



**Emergency Virtual or Remote Instruction Plan
Perth Amboy Public Schools**



**Perth Amboy Public School District
Emergency Virtual or Remote Instruction
Plan for the 2021-22 School Year
October 13, 2021**



**Emergency Virtual or Remote Instruction Plan
Perth Amboy Public Schools**

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The Road Forward Citation for the Instructional Component

The Road Forward provides guidance to local education agencies about screening, exclusion, and response to symptomatic students and staff. Section 3.3 of the Road Forward Includes language about exclusion. More specifically, page 12 of the document has specific information about



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COVID-19 Exclusion Criteria. In that section of the Road Forward, there is a section called Remote/Instruction 180 Day Requirement. Pursuant to N.J.S.A 18A 7F-9, this document provides guidance about the academic plan for cases where a student, group of students, school, or the district needs to shift to virtual or remote instruction.

Emergency Virtual or Remote Instruction Overview

In a state broadcast published on Friday August 18th, 2021, the NJDOE stated the following:

The New Jersey Department of Education (Department) remains ready to assist every local educational agency (LEA) in returning to full-time, in-person instruction for the 2021-2022 SY. This includes providing LEAs with guidance in the event of declared emergencies resulting in a district-wide closure. The Department appreciates the challenges that LEAs had to overcome during the 2020-2021 SY as they faced a myriad of decisions affecting both the safety of their students and staff as well as the instructional experience. The Department is encouraging LEAs to reflect upon their experiences with virtual and remote instruction when planning for the 2021-2022 SY.

In April 2020, Governor Murphy issued an executive order that became [P.L.2020, c.27](#). This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to *N.J.S.A. 18A:7F-9*. **In order to provide transparency and ensure that New Jersey students continue to receive high quality, standards-based instruction, each school district, charter school, renaissance school project and Approved Private School for Students with Disabilities (APSSDs) must annually**

submit its proposed program for virtual or remote instruction (plan) to the Commissioner of Education. This plan would be implemented during a district closure lasting more than three consecutive school days due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure. A superintendent must consult with the board of education, if practicable, prior to implementing the school district's plan of virtual or remote instruction. A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements,



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awarding of course credit, and such other matters as determined by the Commissioner of Education.

LEAs must include the statutory requirements listed in the “LEA Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 SY,” in their plans for virtual or remote instruction for the 2021- 2022 school year. The 2021-2022 plans must be approved by the LEA’s board of education or board of trustees (board), submitted to the county office of education for review and approval, and posted on the LEA’s website. **The board-approved plan and checklist are due to the county office of education no later than October 29, 2021.** In the event that the LEA is directed to provide virtual or remote instruction before garnering county office approval, the approval date will be retroactive. Questions should be directed to the [county office of education](#).

Broadband and Technology Required

Our program consistently measures and addresses any on-going digital divide that may exist, whether it be network access or lack of sufficient access to a device.

Students

- The Perth Amboy Public School District implemented a 1:1 technology initiative in grades K-12 by April 2020. At the beginning of the pandemic, all staff students in need of a device were given one to support remote learning. We continued these efforts with our early childhood students and implemented a 1:1 with iPads in pre-K by October of 2020.
- Through ESSER funds, new devices with Chrome OS 92 needed for state testing in Grades 4-12 have been purchased for all our students K-12.
- The redistribution of these newer devices took place at the beginning of the 2021-22 school year with no loss to instructional time.
- Last year a Google survey was conducted to the entire district to determine who did not have internet access at home. All of the students who did not have access to sufficient broadband were given a MiFi device. The district has the aggregate data of students who need MiFis in the event of a school closure.

Staff

- The plan for distribution for teachers is as follows:



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- All new teachers who did not have a device received a computer on the first day of school.
- Accordingly, the Perth Amboy School district is prepared to ensure the continuation of learning for any class of students of school that may have to shift to all remote.. In order to prepare for continuation of learning via remote instruction the district has taken the following steps to ensure we can pivot to all remote at any point in time:
 - On September 2, 2021, all teachers were required to set up their Google Classrooms and generate their Google Meet Links.
 - By September 15th, this information is shared in the district Google Meet directory. Google Classroom and Google Meet is our learning management system which allows us to pivot to all remote as a district at any moment in time.

Parents

- There is a Google Form posted on the district website for parents and/or students to complete if they have issues with their device or if their device is misplaced. Our technicians are constantly checking this data to ensure all our students have a working device.



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Plan for Provision of Meals to Eligible Students

District Food Service Personnel are essential staff and will be assigned to duties whether schools are open for in person learning or closed and on remote or virtual instruction.

