

COVID-19 Preparedness Plan Submitted to Union County

District Name	Superintendent Name	District of Residence
Cresthaven Academy Charter School 530 West 7 th Street, Plainfield, NJ 07060 (908) 756 - 1234	MONICA VILLAFUERTE	Plainfield School District
CoVID-19 Response Team	# of Students	Plan Begin Date
Monica Villafuerte, Superintendent Meghan Pipchick, School Business Administrator LeShannon Wright, Director of Operations Janet Adekola, School Nurse Stephanie Avallone, Student Support Services Megan Gerity, Director of Curriculum & Instruction Enrique Silva, Facilities Manager Food Service (Operations) Team	2019-20: Grades K-3 = 308 2020-21: Grades K-4 = 390	MARCH 2020 - PRESENT

Schoolwide Demographic Information

	Enrollment		Free/Reduced		Homeless		Migrant	Students with Disability		Section 504		ELLs	
K	78	61	78.21%	1	1.28%	0	4	5.13%	0	0.00%	5	6.41%	
1	75	65	86.67%	2	2.67%	0	7	9.33%	0	0.00%	3	4.00%	
2	78	69	88.46%	0	0.00%	0	7	8.97%	0	0.00%	12	15.38%	
3	77	64	83.12%	3	3.90%	0	14	18.18%	3	3.90%	5	6.49%	
TOTAL	308	259	84.09%	6	1.95%	0	32	10.39%	3	1.00%	25	8.12%	

Technology Access

After polling families in mid-March, we confirmed that approximately 52% of Kindergarten students, 49% of 1st Grade students, 47% of 2nd Grade students, and 40% of 3rd Grade students have access to a tablet, computer, and/or Chromebook. These families have access to the internet through WiFi and/or cell phone service. The remaining families fall under one of the following categories: they do not have access to any technology, only have a cell phone, or have not provided data to our school. UPDATE: In the weeks since the poll, we have distributed 30 hotspot devices/tablets, 20 Kindle fires tablets, 18 Playaway Launchpads, and 100+ Chromebooks to attempt to close the digital divide for our scholars. We will continue to work with families and distribute additional technology as needed. As of May 2020, 100% of 3rd grade students, 100% 2nd grade students, 100% of 1st grade students, and

100% of kindergarten students have access to WiFi and a Chromebook/Tablet (personal or school issued). Every family of a scholar in grades K-3 have given us permission for their child to use GSuite for Education. 100% of students with disabilities have permission to use Google Meet as well for 1:1 support from teachers and staff.

Google Classroom Data

Accuracy/Participation			
	0-59%	60-79%	80-100%
Kindergarten	9.21%	5.26%	85.53%
1st Grade	6.58%	2.63%	90.79%
2nd Grade	6.49%	27.27%	66.23%
3rd Grade	7.79%	35%	54.56%

Operations - Food Service

SFA Name: Cresthaven Academy Charter School

Agreement #: 08006102

Date Meal Distribution will begin: 3/16/2020

Date Meal Distribution will end: TBD

Schools/Site where distribution of meals will take place: Cresthaven Academy Charter School, 530 West 7th Street, Plainfield, NJ 07060

Meals to be claimed for reimbursement per day: Breakfast and Lunch

Please outline the SFA’s method(s) for meal distribution, including meal content and meal counting and claiming procedure. If the SFA plans to provide meals for multiple days, please outline the plan below. Include how all food safety requirements will be met.

Our regular vendor delivers a prepackaged breakfast and lunch every day in a "Grab and Go" style with all required components to be eligible for reimbursement. Families pick up today’s lunch and tomorrow’s breakfast daily at our main entrance. Record keeping is done at the point of distribution on paper and pencil and then manually entered into our point of sale software. All paper counts are kept on file with the menus and

Production Records. At the end of the month, claims are submitted. UPDATE: On 4/6/20, CACS began to distribute food twice weekly on Mondays (serving food for Monday - Wednesday) and Thursdays (serving food for Thursday - Friday). Food was also distributed during spring break. Typically, 300 breakfasts and 300 lunches are distributed for each day with a total of 3000 meals served each week.

