Brilla NJ
Extended School Closure Instructional Plan

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SECTION 1: Introduction

Introduction: The Local Education Agency Virtual or Remote Instruction Plan (VoRIP) & Extended School Closure Instructional Plan (ESCIP) has four components: Content Delivery, Mobile Devices, Internet Access, and Well Being. Content Delivery explains which resources students will use for core instruction and which materials can be used as supplemental resources to enhance core instruction. Mobile Devices provides the steps Brilla Public Charter Schools are taking to ensure that any student who needs a mobile device to access the instructional resources will be provided with one, upon request, for the duration of the school's closure. However, Internet Access poses one of the greatest challenges to ensuring that our students can continue their studies while out of school. To this end, the Brilla Operations team has been working diligently to identify families in need of access and exploring solutions to guarantee their internet access. Additionally, included within this framework are the well-being supports offered to families, students, and staff to ensure that home-based schooling is effective and holistic. **This document is for internal communications use only.**

The New Jersey Department of Education (Department) is requiring that all Local Education Agency Virtual or Remote Instruction Plan documentation be submitted annually to the New Jersey Department of Education (NJDOE). In July 2022, the NJDOE readopted N.J.A.C. 6A:32, School District Operations, with amendments and new rules that include updates to the components of the LEA's Plan. This law provides for the continuity of instruction in the event of a public health-related district closure, by permitting LEAs to utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.A.C. 6A:32-13.1 & 13.2. This documentation includes but is not limited to:

- A detailed educational continuity plan aligned to our charter, and for all students enrolled in our school, including students with disabilities, while our school building is not open;
- Specific steps aligned to the aforementioned plan that outlines how our school will ensure that all students we serve are adhering to and participating in the education continuity plan and engaging in the learning opportunities we have arranged for them (i.e. how our school is taking attendance and evaluating student work – the who, what, and when);
- Our school's most recent academic calendar; and
- Our school's plan for the resumption of normal academic programming once school resumes in our building, the academic intervention services that will be provided to students in order to make up for any lost instructional time and to ensure that students are maintaining or meeting academic proficiency standards, and any potential calendar changes to facilitate such activities.

The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.

This document contains important stakeholder information for teachers and students that outlines key details and parameters for tele-learning. Principals and school leadership teams will work with all teachers to ensure they are able to best support families and students through the duration of a school closure.

Additionally, as more information is gathered and verified, necessary changes to this document will be made. **Stakeholders utilizing this document should confirm that they are referencing the most recently updated as noted on the Footer of each page.**

Content Delivery	Mobile Devices	Internet Access	Well-Being
Instructional expectations and time parameters are outlined. Specific resources are listed. Students with specialized supports receive more frequent remote support. Content pacing and parameters are listed for grade bands.	All families surveyed to determine if they have a need for a mobile device at home to access instructional activities. Schools will check out mobile devices for those students or parents who have indicated they need a mobile device for use at home. Schools will use their current inventory of mobile devices, including devices in carts, for students to check out.	Operations Teams are investigating partnerships with service providers to provide internet access to students while schools are closed.	Guided touchpoints to invite scholar voice, establish space for processing and maintain or strengthen pre-existing relationships. Clearly articulated communication pathways are developed to connect stakeholders with the help they require. Proactive measures are identified and reported to identify at-risk scenarios and deploy help as soon as possible. High-impact resources are identified and listed for stakeholder groups.

SECTION 2: Key Principles and Non-Negotiables

Key Principles of Remote Learning:
- Learning new content and learning new technology cannot happen effectively at the same time. We will continue to teach new content; therefore, we should limit the challenge of learning new technology as much as possible.
- Everything takes twice as long—plan for less content - make sure to prioritize the MOST important learning
- Provide a mechanism to assess student understanding regularly - gaps are not as easily identifiable in Remote Learning, so check for understanding often
- Learning Platforms have many helpful features for both students and teachers. We will ensure that our students and teachers know how to access ALL of a platform's features to take full advantage of it.

Remote Learning Non-negotiables:
- *Content Pacing and continued preparation for New Jersey State Examinations should continue to take place. Teachers will utilize the Brilla curriculum's standards, objectives, and content themes in the Pacing Calendar **AND** select aligned content from Remote Learning Providers*
  - *NOTE: Materials selected should align with Brilla's programmatic vision for high-impact curriculum. The school reserves the right to ask staff to revise Remote Learning content or delete content that is misaligned.*
- Each student will receive approximately 3.5-4.5 hours of instruction daily using a balanced approach to core content
- All Remote Learning will happen through the Clever Portal - note that some middle school programs may use the Web Portal
- Students will be contacted directly by their classroom teacher (students to be divided amongst co-teachers) twice per week via phone to maintain community and communicate emotional supports or operational assistance if necessary
- Students receiving SETTS supports will receive either twice weekly, 20-minute 1:1 Zoom calls or once weekly, 30-minute 1:1 Zoom call with Learning Specialists to provide academic interventions
- Mandated counseling students will receive one 300minute 1:1 counseling session with the School Social Worker
- Teachers will need to assess students' progress and learning via Blended Learning platforms using their school-based grading scales
- Literacy or Nonfiction Studies Content include 1-2 connections to virtues or sub-virtues of the week in the Character Initiatives Scope
- Attendance is taken by teachers - teachers take attendance daily by monitoring student work completion on Remote Learning Platforms - teachers should call students if attendance cannot be confirmed by analyzing student usage. Attendance should be submitted by 3:00 pm each day.
- Fine and Applied Arts teachers will create a bank of at-home activities or videos that allow students to create or be active. FAA teachers should be leveraged to assist with Tier 3 family check-ins
- APs and Team Leads will need to constantly provide support and monitoring of total usage for their grades in order to be proactive in initiating responses and interventions for students and families

Prior to Launch:

- School leaders should record 3-5 short Youtube Screencasts for students and families about using Remote Learning Platforms and upload to social media
- School leaders should craft a "Recommended Daily Schedule for Families" and email/mail this home and post online (see sample at end)
- Middle School leaders should prepare some type of student log so that students can track their own independent activities throughout the day - this is optional for elementary schools if leaders want to send a log for families to complete
- School leaders should work with APs, and Team Leads to monitor the continuation of grades to students for both academic progress; a framework should be communicated with teachers and families
- Teachers should ensure that their login credentials are updated and working and that they are able to successfully log into each remote learning platform
- Grade teams and school leadership should agree on a replicable, daily schedule for both teachers and students and communicate this with families actively and repetitively

Considerations:

- To the greatest extent possible, extracurricular and community partnership programs will be offered remotely.
- Due to the novelty of the situation and potential barriers to full implementation, latitude and flexibility should be given to families and students who require extra support. Teachers should use their professional discretion and communicate with leadership accordingly.

