeared.
- Three full days without symptoms (72 hours without the use of medicine that reduces fever or discomfort).
- Symptoms have improved.

Anyone who has NO symptoms and tested positive should stay home and self-isolate until at least 10 days have passed since their test AND they have not developed symptoms.

If a student has symptoms and tests negative, the student can return to school after three full days without symptoms (72 hours without the use of medicine that reduces fever or discomfort).

If a student, teacher, or staff member tests positive for COVID-19, those in the same cohort/group and anyone who has had close contact with the person should also quarantine and monitor for symptoms for 14 days from the last date of exposure with the person.

In addition, all students who have demonstrated signs of COVID-19 and have been sent home must obtain a doctor's note releasing the student to return to school.

John P Holland Charter School has a system in place to support continuity of learning for students who need to stay home for either isolation or quarantine. This includes access to online learning, school meals, and other services.

## **Health Plan**

The primary focus of the school nurse will be to provide the safest, healthiest school environment for the staff and students as possible. Close monitoring for signs and symptoms of COVID 19 will be done continuously with temperature checks and observation of developing signs and symptoms of illness. Staff will be educated to know what symptoms to be looking for. Open communication with parents and staff will be ongoing. Students and staff with underlying comorbidities will be monitored closely. Reinforcement of proper hand washing, social distancing, facial masks, and disinfecting will be stressed continuously with demonstrations and return demonstrations. Contact tracing will be collected. Area of isolation will be established for any child or staff member who has elevated temperature or symptoms which would indicate possible infection. This area will be utilized until a parent can pick up the student. Establishing communication with local authorities, staff and families regarding exposure and cases of coronavirus will be essential. Reinforcing an open comfortable dialogue with families to be sure honest, complete information of their situation is shared. Reporting to the county Board of Health of cases and concerns will be done as instructed.

## **Security Procedure Plan**

1-Security Officers will observe If staff and students show signs and symptoms of illness. Anyone showing signs of illness will be directed and escorted to the nurses office.

2-All staff will wear the necessary personal protection equipment (PPE). Students should wear PPE when on campus.

3-Anyone gathering in unsanctioned groups will be directed to maintain social distancing protocols.

4-Staff and students will be reminded to maintain social distancing.

5-As per NJ BOE, security drills will be modified to drilling to 'shelter in place' and 'tabletop discussion' until further notice.

6-As per NJ BOE, fire drills will be suspended until further notice.

7-No visitors will be allowed past the front lobby without being assessed for symptoms. Any signs and symptoms are to be immediately reported to the nurse.

8-Visitors cleared must wear the appropriate PPE and be escorted to their destination.

9-All food and equipment deliveries will be at the 'delivery dock'. Anything that can be left on the dock should be inspected prior to being brought in. Deliveries requiring driver entry will maintain social distancing and PPE. Delivery personnel should not be permitted past the dock area without being assessed for signs and symptoms of illness.

10-Current procedures will be re-evaluated on an ongoing basis.

11-Security will continue to perform its current duties as well.