The district will ensure meals (breakfast & lunch) are made available for pick up by a designated person, not quarantining, following the schedule below at their respective child's school:

- Every school day
- 10:30am-1:30pm at all schools

Plan for Meeting the Required Length of the Instructional Day

- A day of virtual or remote instruction, if instituted under a plan approved by the Commissioner of Education, is considered the equivalent of a full day of school attendance for the purposes of meeting State and local graduation requirements, awarding of course credit, and such other matters as determined by the Commissioner of Education.
 - The minimum hours of instruction for a virtual or remote day is four hours excluding lunch and recess.
- All of our schools in the district adhere to the state requirements. Please see schedules listed below.
 - [Schedule for Emergency Virtual or Remote Learning: Pre-K 3 and Pre-K 4](#)
 - [Schedule for Emergency Virtual or Remote Learning: Grades K-4](#)
 - [Schedule for Emergency Virtual or Remote Learning: Grades 5-8](#)
 - [Schedule for Emergency Virtual or Remote Learning: Grades 9-12](#)



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Essential Guiding Principles

- All teachers have access to a district-owned device.
- All students have access to Wi-Fi and a device.
- All students/guardians have completed a device loaner agreement.
- All students have a district-issued G-Suite account and password, as well as access to all required applications and platforms.
- All students will have access to guidance counselors, child study team members and other school support members as needed.
- All teachers have been trained regarding the effective use of Google Meet and Google Classroom in order to maintain the flow of instruction.
- The technology department is accessible to staff and students remotely to troubleshoot and resolve issues with learning platforms/software.

Roles and Responsibilities

Students:

- Log in to district device daily
- Access videos and resources through Google Classroom and complete assignments.
- Actively participate during synchronous learning sessions.
- Contact the teacher(s) with any questions.
- Practice academic honesty.
- Will complete their work by the teacher's deadline.
- Will receive grades for all their completed work in Infinite Campus.
- Incomplete work will receive a M code for incomplete work in Infinite Campus until the work is turned in to the teacher.

Parents:



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- Assist students with signing in by 9:00 a.m. daily using the district attendance link.
- Ensure students complete daily tasks.
- Direct instructional questions/concerns, contact the child's teacher.
- Contact the child's counselor and/or school administration if non-instructional assistance is needed.
- All emails received after 3 p.m. will be responded to the following school day.

All Teachers (PK-12):

- Log-in via staff attendance form each day at their contractually obligated time.
- Submit weekly lesson plans each week before 9:00 a.m. on Fridays.
- Staff members will communicate with students using district email and Google Classroom.
- Staff members will monitor email during the regularly scheduled school day.
- Assignments should be posted daily in Google Classroom and Google Meet. Post tasks and deliverables to Google Classroom.
- Host synchronous (live) learning sessions and/or live question and answer sessions with students each week according to the district schedule.
- Respond to student/parent emails by the end of the following school day.
- Follow your building protocols for addressing student academic concerns.
- Develop assignments to engage student learning each day. Extended assignments should not exceed 3 days.
- Create assignments that build off lessons previously taught so students can complete independently.
- Set reasonable deadlines for assignments.
- Provide small group instruction to students when applicable.
- Contact the school administrator if there was any inappropriate interaction with a parent or student.

Special Education ICR Teachers:

- Co-teach with the general education teacher when delivering synchronous instruction.
- Review the work provided by the general education teacher and provide the appropriate scaffolding to the assignments and strategies for the special education students.
- Review daily lessons and provide supporting resources for students with IEPs. Teachers should continue to individualize and modify general education lessons in accordance with students' IEPs. *The assignments may look different for each learner.*
- Team with a general education teacher in order to work with the parent and the student to assist with teaching the student how to use a provided accommodation (i.e.,
 - text-to-speech, speech-to-text, rubrics, graphic organizers, comprehension strategies such as GIST, etc).



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- Consider the inclusion of rubrics to accompany a lesson that guides the student to self-assess their work and that guides the student regarding executive functioning skills such as organization management, time management and self-reflection.
- Ensure that accommodations and other support in accordance with a student's IEP are implemented prior to grading a student's work. Student work should not be scored if an accommodation was not provided.