SECTION 3: Students, Teachers, and Support Staff Overview

Key Elements of Remote Learning Program		
	Elementary School Kindergarten - Fifth Grade	**Middle School** Sixth Grade - Eighth Grade
Nearpod Curriculum Lessons	Each day students will log into Clever and click on the NearPod Icon. They will complete a daily lesson for Math, Literacy, Nonfiction Studies and spanish. Each lesson will take approximately 25-40 minutes.	Each day students will log into Clever and click on the NearPod Icon. They will complete a daily lesson for Math, Literacy, Nonfiction Studies and spanish. Each lesson will take approximately 25-40 minutes.
Blended Learning Lessons	Each day students will log into Clever and click on the Amplify Icon. They will complete one lesson for Zearn (K/1) Math and one lesson for Amplify Boost Reading. Lessons range from 15-45 minutes.	Each day students will log into ALEKS Math and complete one lesson and one lesson for Amplify Boost Reading. Lessons range from 30-45 minutes.
Independent Reading	Each day students should independently read for 30 minutes. Students will log their reading by going to Clever and clicking on the Reading Log Icon.	Each day students should independently read for 30 minutes. Students will log their reading by going to Clever and clicking on the Reading Log Icon.
Teacher Check-In Calls	Twice per week, teachers will call students to talk about their character and academics. Teachers will communicate with families about the times they will be calling. Calls will last 10-20 minutes.	Twice per week, teachers will call students to talk about their character and academics. Teachers will communicate with families about the times they will be calling. Calls will last 10-20 minutes.
Staff Professional Development	- The school will provide professional learning that will better equip leaders, staff, substitutes, and students to provide high quality remote instruction. - Professional development will focus on learning acceleration for the most vulnerable populations. - Additional support will be offered to assist educators to learn strategies related to culturally responsive teaching and learning, socio-emotional learning, and trauma-informed teaching for students. - Professional development plans (PDPs) for teaching staff and administrators, as always, will remain flexible and adaptable to the changing needs of the school and individual educator.	

Remote Learning Plan Overview for Stakeholder Groups	
ELEMENTARY SCHOOL **Kindergarten - Fifth Grade**	**MIDDLE SCHOOL** **Sixth Grade - Eighth Grade**

STUDENTS
 	
General Population:
● Log into NearPod every morning through Clever Portal
  ○ Complete the 4 lessons (Math, Literacy, NFS, Spanish)
● Log into Amplify Boost or Zearn every day through Clever Portal
  ○ Complete one Math and one Reading lesson
● Read independently and complete reading log
● Do something creative or active!
 	
Students receiving SETTS/ICT:
● Log into NearPod every morning through Clever Portal
  ○ Complete the 4 lessons (Math, Literacy, NFS, Spanish)
● Log into Amplify Boost or Zearn every day through Clever Portal
  ○ Complete one Math and one Reading lesson
● Connect with Learning Specialist via Zoom for 1:1 Learning Session
	General Population:
	● Log into NearPod every morning through Web Portal
	  ○ Complete the 4 lessons (Math, Literacy, Science or Humanities and Spanish)
	● Log into ALEKS Math every day through Web Portal
	  ○ Complete one Math lesson
	● Log into Amplify Boost every day through Web Portal
	  ○ Complete one Reading lesson
	● Read independently and complete reading log
	● Do something creative or active!
	
	Students receiving SETTS:
	● Log into NearPod every morning through Web Portal
	  ○ Complete the 4 lessons (Math, Literacy, Science or Humanities and Spanish)
	● Log into ALEKS Math every day through Web Portal
	  ○ Complete one Math lesson
	● Log into Amplify Boost every day through Web Portal
	● Complete one Reading lesson
	  ○ Complete one Reading lesson
	● Connect with Learning Specialist via Zoom for 1:1 Learning Session

TEACHERS
 	
Remote Learning:
● Log into NearPod through Clever Portal
  ○ Review Brilla Pacing Calendar and standards/objectives for the day
	Remote Learning:
	● Log into NearPod through Web Portal
	  ○ Review Brilla Pacing Calendar and standards/objectives for the day

	- ○ Create NearPod lesson using Platform content or adapted from Brilla Pacing Calendar
	- ○ Communicate NearPod class code to students
	    - ■ NOTE: May consider sharing lessons and facilitation amongst a team (i.e. all students in a grade level could be on one lesson at same time)
	- ● Log into Amplify Boost or Zearn every day through Clever
	    - ○ Assign lessons to students based on content and standard performance
	    - ○ Monitor daily student usage and lesson performance (lesson pass rate should be 70% or higher)
	    - ○ Turn on "domains" for those students who have failed lessons and have been locked out
	
	Academic & Emotional Check-Ins:
	- ● Call students based on student list
	- ● Facilitate conversation using Emotional Support and Academic Progress Prompts
	- ● Record phone call notes in Student Communication Tracker
	    - ○ Communicate any high need support to appropriate school-based personnel (i.e. Operations Manager, Social Worker, etc.)
		- ○ Create NearPod lesson using Platform content or adapted from Brilla Pacing Calendar
		- ○ Communicate NearPod class code to students
		    - ■ NOTE: May consider sharing lessons and facilitation amongst co-teachers (i.e. all students in a grade level could be on one lesson at same time)
		- ● Math teachers log into ALEKS every day through Web Portal
		    - ○ Assign lessons to students based on content and standard performance
		    - ○ Monitor daily student usage and lesson performance (lesson pass rate should be 2-4 lessons passed/week)
		    - ○ Create custom pathway to assign lessons
		- ● ELA teachers log into Amplify Boost every day through Web Portal
		    - ○ Virtually assign articles aligned to specific ELA skills or standards
		    - ○ Monitor daily usage and pass rate (2-4 articles passed at 75% or higher per week)
		
		Academic & Emotional Check-Ins:
		- ● Call students based on student list
		- ● Facilitate conversation using Emotional Support and Academic Progress Prompts
		- ● Record phone call notes in Student Communication Tracker
		    - ○ Communicate any high need support to appropriate school-based personnel (i.e. Operations Manager, Social Worker, etc.)