Our Food Service Director oversees the operation and ensures compliance with food safety requirements. Our regular food service personnel, who are all trained in food safety and civil rights, handle the distribution of the meals. Two food service employees also have the NJ Food Handlers Card. Food is delivered daily, now biweekly, from our normal vendor and includes a prepackaged breakfast and lunch. No food is exposed or prepared on site, it is simply handed out by our staff. Food is available outside of our school and is accessible to anyone with special needs.

Task	Plan	Participants	Evidence of Completion
Breakfast & Lunch Distribution During Remote Instruction	<ul style="list-style-type: none"> Apply to Seamless Summer Option (SSO) through SNEARS Food Service team will be on-site to receive food delivery from Karson Foods bi-weekly Distribute “grab and go” breakfast and lunch meals that include all components necessary for reimbursement On Monday, food is distributed for Monday-Wednesday On Thursday, food is distributed for Thursday-Friday Keep counts, Production records, and daily menus Adhere to food safety standards 	Food Service Team	<ul style="list-style-type: none"> Receive approval for SSO Sign off upon receipt of food delivery Counts taken at point of distribution Documentation (counts, production records, daily menus) available on file
Summer Food Distribution	<ul style="list-style-type: none"> Continue to distribute food two days a week during the summer months Follow the same protocol and procedures listed above Adhere to any guidelines provided by the NJ Department of Agriculture 	Food Service Team	<ul style="list-style-type: none"> Sign off upon receipt of food delivery Counts taken at point of distribution Documentation (counts, production records, daily menus) available on file

Staff Professional Development

Task	Plan	Participants	Evidence of Completion
Off-site Professional Development	All off-site professional development has been cancelled or has been offered to staff remotely.	All staff	Staff attend remote professional development or document requests to withdraw from professional development.

Ongoing Professional Development	Staff will participate in professional development remotely. Staff will have access to digital meetings via Zoom or Google Meet. All staff members will be taking their laptops/chromebooks home.	All staff	Staff show attendance through Zoom/Google Meet or email the leadership team to document their absence.
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Academic Programming - General Education

Task	Plan	Duration	Evidence of Completion/Assessment
Instructional - Literacy	<ul style="list-style-type: none"> ● Google Classroom/Remote Learning Packets: Each student has access to Google Classroom for daily literacy instructional videos and assignments aligned to the Workshop (Grades 1-3) or Tools of the Mind (Kindergarten) model. Each K-1 student will receive a remote learning packet that aligns with and supports Google Classroom instruction. Assignments for students in grades 2-3 are fully online and supported by Google Classroom. Literacy instruction is aligned to standards. Instruction is dependent on each student's instructional level/grade. ● Additional Apps (Optional): Students have login access to Reading A-Z, Epic Books, Typesy, Prodigy, and I-Station. These platforms provide various modes of instruction on comprehension, letter knowledge, vocabulary, phonological/phonemic awareness, alphabetic decoding, spelling, word analysis, comprehension, reading fluency, phonics, alphabetic principle, written comprehension, and oral reading fluency. These adaptive programs allow students to move on to new skills and/or books as they progress through their learning. 	45-60 minutes, daily	<ul style="list-style-type: none"> ● Google Classroom/Remote Learning Packets: Teachers provide instruction via Google Classroom utilizing the apps under GSuite for Education. Students turn in assignments remotely on Google Classroom. When applicable, parents/students send back voice recordings, pictures, and/or videos of student work through Google Classroom or the Remind app. Google Meet, under GSuite for Education, is used as an additional platform for instructional support. Students receive weekly to daily phone or video conference call check-ins by their teachers. All online and paper work, which can be submitted through pictures, is checked for accuracy and/or completion, depending on the task assigned. ● Assessment: Teachers check for understanding through a variety of means to ensure minimal loss of learning during remote instruction. Teachers monitor progress formatively and summatively using: <ul style="list-style-type: none"> ○ Graded Google Forms ○ Automated scored assignments through integrated apps (i.e. ReadWorks, etc.) ○ Collaborative work on Google Docs ○ Long-term writing assignments on Google Docs