Special Education POR and Self-contained Teachers:

- Please see the information above outlined for "All Teachers."
- Teachers should continue to develop lessons that are individualized and modified and in accordance with students' IEPs. *The assignments may look different for each learner.*
- Coordinate with classroom or 1:1 paraprofessionals, where applicable, to assist with material preparation and time for joining any on-line face to face sessions.
- Continue to support parents with teaching the parent/students how to access or provide an accommodation in accordance with the students IEPs (i.e., logging on to a device, text-to-speech, speech-to-text, rubrics, graphic organizers, comprehension strategies such as GIST, etc).

Bilingual/ESL/World Language Teachers:

- Please see the information above for "All Teachers."
- Teachers should continue to develop lessons in the language that is being taught.
- Level 1 lessons are in Spanish with 1 daily period of ESL.
- Level 2 lessons are in English with teacher support in Spanish if necessary. Students receive 1 daily period of ESL.
- Level 3 lessons are in English with minimal native language support, when needed, and 1 daily period of ESL.
- Dual Language classrooms will teach 1 week in English and 1 week in Spanish. The teachers will not add the additional language switch during ELA.
- ESL teachers will plan and work with the grade level teachers and students they are assigned to.
- Para-Professionals working in Bilingual classrooms will collaborate with the teacher to assist with the students and the parents.

Counselors:

- Maintain contact with students who are in jeopardy of failing.
- Assist in contacting students who have not been engaged in online learning as evidenced through reports generated by the school administration.



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- Continue to support the SEL initiatives and the school climate.
- Continue to counsel students, especially when a crisis arises.
- Continue to work on scheduling students for the summer school and the next school year as directed by school administration.
- Work in conjunction with school administration as needed to support students' needs.

CST and BCBA's:

- Continue with providing support to all students in your caseload.
- Continue to hold support sessions with students/parents.
- Continue to monitor and make changes as necessary to student rosters for the school year and ESY.
- Continue to monitor evaluations that must be conducted upon our return to in-person instruction.
- Continue to conduct remote IEP meetings, implement IEP development guidance, and finalize IEPs within two weeks of a meeting.

Related Service Providers:

- Continue to hold telepractice therapy sessions in Google Meet with students/parents and maintain a service deliver/contact log.
- Continue to monitor evaluations that must be conducted upon our return to in-person instruction.
- Continue to conduct and attend remote IEP meetings, implement IEP development guidance, and finalize IEPs within two weeks of a meeting.

School Nurses:

- Follow the directives provided by the Supervisor of Nursing and Health Related Services and school administration to help students, staff and families
- Keep current on developments and trends from reputable sources (CDC, etc.)
- Continue to provide health-related information to school community

- Act as a liaison to answer health-related questions from parents and staff.
- Model good prevention techniques for students, parents, and community.

Information Technology (IT):

- Provide direct help-desk support for students, parents, and staff in a timely manner.
- Diagnose and repair software and hardware issues with school issued devices.



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- Assist in the distribution of devices when appropriate.
- Follow the directives provided by the Director of Technology and school administration to help students, staff and families.

Secretaries:

- Follow the directives provided by the building/district administration to help students, staff and families

Paraprofessionals:

- Follow the directives provided by the building/district administration to help students, staff and families
- Collaborate with the teachers you work with to assist the students and to translate to parents when needed.
- Attend live Google Meets with classroom teachers
- Continue participating in the professional development provided by the district

Custodians:

- Follow the directives provided by the building/district administration to help ensure the cleanliness and safety of our school facilities.

Administration:

- Fulfill duties as designated by the Superintendent to support remote learning, student success, and social and emotional needs of all stakeholders.



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District Approved Digital Platforms & Resources

Perth Amboy Public Schools is committed to providing a number of online programs and resources for students and staff. Instructional staff is encouraged to utilize them when delivering instruction and when assigning meaningful, differentiated, and rigorous work tasks. Below is a list of the district-approved online resources and programs.

District Approved Online Program/Resource	C&I Point Peron	Grade Level	Content Area	Description
Achieve 3000	Mr. Suarez Dr. Molina	5-12	ESL	Achieve3000 delivers a comprehensive suite of digital solutions that significantly accelerate and deepen learning in literacy, math, science, and social studies.
Albert iO	Dr. Pepe Ms. Lemongelli Mr. Romano	10-12	AP Classes	Essential resource that has prepared the Advanced Placement students in all content areas for the pedagogical shift on the AP Exams. Attention to DBQ and FRQ activities to prepare students for their May exams. All 11th Grade ELA students for SAT preparation.
Amplify Science	Dr. Medina Ms. Tisch	K-2	Science	Amplify Science is a science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.
AMSCO Perfection Learning	Dr. Medina Mr. Romano	9-12	Social Studies	High school Social Studies AP faculty can utilize the interactive online component to student workbooks to enhance their preparation for Advanced Placement exams.
ALEKS	Ms. Gulotta Mr. Wiczorek	3-12	Mathematics	Offers differentiated practice for math fact fluency and task completion pertaining to grade level math content during all-remote learning.
Campus Learning	Mr. Swensen Ms. Tisch	K-12	All Content Areas	Integration between IC and Google Classroom. Teachers can seamlessly transfer grades between Google Classroom and IC.
Benchmark Phonics	Dr. Medina S.Lemongelli	K-2	ELA	Additional resources to support benchmark phonics.