FINE AND APPLIED ARTS TEACHERS	Remote Learning:
	● Create Optional Weekly content for students and families
	  ○ Identify and compile 1-pager of activities, resources or video fitness challenges for students
	  ○ Email to administrator to post onto social media or through school website
	● Research student performance on blended learning programs for Call-ins
	● Map Content Standards for curriculum adjustments
	
	Academic & Emotional Check-Ins:
	● Call students based on student list
	● Facilitate conversation using Emotional Support and Academic Progress Prompts
	● Record phone call notes in Student Communication Tracker
	  ○ Communicate any high need support to appropriate school-based personnel (i.e. Operations Manager, Social Worker, etc.)
		Remote Learning:
		● Create Optional Weekly content for students and families
		  ○ Identify and compile 1-pager of activities, resources or video fitness challenges for students
		  ○ Email to administrator to post onto social media or through school website
		● Research student performance on blended learning programs for Call-ins
		● Map Content Standards for curriculum adjustments
		
		Academic & Emotional Check-Ins:
		● Call students based on student list
		● Facilitate conversation using Emotional Support and Academic Progress Prompts
		● Record phone call notes in Student Communication Tracker
		  ○ Communicate any high need support to appropriate school-based personnel (i.e. Operations Manager, Social Worker, etc.)

LEARNING SPECIALISTS	Academic Intervention Sessions:
	● Send Zoom Invitation for 1:1 Intervention Session via Clever Portal
	● Create Intervention NearPod lesson or organize resources/lessons to review with student
	● Update Intervention Tracker
	  ○ Communicate any high need support to appropriate school-based personnel (i.e. AP(s) or Team Lead(s), Operations Manager, Social Worker, etc.)
	
	IEP Preparation & Meetings:
	● Check-in with Student Services Manager
	● Send Zoom Link to invitees and confirm with CSE
		Academic Intervention Sessions:
		● Send Zoom Invitation for 1:1 Intervention Session via Clever Portal
		● Create Intervention NearPod lesson or organize resources/lessons to review with student
		● Update Intervention Tracker
		  ○ Communicate any high need support to appropriate school-based personnel (i.e. AP(s) or Team Lead(s), Operations Manager, Social Worker, etc.)
		
		IEP Preparation & Meetings:
		● Check-in with Student Services Manager
		● Send Zoom Link to invitees and confirm with CSE

	• Email Teachers re: Teacher reports • Document IEP meeting minutes or attempts for scheduling in approved tracker	• Email Teachers re: Teacher reports • Document IEP meeting minutes or attempts for scheduling in approved tracker

SOCIAL WORKERS	Counseling Sessions:
	• Send Zoom Invitation for 1:1 Counseling Session via Clever Portal
	• Update Counseling Tracker
	   ○ Communicate any high need support to appropriate school-based personnel (i.e. Assistant Principal, Operations Manager, Student Services Manager, etc.)
	• Communicate days and times to classroom teachers and Team Leads for student counseling sessions
	
	IEP Preparation & Meetings:
	• Check-in with Student Services Manager
	• Prepare IEP notes for relevant students
	• Participate in necessary IEPs
	
	Family Support Meetings:
	• Check in with Operations Manager and Student Services Manager/Coordinator weekly
	• Facilitate families and community organization supports
	• Document supports and resources to share with other Social Workers and families
		Counseling Sessions:
		• Send Zoom Invitation for 1:1 Counseling Session via Clever Portal
		• Update Counseling Tracker
		   ○ Communicate any high need support to appropriate school-based personnel (i.e. Assistant Principal, Operations Manager, Student Services Manager, etc.)
		• Communicate days and times to classroom teachers and Team Leads for student counseling sessions
		
		IEP Preparation & Meetings:
		• Check-in with Student Services Manager
		• Prepare IEP notes for relevant students
		• Participate in necessary IEPs
		
		Family Support Meetings:
		• Check in with Operations Manager and Student Services Manager/Coordinator weekly
		• Facilitate families and community organization supports
		• Document supports and resources to share with other Social Workers and families

SECTION 4: Logistical Ownership Matrix and Campus-based Facilitators

Logistical Remote Learning Ownership Matrix			
Task/Content	**Category & Notes**	**Creator**	**Facilitator**
Plan Overview	Curriculum and Instruction ● Overview of Plan ● Remote Learning Sequence ● Responsibilities of Stakeholders (including SPED providers) ● Attendance Expectations	Mike Carbone	Principals
Who to Call When Guide	Operations and Support ● Create table of contact names and contact information for teachers and school based staff for support	Matt Salvatierra	Operations Managers
Nearpod Remote Learning	Curriculum and Instruction ● Rostering Students and Teachers ● Minutes and Grading Expectations	Mike Carbone	Curriculum & Instruction Manager
Zoom	Operations and Support ● Creating Zoom accounts ● Assigning Zoom accounts to teachers	Matt Salvatierra	Operations Managers
Teacher Training	Curriculum and Instruction ● Usage trainings for Zoom and Nearpod ● Ongoing supports and trainings for Clever & Blended Learning Platforms	Principals	APs/OMs/SSMs
Family and Student Training	Operations and Support ● Posted Webinars/Screencasts for families on Zoom and Nearpod ● Ongoing supports, resources, and trainings for Clever & Blended Learning Platforms	Mike Carbone	Admin Teams

SAMPLE Remote Learning Teacher Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-10:00am	Facilitate NearPod Lessons	Facilitate NearPod Lessons	Facilitate NearPod Lessons	Facilitate NearPod Lessons	Facilitate NearPod Lessons
10:00am-12:00pm	1:1 Calls with Students and Families (#1-7)	1:1 Calls with Students and Families (#8-15)	1:1 Calls with Students and Families (#1-7)	1:1 Calls with Students and Families (#8-15)	Review Blended Learning Data & Assign New Lessons to Students
1:00-4:00pm	30 minute check-in with AP(s) or Team Lead(s) Create and Review NearPod Lessons for Wednesday - Friday	Review Blended Learning Data & Assign New Lessons to Students Assess Student Near Pod Work and map out 1:1 feedback for Phone Calls Wednesday and Thursday	Follow Up emails with Learning Specialists or Operations re: Family Supports or Individual Student Needs Review Blended Learning Data & Assign New Lessons to Students	Weekly Grade Team Call with Learning Specialists and AP(s) or Team Lead(s) (GLM) Webinar or Development Session on Remote Learning etc.	Review Blended Learning Data and Assign New Lessons to Students Create and Review NearPod Lessons for Monday - Tuesday
NOTE:	*This sample schedule **represents recommended time windows for specific tasks but does NOT represent HOW LONG the tasks should take**. For example, an elementary math teacher would only be responsible for a 30-45-minute window in the 8:00-10:00am block. Further, Creating NearPod Lessons and Reviewing Blended Learning Data and Assigning New Lessons to Students should not take the full 3 hours as outlined in this sample, it is only a suggestion of WHEN to do the work.*				