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Boom Cards	Dr. Neu Ms. Chavanon	Preschool-4 (Teachers and speech therapists assigned to self-contained programs, grades 5-12)	Related Services	Resource for students with disabilities who receive speech therapy and for all students educated in self-contained programs: Preschool, Elementary and may be used for Middle School and High School Transition Skills by searching speech and special education and selecting age appropriate activities for those ages.
BrainPop BrainPop Jr. (K-3) BrainPop Espanol	Dr. Pepe Mr. Cardona Dr. Ott	K-8	All Content Areas	BrainPop is a group of educational websites with short animated movies for students. There are quizzes and related materials, covering the subjects of science, social studies, English, math, engineering and technology, health, and arts and music.
Connect Ed.	Dr. Pepe Ms. Tisch Mr. Wieczorek Ms. Bermudez Ms. Warbeck	K-12	Language Arts & Math	Primary platform for district digital textbooks that are used to assign lessons during all remote learning, areas of focus language arts and math, all tools are available in English and Spanish. ConnectEd integrates well with Google Classroom, which is our primary tool to share assignments with students and their families during all remote learning.
The DBQ Project	Dr. Medina Mr. Romano	9-12	Social Studies	The DBQ Project is both a paper-based and online interactive program for Social Studies teachers to assess knowledge of content and historical thinking skills using The DBQ Project's pedagogical model that is used nationally to increase mastery in Social Studies.
Discovery Education	Dr. Medina Ms. Dejesus	5-12	Science	Discovery Education provides compelling high-quality content, ready-to-use activities, useful teaching and assessment tools, and professional learning resources to give your educators everything they need to facilitate instruction and create a lasting educational impact in any learning environment.
Dreambox	Dr. Pepe Ms. Tisch	K-2	Mathematics	DreamBox Learning Math is an interactive, adaptive, self-paced program that provides engaging activities for students to learn and practice skills in mathematics.
Edmark	Dr. Neu Ms. Stillo	K-12	Language Arts	Supplemental reading resource for students with disabilities educated in self-contained classrooms who do not meet the placement test criteria for Reading Mastery or Corrective Reading.
Gizmos	Dr. Medina E. Johansen	3-12	Science	On-line science exploration to allow students to engage in interactive simulations.



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Google Classroom	Dr. Pepe Ms. Tisch	K-12	All Content Areas	Platform used as a primary learning hub for teachers to communicate with students and parents on a daily basis during all remote learning; integrates with GSuite tools/apps.
HMH	Dr. Medina Mr. Romano	5-8 & 10-12	Social Studies	Resource for middle school Social Studies teachers and AP Spanish Literature teachers to access digital resources and online textbooks.
i-Ready	Dr. Pepe Ms. Tisch	K-4	Language Arts	Differentiated reading and literacy skill practice and reinforcement; used in small group instruction, students are given skill based lessons based upon performance level. iReady Reading and Math are also offered to students with disabilities educated in self-contained and pull-out resource settings, grades 5-12.
KAMI	Dr. Pepe Ms. Tisch	K-12	All Content Areas	Supports the students and teachers ability to annotate on PDFs. Integrates with Google Classroom to replace traditional worksheets.
Learning A-Z, RAZKids	Dr. Medina Ms. Tisch Ms. Lemongelli	K-4	Language Arts	Teachers can assign leveled literacy content to their students in English and Spanish. Remote learning reading tasks in this program are based upon the DRA, EDL, STAR level of the child and used by the classroom teachers at the elementary level. The use of the Headsprout Reading Program under Learning A-Z is highly recommended for students educated in self-contained programs, grades K-8 in lieu of iReady.
Learning Ally	Dr. Medina Dr. Neu Ms. Lemongelli	K-12	Language Arts	Literacy support for general education and students with disabilities reading below grade level; audio books are human read and many titles are available in Spanish.
McGraw Hill	Dr. Neu Ms. Chavanon Ms. Stillo	K-12	Language Arts & Math	Reading Mastery, Corrective Reading and Connecting Math Concepts supplemental resources.
Middlebury	Mr. Suarez Ms. Warbeck	K-4	World Languages K-4	Resource that supports Spanish instruction as a World Language that offers 2 curriculum tracks. Track 1: Non-native speakers. Track 2: Native speakers at a basic level. This resource is delivered by the homeroom teacher during the Social Studies cycle, in lieu of 1 out of the 4 Social Studies classes a week, resulting in teaching WL Spanish twice a month.



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Naviance	Mr. Swensen	9-12		The Naviance Readiness Solution is a comprehensive toolset that helps you assess and develop essential competencies students need to be successful after high school.
Nearpod	Dr. Pepe	K-12	All Content Areas	Resource that supports how content is delivered during all remote learning. Teachers use this tool to create synchronous and asynchronous lessons in all content areas.
News 2 You	Dr. Neu Ms. Stillo	K-12	All Content Areas	News-2-You is the app version of a symbols-based newspaper for kids with special needs. It includes the symbols system and voices used in the augmentative and alternative communication app Proloquo2Go. The app benefits kids who have difficulty reading the written word.
Newsela	Dr. Medina Ms. Lemongelli Ms. Tisch	9-12	Language Arts	Digital articles available in a variety of reading levels on a range of topics to reinforce nonfiction reading and comprehension.
NJ Career Assistance Navigator	Dr. Neu Ms. Chavanon	9-12	Transition Skills, Panther LIFE Program	NJCAN is the state's free web-based career guidance system. It contains a variety of resources to support students' lifelong career exploration and planning. This resource supports the Transition Skills curriculum. Attainment Company & Project Discovery Resources are also available online.
Onder	Dr. Neu Ms. Chavanon	9-12	Transition Skills, Panther LIFE Program	Transition resources to support the Transition Skills curriculum for students educated in LLD programs, grades 9-12. Attainment Company & Project Discovery Resources are also available online.
Powerschool Performance Matters	Dr. Pepe Ms. Tisch	Pre-K-12	All Content Areas	District data warehouse
Rocket Math	Ms. Gulotta Ms. Bermudez	K-4	Mathematics	Rocket Math is a supplemental learning program that teaches students addition, subtraction, multiplication, division, and fractions. The program teaches math facts, the basic building blocks of all math. Students learn through an online game with programmed feedback.
Saavas	Mr. Swensen	9-12	Mathematics	Textbooks and MyMathLab for higher level mathematics courses at the High School (College Math, Intro to Statistics, Intro to Computer Science,



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				Calculus 1 Honors, AP Calculus AB).
Scholastic	Dr. Medina Ms. Jurado	K-4	ELA, Science, Social Studies	Digital magazines to reinforce nonfiction reading and comprehension in the areas of ELA, Science and Social Studies.
Seesaw	Dr. Pepe	Prek-8	All Content Areas	Supports “how” content is delivered during all remote learning and digital assignment creation. This allows students the ability to create video and photo submissions of assignments; used by content area teachers and specialists (art, gym, music, technology etc.).
Screencastify Free Version	Dr. Pepe Ms. Tisch	K-12	All Content Areas	District approved application since 2017 and a tool for teachers to use to pre-record lessons.
Snap and Read/Co-Writer	Dr. Pepe	K-12	All Content Areas	Available to all students through the Google Chrome Extension and provide students with assistive technology support, including but not limited to text to speech, speech to text, simplifying text features, spelling, word prediction, vocabulary, translation, and more. These supports are recommended for students in grades 4-12 and especially helpful for students with disabilities and students performing below grade level.
SP2	Dr. Medina Mr. Romano	9-12	CTE (Automotive)	This program allows for students to be trained in CTE-specific areas, such as automotive, and receive certifications to enhance their career preparation and prospective employment opportunities.
STAR	Dr. Medina Ms. Tisch Ms. Lemongelli Ms. Bermudez	K-12	Mathematics & Language Arts	Program to test in Early Literacy, Math, English, STAR Math Spanish, STAR ELA Spanish.
Storyboard That	Dr. Pepe Mr. Wilson	K-12	Language Arts	Visual storytelling application for all elementary school students, middle school Video Production students, and Communications Academy students from 2020-2023.
Teaching Strategies Gold	Dr. Medina	Pre-K	All Content Areas	Program that our preschool uses to submit lesson plans.
Virtual Job Shadow	Dr. Neu Ms. Chavanon	9-12	Transition Skills, Panther LIFE Program	Transition resources to support the Transition Skills curriculum for students educated in LLD programs, grades 9-12. Attainment Company & Project Discovery Resources are also available online.