SAMPLE Remote Learning Specialist Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-10:00am	Prepare 1:1 Near Pod Lessons or Intervention Materials for Student Zoom Calls	Prepare for IEP Meetings	Prepare for IEP Meetings	Conduct IEP Meetings Remotely	Prepare 1:1 Near Pod Lessons or Intervention Materials for Student Zoom Calls
10:00am-12:00pm	Weekly Learning Specialist Call in with Student Services Manager Webinar or Development Session on Remote Learning etc.	Conduct IEP Meetings Remotely	30 minute check-in with Student Services Manager/Coordinator	Prepare 1:1 Near Pod Lessons or Intervention Materials for Student Zoom Calls	Weekly Grade Team Call with teachers and AP(s) or Team Lead(s) (GLM)
1:00-4:00pm	Conduct Zoom 1:1s with Students (#1-7)	Conduct Zoom 1:1s with Students (#8-14)	Conduct Zoom 1:1s with Students (#15-20)	Conduct Zoom 1:1s with Students (#1-5)	Conduct Zoom 1:1s with Students (#6-10)
NOTE:	*This sample schedule assumes a SPED caseload of approximately 20 students with 8-10 students who may require additional supports more than once per week.* *Additionally, some students may need to be scheduled out of their normal time window to accommodate remote IEP Meetings. In this case it is the Learning Specialist's responsibility to inform the teacher.*				

SAMPLE Remote Learning Social Worker Schedule					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-10:00am	Complete Notes from previous Thursday and Friday student counseling sessions	30 minute check-in with Student Services Manager/Coordinator Prepare for IEP Meetings	Prepare Counseling Materials for Students	Participate in IEP Meetings	Complete Notes from Monday-Wednesday student counseling sessions
10:00am-12:00pm	Conduct Counseling Sessions with Students #1-3	Participate in IEP Meetings	Conduct Counseling Sessions with Students #14-16	30 minute check-in with Operations Manager + Student Services Manager Connect Families with Services if necessary	Weekly Grade Team Call with teachers and AP(s) or Team Lead(s) (GLM)
1:00-4:00pm	Conduct Counseling Sessions with Students #4-8	Conduct Counseling Sessions with Students #9-13	Weekly Call in with Director of Student Services and other School Social Workers Prepare Counseling Materials for Students	Conduct Counseling Sessions with Students #1-3	Conduct Counseling Sessions with Students #4-8
NOTE:	*This sample schedule assumes a counseling caseload of approximately 20 students with 5-7 students who may require additional supports more than once per week.* *Additionally, some students may need to be scheduled out of their normal time window to accommodate remote IEP Meetings. In this case it is the Social Worker's responsibility to inform the teacher.*				

	SAMPLE Remote Learning AP & Team Lead Schedule				
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
8:00-10:00am	Observe Class 1 NearPod Lessons	Observe Class 2 NearPod Lessons	Observe Class 3 NearPod Lessons	1:1 30min with Supervisor	Prepare Test Prep Materials for return to school
10:00am-12:00pm	Weekly School Leadership Team Meeting Review Previous Week Phone Call Logs of Teachers	Review and provide feedback on NearPod Wed-Friday Lessons	30min check in with team Learning Specialist Make adjustments to Pacing Calendar Prepare Test Prep Materials for return to school	1:1 Calls with Students and Families (#8-15)	Weekly Grade Team Call with Learning Specialists and AP(s) or Team Lead(s) (GLM) Webinar or Development Session on Remote Learning etc.
1:00-4:00pm	30 min Individual Check in with Teachers #1-3	Review Blended Learning Data & send noticings to teachers 30 min Individual Check in with Teachers #4-6	Tier 3 Family Phone Calls and Check-ins	Review Blended Learning Data & send noticings to teachers Prepare for Weekly Grade Team Call	Review and provide feedback on NearPod Mon-Tues Lessons Prepare for Teacher Check-ins Mon-Tues

SECTION 6: Sample Daily Schedules for Students

SAMPLE K-5 Remote Learning Student DAILY Schedule		
	Details	**Adult Contact**
8:00-8:45am	Participate in Math NearPod Lesson, take NearPod Lesson Quiz	Teacher A from Class
8:45-8:50am	Stretch Break!!!!	None
8:50-9:35am	Participate in Literacy NearPod Lesson, take NearPod Lesson Quiz	Teacher B from Class
9:35-10:00am	Participate in Nonfiction Studies NearPod Lesson	Teacher A from Class
10:00-10:15am	Morning Snack Break!!!!	None
10:15-11:00am	Complete and PASS Math Blended Learning Lesson	None
11:00-11:45am	Complete and PASS Reading Blended Learning Lesson	None
11:45am-12:30pm	Lunch Break!!!!	None
12:30-1:00pm	Weekly Counseling Session with School Social Worker	School Social Worker
1:00-2:00pm	Play Time or Online Fine and Applied Arts!	None
2:00-2:15pm	Twice Weekly Check-in with My Teacher	Teacher B from Class
2:15-2:35pm	Twice Weekly Reading Help with my Learning Specialist	Learning Specialist
2:35-3:35pm	Read a Great Book!!!!	None
NOTE:	*The above sample schedule assumes the student receives weekly counseling from the School Social Worker and twice weekly academic support from the Learning Specialist. This is an approximation of adult intervention but represents the max in one-day that could occur.*	