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We Video	Dr. Pepe B. Wilson	5-12	Video Production	A video editing application for the Perth Amboy High School Communications Academy and the middle school Video Production courses.
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Teacher Virtual Learning Guideline

Virtual learning will consist of the following:

- New content that is aligned to the continuation of the existing District approved Planning & Pacing Guides prior to the start of remote learning.
- Lessons that are rigorous and aligned to the New Jersey Student Learning Standards.
- Assessments that are aligned to the content being taught.
- Live lessons teaching and/or supporting new content.
- Modifications and differentiated materials/activities in compliance with the specifications in IEPs and 504 Plans.

Teaching Through Online Methods

Synchronous lessons are ones that occur live. These are lessons teachers hold with their class using an online platform that students can join. Teachers use Google Meet to engage directly with their students.

- The lesson content should consist of (but is not limited to): teacher modeling, read alouds, class discussion, partner conversations, strategies and /or skill lessons, teacher explanations, directions for assignments, FAQs
- Daily schedule times can be adjusted according to the length of the virtual lessons.

Synchronous (Office Hours/Q&A): Small Group/Individual Lessons

- Teachers schedule small group learning times so students/ parents know when to log on.
- During this time, students work 1-on-1 or in a small group with the teacher.
- Students can work together in the presence of the teacher via chat boxes in Google docs.
- Class can be split into cohorts and seen on certain days (ie. group 1, group 2, group 3, group 4)
- Students who are not part of the small group can log off to work independently
- The chat box can be activated for students working independently so that they can communicate with you and one another.



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Availability & Communication

- Communicate your schedule of availability to all students at the beginning of the work week.
- Provide responsive support through the use of:
 - Google Classroom Streams or private comments
 - Google Meet
 - Arrange time, during work hours, when a student can call and speak with the teacher or video conference with the teacher
- Post and communicate daily via Google Classroom.
- Staff should submit student interventions form(s) in a timely manner as requested by the school administration pertaining to student academic progress, social and emotional concerns, and attendance.

Teacher Support & Continuation of Professional Development

- Staff should email any of the District Instructional Leaders and Content Area Supervisors for support with curriculum and instruction.
- Staff should email their building technology coach for assistance with any technology tool.
- For matters related to technology troubleshooting contact your building technician and submit a KACE ticket

Grading

- Provide feedback and grade students' work and input grades in a timely manner.
- Adhere to the [District Grading Policy](#)
- Continue to reach out to students and work with academic and guidance supervisors to engage students in remote learning to hand in assignments.



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Pre-K Components

Teachers will follow their respective schedule below and will be available to students during regular contractual hours.

Required Instructional Components Over the Course of the Week:

- Morning Meeting with daily agenda
- Synchronous learning sessions in Google Meet and Google Classroom.
- Teacher availability during contractual hours.

Schedule Emergency Virtual or Remote Learning: Pre-K 3 and Pre-K 4

- 8:45 a.m. - 10:30 a.m.: Whole group instruction. All students will remain together for core instruction.
- 10:30 a.m. -12:45 p.m.: Individual students and/or parent-child appointments. Students will receive a personalized schedule for one-to-one instruction. The individual appointments will provide personal attention to meet the needs of each student.

K-4 Components

Teachers will follow their respective schedule below and will be available to students during regular contractual hours.

Required Instructional Components Over the Course of the Week:

- Morning Meeting with daily agenda
- Synchronous learning sessions in Google Meet and Google Classroom.
- Teacher availability during contractual hours.
- All assignments must include directions for the day/week which is to be posted in the Google Classroom.



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- Assign tasks through the vast list of district approved online resource that are available and denoted within this document
- Students will have till 3:00 PM the following school day to complete their daily work or by teacher due date. Students will post completed work in the Google classroom

Schedule for Remote Learning: Grades K-4

Sample Proposed Elementary Schedule for the 2021-22 School Year in the Event of School Wide Closure: Note the Shift to the Four Hour Day pursuant to the language in State Memo/template that was shared as part of NJDOE Broadcast on 8/18/21:

- [Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year](#)

Period	Time	Minutes
Staff Join Google Meet	8:25 a.m.	10
Students Join Google Meet	8:35 a.m.	n/a
AM / H.R. morning meeting	8:35a.m. - 8:45a.m.	10
1	8:45a.m. - 9:15a.m.	30
2	9:15a.m. - 9:45a.m.	30
3	9:45a.m. - 10:15a.m.	30
4	10:15a.m. - 10:45a.m.	30
5	10:45a.m. - 11:15a.m.	30
Lunch	11:15a.m. - 12:00p.m.	45



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6	12:00p.m. - 12:30p.m.	30
7	12:30-1:00p.m.	30
8	1:00-1:30p.m.	30

dismissal	1:30pm	n/a
Extended Day: Period 9	1:30p.m. - 2:15p.m.	45
Extended Day: Period 10	2:15p.m. - 3:00p.m.	45

5-8 Components

Teachers will follow their respective schedule below and will be available to students during regular contractual hours.