SAMPLE 6-8 Remote Learning Student DAILY Schedule		
	Details	**Adult Contact**
8:00-8:45am	Participate in Math NearPod Lesson, take NearPod Lesson Quiz	Math Teacher A + B
8:45-8:50am	Stretch Break!!!!	None
8:50-9:35am	Participate in Literacy NearPod Lesson, take NearPod Lesson Quiz	ELA Teacher A + B
9:35-9:40am	Stretch Break!!!!	None
9:40-10:25am	Participate in Science NearPod Lesson (Tomorrow it's a Humanities Lesson)	Science Teacher
10:25-10:45am	Morning Snack Break!!!!	None
10:45-11:15am	Complete Blended Learning Math Lesson and PASS	None
11:15am-12:00pm	Complete Blended Learning Reading Lesson and PASS	None
12:00-12:45pm	Lunch Break!!!!	None
12:45-1:00pm	Twice Weekly Check in with My Teacher	Advisory Teacher A
1:00-1:30pm	Weekly Counseling Session with School Social Worker	School Social Worker
1:30-2:30pm	Play Time or Online Fine and Applied Arts!	None
2:30-2:50pm	Twice Weekly Reading Help with my Learning Specialist	Learning Specialist
NOTE:	*The above sample schedule assumes the student receives weekly counseling from the School Social Worker and twice weekly academic support from the Learning Specialist. This is an approximation of adult intervention but represents the max in one-day that could occur.*	

Expectations for Special Education & English Language Learners during School Closure	
For special education and ELL students, the school will provide educators with the opportunity for professional development to best utilize the accessibility features and accommodations tools made available through technology-based formats. The school will continue to ensure students receive individualized supports that meet the requirements of the IEP and 504 Plans. Consistent with guidance from the United States Department of Education, the school will continue to meet obligations under the Federal Individuals with Disabilities Education Act (IDEA) and the New Jersey State special education regulations for students with disabilities to the greatest extent possible. **Reasonable accommodations may need to be made for medically fragile staff in accordance with current school policy and State and Federal statutes and regulations.	
General Education Lesson plans posted online	● Generally, plans may not be modified for students with IEPs; however, teachers should consider if a student has an IEP (and that this is a less-than-ideal learning environment) when grading. Platforms that can be adapted to meet students' IEP requirements should be manipulated as such - for example, Amplify Reading or Zearn Math
1:1 IEP Instruction	● Special Education Managers/Coordinators should work with their families and learning specialists to create a schedule for 1:1 instruction that fits the sample schedule above. This can either be *during* the existing core instructional time (i.e. – Learning Specialists do interventions for students with IEPs who attend in place of Gen Ed teacher lessons), or there can be separate office hours with Learning Specialists in the afternoon (this is preferred). Principals and Student Services Managers should work together to determine the best plan for their school. ● Related services will be provided through teleconference to the greatest extent possible. ● All students with disabilities will receive instruction that is aligned to their Individualized Education Plan (IEP). All related services will be implemented via a virtual platform unless specified otherwise in a student's IEP.
Communication and Documentation	● We will document all meetings, provide related services, and meet daily as a team via video conferencing with the Director of Student Services to discuss any issues such as services missed for all of our students. ● Case managers will check in regularly with their students.
IEP Testing	● Virtual IEP meetings will be conducted using teleconference. Documents requiring signatures are sent securely through electronic platforms. ● To the greatest extent possible, evaluations and reevaluations will be conducted using teleconference.

	- Other diagnostics can happen if teleconferencing allows - more information is forthcoming - All IEP meetings will be conducted via a virtual platform. - Background information for all evaluations will be gathered, and the testing will continue in the event of an emergency closure. In the event that testing is not possible the district will convene an IEP team to decide the best available resources.
IEP/Tri-annual Meetings	- Will continue via Zoom/conference call - Timeline for initials and other standard meetings still apply even during school closure
Speech and Language & Occupational Therapy	- Speech and Language services and Occupational Therapy services are taken on by the supporting related services agency - Student Services Managers should be in weekly communication with these agencies to monitor and DOCUMENT progress or updates for students receiving remote services. - External services providers should use the same platforms the school uses. Programs should be HIPPA compliant. - All related services will be provided via teletherapy. - Home Instruction will be provided via teletherapy
Counseling Support	- Similarly, schools should work to continue to schedule mandatory counseling sessions with students. - Counselors will continue to meet with students through teleconference and assess individual student needs. - Mental health support services will be provided through teleconference to the greatest extent possible
State Assessment and Record-Keeping	Preparation and execution will continue or be suspended as directed and communicated by The New Jersey Department of Education (Department)
English Language Learners	- Consistent with State and Federal requirements, English as a Second Language, teachers will continue to meet the needs of English language learners through remote instruction to the greatest extent possible. - Each ELL learner will be contacted personally by a teacher and to ascertain internet access. If a student does not have access to the internet, the district will provide the information necessary to obtain internet service or provide a hotspot. - The academic needs of each student will be assessed by the Student Services team, classroom teachers, and supervisor - Regular class assignments will be differentiated to best meet the students 'needs. A pass/fail option will be offered to teachers for grading purposes, dependent on student needs. - Students who require additional support may be assigned a 1-1 online teacher to facilitate learning within the core content. - Faculty will utilize interpreters to communicate with families of ELLs, including providing translation materials and literacy level appropriate information.

SECTION 8: Sample Remote Learning Scheduling for Families

Example of Family Schedule	
Explanation	**Schedule**

It's important for families and scholars to set up a consistent routine each day to maximize their remote learning and to help stay calm during the closure. By setting up a schedule for your scholar(s), families can better support teachers and scholar(s) make progress in their learning. Teachers at Brilla will take attendance each day at 3:00pm. They will take attendance based on what your scholar has completed for their Remote Learning.
 	
Brilla recommends creating a schedule like the one here and putting on your refrigerator or wall at home. You can use the schedule with students like a checklist, and ask them to "Check the Box" when they complete each task. Of course, if you have any questions, please contact your student's teacher!
	This is a suggested schedule template for families to follow:
	● *7:00am* - Wake Up, get dressed and do physical activity challenge from Sensei Mateo
	● *7:30am - Breakfast!*
	● *8:00am* - Log into Clever and do my Math NearPod Lesson
	● *8:45am* - Stand Up and Stretch!
	● *8:50am* - Log into Clever and do my Literacy NearPod Lesson
	● *9:35am* - Log into Clever and do my Nonfiction Studies NearPod Lesson
	● *10:00am* - Walk to school and pick up breakfast and lunch
	● *10:30am* - Log into Clever and Complete a Math Blended Learning Lesson or Blended Learning Math Lesson (Middle School)
	● *11:00am* - Log into Clever and Complete a Reading Blended Learning Lesson Lesson (Middle School)
	● *11:45am* - Have lunch and Help my family with chores!
	● *12:45pm-3:45pm*
	    ○ Expect a quick check-in call with one of my teachers! Be ready to talk about something I learned today
	    ○ Read a good book and submit my reading log on Clever
	    ○ Play Time or complete one of the Online Fine and Applied Arts activities on the Brilla website!
	    ○ Take a short nap or rest my mind for 30 minutes!
	    ○ Help with more chores
	● *3:45pm* - Turn off and Plug in my computer charge
	● *4:00pm* - Rest and Play Time
	● *6:00pm* - Dinner time and Help my family with chores!
	● *7:00pm* - Read a book with someone in my family or to myself
	● *8:00pm* - Get Ready for Bed and Time to say Goodnight
	    ■ *NOTE: If applicable, a student's Learning Specialist or Counselor will also schedule support check-ins throughout the week. If you have any questions please contact your student's teacher.*

SECTION 9: Student Reading Log

Note: While a best practice for remote learning, other avenues of helping students and family track reading can also be used such as Google Forms. A Google Form will be created for each campus with a corresponding Icon in Clever. Teachers will be able to view the Google Sheet for their specific homeroom. Links are located below. **Teachers will not be able edit the form, but can find instructions on how to sort and view responses by watching this [video](#).**

My Reading Log			
My Name:		**Book Title:**	
Homeroom:		**Book Author:**	
DATE	**MINUTES READ**	**PAGES READ**	**PARENT/FAMILY SIGNATURE**
3.26.30	40 minutes	Pg 1-17	*Mr. Carbone*

SECTION 10:
Monitoring Student Work Virtually - Tips and Resources for Teachers

Content Provider	Data to Check and Where to Find it
Amplify Reading (ELA) **Zearn (Math)** **ALEKS (Math)**	*Recommended Weekly Range:* 2-4 lessons passed at 75% or higher *Data Points to Check:* ● Activities Above and Below 75% ● Lexile Growth (updated at the end of each month) ● Time on Task ● Lessons Passed/Completed **Possible Actions:** ● Virtually assign articles aligned to specific ELA skills or standards ● Grade/Comment on student thought questions.

SECTION 11: Student-Teacher Academic & Well-Being Check-In Phone Call Questions

Student-Teacher Academic & Well-Being Check-In Phone Call
Directions: *Teachers should use the following script when conducting 1:1 calls with students. Notes should be kept on designated trackers created and assigned by principals. This document is meant to be a resource for teachers. Teachers should ask both well-being questions and Academics Support Questions at each phone call. Use the guiding questions as authentically as possible. The goal is to actively check in and listen to your scholar, giving them a voice. Feel free to, as appropriate, share your answer to one or two questions to better facilitate dual, comfortable conversation. Use Question Bank as needed.* ***NOTE: If students mention any concerns regarding technology, teachers should send an email to their ops listserv. If students indicate a need for home supplies for learning, teachers should communicate this to their ops listserv. Additionally, if during the phone call, students mention any type of crisis information (lack of food, utility shutoff, abuse, etc), teachers should escalate as appropriate by contacting administrators/social workers immediately.***

Emotional Support Question Bank		
Week A, Convo 1:	**Week B, Convo 1**	**Other Questions to Use**
What sorts of activities have you been doing since you left school last Thursday? (Play in park, video games. Grocery shopping, watching my sibling, church/mosque, etc). BP Q: Tell me about one thing you did yesterday? What word describes how you feel today? What piece of news would you like to share? Or do you have a question about any news you've heard?	How was your weekend? BP Q: Who have you been spending time with? Tell me about something surprising or unexpected? What piece of news would you like to share? Or do you have a question about any news you've heard?	How are you feeling? How is your family? What's been going on lately? What are you wondering about? What are you looking forward to? Is there anything you need right now? What did you have for dinner last night / lunch today/ breakfast this morning?
Week A, Convo 2:	**Week B, Convo 2**	
What word describes how this week has been for you so far? Tell me about something fun or funny you saw since we spoke the other day?	What word describes how this week has been for you so far? Tell me about something that has been stressful or exciting? BP Q: Tell me about something that has made	

What piece of news would you like to share? Or do you have a question about any news you've heard?	you worry or happy? Do you have any plans for this weekend?	

Academics Support Question Bank		
Elementary Questions	**Middle School Questions**	**Other Questions to Use**
Check in on lesson objective. Depending on content, ask student to represent work (math, finding main idea, etc.) Was it easy to login? Were there any issues with your laptop or your internet? Blended Learning Data Share. Goal for what needs to happen next on Blended Learning sessions.	Check-in during office hours. Work sample feedback in Nearpod lessons. Was it easy to login? Were there any issues with your laptop or your internet? Blended Learning Data Share. Goal for what needs to happen next on Blended Learning. NOTE: Middle School NFS & FAA teachers will need to know how to check Blended Learning data for the students on their call lists.	What was the main idea of the book you read? What evidence makes you think that? Can you tell me how to solve one of the math problems you did today? Tell me about your blended learning goal for the rest of this week? What's been the hardest thing about remote learning for you? What activities have been your favorite? Which questions tripped you up today?

SECTION 12: Important and Helpful Links

Important and Helpful Links		
[How to Use Zoom for Online Learning](#)	[NearPod Youtube Channel](#)	[Nearpod at Home for Families](#)
[Brilla NJ Master Curriculum Pacing Calendar](#)	[Special Education Requirements during voluntary School Closure](#)	[Clever Teacher Login Page](#)
[Brilla NJ Family Calendar](#)	[For Families: How to Help My Student Log In to Clever](#)	[For Students: How do I log in to Clever](#)
[Blended Learning for Teachers Video Part 1](#)	[Blended Learning Family Help Center](#)	[NearPod Tricks and Tips](#)
[NearPod: Tracking student Assessment and Progress](#)		