Required Instructional Components Over the Course of the Week:

- Synchronous learning sessions in Google Meet and Google Classroom.
- Teacher availability during contractual hours.
- All assignments must include directions for the day/week which is to be posted in the Google Classroom.
- Assign tasks through the vast list of district approved online resource that are available and denoted within this document
- Students will have till 3:00 PM the following school day to complete their daily work or by teacher due date. Students will post completed work in the Google classroom



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Schedule for Remote Learning: Grades 5-8

Sample Proposed Middle School Schedule for the 2021-22 School Year in the Event of School Wide Closure – Note the Shift to a Four Hour Day pursuant to the language in State Memo/template that was shared as part of NJDOE Broadcast on 8/18:

- [Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year](#)

MIDDLE SCHOOL SCHEDULE		
HOMEROOM	8:01 AM	8:12 AM
Period 1	8:14 AM	8:49 AM
Period 2	8:51 AM	9:26 AM
Period 3	9:28 AM	10:03 AM
Period 4	10:05 AM	10:40 AM
LUNCH	10:42 AM	11:27 AM
Period 5	11:29 AM	12:04 PM
Period 6	12:06 PM	12:41 PM
Period 7	12:43 PM	1:18 PM

1:30-2:30	Q&A session for student support. No teaching of new instruction during this time.
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9-12 Components

Teachers will follow their respective schedule below and will be available to students during regular contractual hours.

Required Instructional Components Over the Course of the Week:

- Synchronous learning sessions in Google Meet and Google Classroom.
- Teacher availability during contractual hours.
- All assignments must include directions for the day/week which is to be posted in the Google Classroom.
- Assign tasks through the vast list of district approved online resource that are available and denoted within this document
- Students will have till 3:00 PM the following school day to complete their daily work or by teacher due date. Students will post completed work in the Google classroom

Schedule for Remote Learning: Grades 9-12

Sample Proposed High School Schedule for the 2021-22 School Year in the Event of School Wide Closure – Note the Shift to a Four Hour Day pursuant to the language in State Memo/template that was shared as part of NJDOE Broadcast on 8/18:

- [Local Educational Agency Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2021-2022 School Year](#)



**Emergency Virtual or Remote Instruction Plan
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Sample High School Schedule

Remote Schedule A Day			Remote Schedule B Day		
Homeroom			Homeroom		
Attendance	8:00 AM	- 8:05 AM	Attendance	8:00 AM	- 8:05 AM
Period 1	8:05 AM	- 8:47 AM	Period 1	8:05 AM	- 8:47 AM
Period 2	8:49 AM	- 9:31 AM	Period 2	8:49 AM	- 9:31 AM
Period 3	9:33 AM	- 10:15 AM	Period 3	9:33 AM	- 10:15 AM
Period 4	10:17 AM	- 10:59 AM	Period 7	10:17 AM	- 10:59 AM
Lunch	11:01 AM	- 11:46 AM	Lunch	11:01 AM	- 11:46 AM
Period 5	11:48 AM	- 12:30 PM	Period 8	11:48 AM	- 12:30 PM
Period 6	12:32 PM	- 1:14 PM	Period 9	12:32 PM	- 1:14 PM
Planning Time	1:16 PM	- 2:01 PM	Planning Time	1:16 PM	- 2:01 PM
Extended Period 7	2:02 PM	- 2:31 PM	Extended Period 4	2:02 PM	- 2:31 PM
Extended Period 8	2:32 PM	- 3:01 PM	Extended Period 5	2:32 PM	- 3:01 PM
Omit Periods 7,8,9			Omit Periods 4,5,6		

Remote Schedule C Day			Remote Schedule D Day		
Homeroom			Homeroom		
Attendance	8:00 AM	- 8:05 AM	Attendance	8:00 AM	- 8:05 AM
Period 4	8:05 AM	- 8:47 AM	Period 1	8:05 AM	- 8:47 AM
Period 5	8:49 AM	- 9:31 AM	Period 2	8:49 AM	- 9:31 AM
Period 6	9:33 AM	- 10:15 AM	Period 3	9:33 AM	- 10:15 AM
Period 7	10:17 AM	- 10:59 AM	Period 4	10:17 AM	- 10:59 AM
Lunch	11:01 AM	- 11:46 AM	Lunch	11:01 AM	- 11:46 AM
Period 8	11:48 AM	- 12:30 PM	Period 5	11:48 AM	- 12:30 PM
Period 9	12:32 PM	- 1:14 PM	Period 6	12:32 PM	- 1:14 PM
Planning Time	1:16 PM	- 2:01 PM	Planning Time	1:16 PM	- 2:01 PM
Extended Period 1	2:02 PM	- 2:31 PM	Extended Period 8	2:02 PM	- 2:31 PM
Extended Period 2	2:32 PM	- 3:01 PM	Extended Period 9	2:32 PM	- 3:01 PM
Omit Periods 1,2,3			Omit Periods 7,8,9		

Remote Schedule E Day			Remote Schedule F Day		
Homeroom			Homeroom		
Attendance	8:00 AM	- 8:05 AM	Attendance	8:00 AM	- 8:05 AM
Period 1	8:05 AM	- 8:47 AM	Period 4	8:05 AM	- 8:47 AM
Period 2	8:49 AM	- 9:31 AM	Period 5	8:49 AM	- 9:31 AM
Period 3	9:33 AM	- 10:15 AM	Period 6	9:33 AM	- 10:15 AM
Period 7	10:17 AM	- 10:59 AM	Period 7	10:17 AM	- 10:59 AM
Lunch	11:01 AM	- 11:46 AM	Lunch	11:01 AM	- 11:46 AM
Period 8	11:48 AM	- 12:30 PM	Period 8	11:48 AM	- 12:30 PM
Period 9	12:32 PM	- 1:14 PM	Period 9	12:32 PM	- 1:14 PM
Planning Time	1:16 PM	- 2:01 PM	Planning Time	1:16 PM	- 2:01 PM
Extended Period 5	2:02 PM	- 2:31 PM	Extended Period 2	2:02 PM	- 2:31 PM
Extended Period 6	2:32 PM	- 3:01 PM	Extended Period 3	2:32 PM	- 3:01 PM
Omit Periods 4,5,6			Omit Periods 1,2,3		



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Remote Schedule	G Day		Remote Schedule	H Day	
Homeroom			Homeroom		
Attendance	8:00 AM	- 8:05 AM	Attendance	8:00 AM	- 8:05 AM
Period 1	8:05 AM	- 8:47 AM	Period 1	8:05 AM	- 8:47 AM
Period 2	8:49 AM	- 9:31 AM	Period 2	8:49 AM	- 9:31 AM
Period 3	9:33 AM	- 10:15 AM	Period 3	9:33 AM	- 10:15 AM
Period 4	10:17 AM	- 10:59 AM	Period 7	10:17 AM	- 10:59 AM
Lunch	11:01 AM	- 11:46 AM	Lunch	11:01 AM	- 11:46 AM
Period 5	11:48 AM	- 12:30 PM	Period 8	11:48 AM	- 12:30 PM
Period 6	12:32 PM	- 1:14 PM	Period 9	12:32 PM	- 1:14 PM
Planning Time	1:16 PM	- 2:01 PM	Planning Time	1:16 PM	- 2:01 PM
Extended Period 7	2:02 PM	- 2:31 PM	Extended Period 4	2:02 PM	- 2:31 PM
Extended Period 9	2:32 PM	- 3:01 PM	Extended Period 6	2:32 PM	- 3:01 PM
Omit Periods 7,8,9			Omit Periods 4,5,6		

Remote Schedule	I Day	
Homeroom		
Attendance	8:00 AM	- 8:05 AM
Period 4	8:05 AM	- 8:47 AM
Period 5	8:49 AM	- 9:31 AM
Period 6	9:33 AM	- 10:15 AM
Period 7	10:17 AM	- 10:59 AM
Lunch	11:01 AM	- 11:46 AM
Period 8	11:48 AM	- 12:30 PM
Period 9	12:32 PM	- 1:14 PM
Planning Time	1:16 PM	- 2:01 PM
Extended Period 1	2:02 PM	- 2:31 PM
Extended Period 3	2:32 PM	- 3:01 PM
Omit Periods 1,2,3		

Sample High School Schedule