Application	School	For Staff
Clever	All	[For Teachers](#)
Nearpod	All	[Quick Start Guide for Teachers](#) [Daily live webinars](#) [Home-based Learning Nearpod Resource Hub](#) [Nearpod Coronavirus webpage](#) [Nearpod + Google Resources](#)
Zoom	All	[FAQs](#)
Blended Learning	Elementary	[FAQs](#)
Raz-Kids	Elementary	[Resources](#)
Zearn	Elementary	[Troubleshooting Checklist](#)
Blended Learning Math	Middle	[Technical Issues & Troubleshooting](#)

SECTION 13: Criteria for High-Quality NearPod Lessons

	Criteria
Curriculum ● The quality of standards, objectives, and content	❏ Nearpod lesson directly aligns to the standard(s) and objective(s) of the lesson in the Brilla Curriculum ❏ Nearpod lesson content replicates or is extremely similar to the content of the lesson in the Brilla Curriculum ❏ Nearpod lesson launches with the objective and criteria for success at the beginning ❏ The Nearpod lesson includes the "Why" and "How" unpacking of the student learning objective
Differentiation ● The varied processes used to engage students in the process - videos, activities, imagery, etc.	❏ SPED and ELL strategies are included from in the Nearpod lesson plan ❏ Nearpod lesson components include best practices for ensuring all students can reach the same learning objective such as teacher modeling, word banks, or tiered question strands ❏ The Nearpod lesson includes embedded videos, a variety of activities, and relevant imagery to engage students
Assessment ● The mixed methods to gather information about student progress towards mastery of the content and standards	❏ Every Nearpod lesson assessment includes an opportunity for every student to prove mastery of the daily learning objective(s) ❏ Nearpod lesson includes a thoughtful reference to the unit essential question(s) to connect big ideas or thematic principles of the content ❏ Nearpod lesson includes relevant, aligned questions or tasks that utilize Brilla's Character Initiatives work such as virtues or sub-virtues
Collaboration/Synchronous Opportunities ● The opportunities offered throughout the lesson to engage live with teachers or peers	❏ Nearpod lessons leverage the live teaching function if possible with teachers pacing and narrating lessons live. ❏ **NOTE: Lessons should also be available asynchronously to allow students to access and complete the lesson at a later time** ❏ Nearpod lessons for upper elementary and middle school include opportunities for students to engage with each other via the platform ❏ Teachers build in time to review previous lesson performance in the Nearpod lesson

SECTION 14: Other Free Remote Learning Resources for Students and Families

Switcheroozoo.com	Kids.nationalgeographic.com	Funbrain.com
Watch, listen, and play games to learn all about amazing animals	*Learn all about geography, amazing animals, and our planet*	*Play games while learning important math and reading skills*
PBSkids.org	Reading.ecb.com	Starfall.com
Hangout with your favorite characters while playing interactive learning games	*Go "inside" the books to practice important reading strategies*	*Practice important phonics skills while playing fun games and puzzles*
Storylineonline.net	Abcya.com	Zearn.com
Have some of your favorite stories read aloud to you by movie stars	*Practice math and reading skills all while playing fun games*	*Register to access their free K-12 online math curriculum*
obooko.com/category/free-books-for-teens	scholastic.com/learnathome	RAZKids.com
Free e-books available for download for ages 11-18.	*Day-by-day projects to support learning at home*	*Register to access for books at your child's level. Please ask your teachers for their classcode!*

SECTION 15: Nearpod Lesson Daily Codes Google Doc

Directions:
1. Visit nearpod.com/student OR download the Nearpod app
2. Enter the code (or click the link provided by your teacher) and sign in with your name
3. Participate in the lesson - your teacher will be able to see your responses.
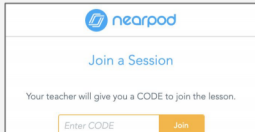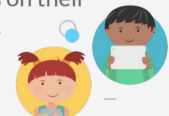

SAMPLE Kindergarten Nearpod Lesson Links					
	Monday March 23, 2020	**Tuesday** March 24, 2020	**Wednesday** March 25, 2020	**Thursday** March 26, 2020	**Friday** March 27, 2020
Literacy Lesson Code					
Math Lesson Code					
Nonfiction Lesson Code					

SECTION 16: Remote Learning Grading Rubric - Elementary Schools

NOTE: The rubric represents weekly averages. Teachers would input one weekly grade using the calculations below. Note that these guidelines are subject to change.

	Beginning (1)	**Developing (2)**	**Meeting (3)**	**Exceeding (4)**
Nearpod Content 25% Weighted	Student passes less than 3 Nearpod lessons in at least 2 subjects - Math, Literacy, and NFS (correctly answer MAIN CFU in lesson 3 out of 5 days)	Student passes 3 or more Nearpod lessons in at least 2 subjects - Math, Literacy, and NFS (correctly answer MAIN CFU in lesson 3 out of 5 days)	Student passes 3 or more Nearpod lessons each week in all subjects -Math, Literacy, and NFS (correctly answer MAIN CFU in lesson 3 out of 5 days)	Student passes all 5 Nearpod lessons each week in all subjects - Math, Literacy, and NFS (correctly answer MAIN CFU in lesson 5 out of 5 days)
Blended Learning Content 55% Weighted	Student completes and passes less than 3 math and reading lessons in Blended Learning (pass rate = 70% or higher) per week	Student completes and passes at least 3 math or reading lessons and at least 2 math or reading lessons in Blended Learning (pass rate = 70% or higher) per week	Student completes and passes at least 3 math and reading lessons in Blended Learning (pass rate = 70% or higher) per week	Student completes and passes at least 5 math and reading lessons in Blended Learning (pass rate = 70% or higher) per week
Independent Reading 10% Weighted	K-1 Students do not read at least one book per week 2-4 Students read less than 25 pages per week	K-1 Students read at least one book per week 2-4 Students read at least 25 pages per week	K-1 Students read at least two books per week 2-4 Students read at least 30 pages per week	K-1 Students read 3 or more books per week 2-4 Students read at least 40 pages per week
Teacher Check-ins 10% Weighted	Student responds accurately to one teacher-posed academic check-in questions in one, twice weekly teacher call-ins	Student responds accurately to one teacher-posed academic check-in questions in both, twice weekly teacher call-ins	Student responds accurately to both teacher-posed academic check-in questions in at least one, twice weekly teacher call-ins	Student responds accurately to both teacher-posed academic check-in questions in both, twice weekly teacher call-ins

EXAMPLE CALCULATION	**Rubric Score x Multiplier**	**Totals**
NearPod Content	3.00 x .25	.75
Blended Learning Content	2.00 x .55	1.1
Independent Reading	4.00 x .10	.4
Teacher Check-ins	3.00 x .10	+ .3
	TOTAL SCORE	2.55

NOTE: The rubric represents weekly averages. Teachers would input one weekly grade using the calculations below. Note that these guidelines are subject to change.

One week is equivalent to the number of school days in one week. Students will receive a total of four scores per week in content grade books.

	Beginning (1)	Developing (2)	Meeting (3)	Exceeding (4)
Content lesson completion rate *Completion rate used to determine student attendance* *One grade per content (ELA, Math, Science, Humanities)*	Average weekly content lesson completion rate of **less than 60%**	Average weekly content lesson completion rate of **60 - 79%**	Average weekly content lesson completion rate of **80 - 99%**	Average weekly content lesson completion rate of **100%**
Blended Learning Reading *Weekly Number of Total Logins* *Weekly Average Activity Score* *The weekly score will be the average of both.*	**1 - 2** logins **1 - 49 %** Average Activity Score	**3 - 4** logins **50 - 74 %** Average Activity Score	**At least 5** logins **75%** Average Activity Score	**More than 5** logins **Greater than 75%** Average Activity Score
Blended Learning Math *Lessons Attempted* *Total Pass Rate* *(BGL and OGL)* *The weekly score will be the average of both.*	**1** lesson attempted in a week **1 - 59%** Total Pass Rate	**2 - 4** lessons attempted in a week **60 - 79%** Total Pass Rate	**At least 5** lessons attempted in a week **80%** Total Pass Rate	**More than 5** lessons attempted in a week **100%** Total Pass Rate
Weekly Assessments *School-wide grading scale applied* *Contents facilitate assessments as needed and will be added to grade books*	**1 - 44%** Mastery	**45 - 64%** Mastery	**65 - 84%** Mastery	**85 - 100%** Mastery

SECTION 18: Attendance Recommendations and Protocols

Overview: As part of the Remote Learning Plan, attendance must still be taken to discern that students and families are meeting the instructional seat minutes necessary for tracking academic progress and promotion decisions are accurate for each student. However, due to the unique situation our families are currently in, and to be flexible and supportive of them during this time, certain graces should be granted in unique situations. **These guidelines are subject to change. Teachers should use opportunities during phone calls to check in with families regarding: expectations for remote learning, including attendance.**

Parameters: Teachers will take attendance every day on Illuminate by 8:00 am for the previous day. Operations verifies attendance by 10:00 am. Students will be marked present if they meet the following criteria:
1. Students have completed at least one blended learning program (literacy or math) by 8:00 am the day after
2. Students have completed at least two Nearpod lessons (literacy, math, or nonfiction studies) by 8:00 am the day after

Notes and Exceptions:
1. If students have not completed the minimum parameters above by 8:00 am, teachers should place a call to families to discuss ability to complete the expectations.
    a. If families are able to complete the parameters within 48 hours, teachers should email operations email address to manually adjust the student attendance record to Present
    b. For families who are regularly unable to complete the parameters daily, teachers may assist and create adjusted deadlines and may allow these unique situations to be marked as present and checking completion the following day. If parameters are not met, teachers should email operations email address to manually adjust the student attendance record to Absent
    c. Tardies will not be taken during Remote Learning and closure. Students should either be marked absent or present
2. **Teachers should consider their twice-weekly calls as the minimum for students who require more communication.** For families struggling to ensure completion and attendance, teachers should use professional discretion to conduct more check-ins and loop in SSM/Cs and OMs
3. If teachers are unable to contact parents for more than 48 hours and students have not completed work for more than 48 hours, teachers should communicate directly with AP(s) or Team Lead(s)s. If AP(s) or Team Lead(s)s are unable to make contact within 24 hours, AP(s) or Team Lead(s)s should notify Administration.
    a. School teams should follow the "who-to-call-when" guide for Remote Learning Attendance

SECTION 19: Remote Learning Additional Content Guidelines

Purpose: To provide a guideline for the use of additional content, differentiated lessons, and student access to lessons other than those outlined in the above plan. If teachers wish to supplement content or substitute content, the following guidelines must be adhered to.

While still adhering to the **Key Principles of Remote Learning** and **Remote Learning Non-negotiables**, if teachers and leaders deem additional content purposeful to the success of student learning, the following steps should be taken:
1. Ensure that the content is standard-aligned and pacing aligned
2. Has a format to assess student participation and comprehension through data pulling in Nearpod - all content should be delivered through Nearpod
3. Has received written approval from direct manager before being linked for student access

1. **Ensure that the content is standard-aligned and pacing calendar aligned**

    All additional content, whether differentiated or pulled from a virtual source not listed in the Extended School Closure Instructional Plan, must be aligned to the standards scholars are expected to master by the end of the school year. Furthermore, the standards should be aligned to the current unit students are learning from on the Master Pacing Calendar. In the event that work is being created to challenge students or provide additional support to bring students up to grade level, then an exception will be made for the alignment of standards to the pacing calendar; as long as the quality of the content does not suffer.

2. **Has a format to assess student participation and comprehension through data pulling in Nearpod**

    It is important that we know whether or not the work we are asking students to complete is impactful and that the systems we are using to engage with them are purposeful. To this end, any additional content provided to daily lessons must be uploaded to the Nearpod platform so that we can check for understanding and generate student data within those lessons. Through the Nearpod platform, you have the opportunity to create "activity slides" (ex: mini-assessments, answer short response questions, draw their response, etc) that ask students to show their thinking and allows teachers to track student comprehension, participation and performance. Please see an example of a lesson linked to Nearpod here with additional slides created to check for understanding. This webinar provides a tutorial of how to link other content to Nearpod and create new activities.

3. **Has received written approval from direct manager before being linked for student access**

   If additional content should be linked to Nearpod lessons or created as a Nearpod lesson, teachers and leaders need to receive written approval from their managers. Requests for approval should be specific and include the rationale for the inclusion, as well as the projected benefit to student achievement. Ultimately, the lessons cannot be linked for student access until written approval has been granted. There is currently plenty of access to content, but there is not a lot of oversight on the quality. We want to be mindful that we are not giving up quality for quantity and convenience. Please note that the Network reserves the right to review lessons and content. Editing of content may be requested by the Curriculum & Instruction Manager or the Chief Schools Officer.