Instructional - Math	<ul style="list-style-type: none"> ● Google Classroom/Remote Learning Packets: Each student has access to Google Classroom for daily math instructional videos and assignments aligned to the Singapore model. Each K-1 student will receive a remote learning packet that aligns with and supports Google Classroom instruction. Assignments for students in grades 2-3 are fully online and supported by Google Classroom. Math instruction is aligned to standards. Instruction is dependent on each scholar’s instructional level/grade. ● Additional Apps (Optional): Students have login access to Prodigy and I-Station. I-Station and Prodigy Math instruct and assess skills in number sense, geometry, operations, measurement, algebra, and data analysis. These adaptive programs allow students to move on to new skills and/or books as they progress through their learning. 	30-45 minutes daily	<ul style="list-style-type: none"> ○ Individually assigned questions on Google Docs or Google Slides ○ Pictures of physical student work ○ Videos or voice recordings of specific skills ○ Daily/weekly phone or video conference calls to monitor progress in learning ● Additional Apps: Teachers monitor I-Station, Reading A-Z, Prodigy, Typesy and/or Epic Books weekly to assess progress and push out assignments based on the data received by the platform. Additional technology apps are optional learning activities.. ● Homes without Technology/Internet: Students have been provided with school-issued technology and/or hotspots, determined by need. In the event that technology fails, additional remote learning packets are distributed and daily phone calls by teachers supplement online instruction. Students who receive paper instructional packets can turn in physical work to a drop box outside of the school on designated times/days.
Instructional - Science, Social Studies, and SEL	<ul style="list-style-type: none"> ● Google Classroom/Remote Learning Packets: Each student has access to Google Classroom for weekly Science, Social Studies, and Social-Emotional learning activities. Each K-1 student receives a remote learning packet that aligns with and supports Google Classroom instruction. Assignments for students in grades 2-3 are fully online and supported by Google Classroom. ● Instruction is aligned to standards. This instruction includes: <ul style="list-style-type: none"> ○ (Grades 1-3) Science: Students in grades 1-3 will receive directions for simple, at-home active investigations designed by 	30-45 minutes weekly	

	<p>FOSS Science and/or Education.com. Activities are designed to be easily accessible at-home activities that target content and skills in physical, earth, and life sciences.</p> <ul style="list-style-type: none"> ○ (Grades 1-3) Social Studies/SEL: Students in grades 1-3 will receive Social Studies and SEL tasks/assignments utilizing Studies Weekly, Education.com, or the like. Topics include social-emotional learning, history, government, economics, civics, sociology, geography, and/or anthropology. ○ (Kindergarten) Tools of the Mind Science/Social Studies: In Kindergarten, teachers record interactive read alouds related to upcoming themes in the Magic Tree House series. Students are given a thinking task, background knowledge, and themes to explore and investigate. 		
Instructional - Co-Curriculars	<ul style="list-style-type: none"> ● Physical Education: Daily physical activities will be assigned by the Physical Education teacher in a monthly calendar sent home via email as well as in daily Google Classroom postings. ● Cloud9: Daily social-emotional activities will be suggested by the Social Worker in the parent newsletter sent via email. ● Art (Optional): In Grades K-1, students received high-interest art activity books. Students will receive supplies, as determined by need. 	15-30 minutes weekly	<ul style="list-style-type: none"> ● Co-Curriculars: Co-curricular teachers communicate weekly assignments via newsletters sent via email and Google Classroom. Work will be checked through weekly phone calls and Google Classroom.

Duration of Daily/Weekly Instruction	<ul style="list-style-type: none"> 420-600 minutes (1.5-2 hours daily) in Literacy, Math, Science, Social Studies, SEL, and/or Co-Curriculars per week. Minimum 600 minutes (2 hours daily) of instruction and activities for Students with Disabilities, which includes daily instructional phone calls. With added phone and/or Google Meet calls as well as additional suggested activities, daily/weekly instructional time can exceed these totals, depending on need. 		
Field Trips	<ul style="list-style-type: none"> As determined by local and state agencies, all field trips have been cancelled. 		
Scholar Attendance	<ul style="list-style-type: none"> Sycamore Communication log Google Classroom 	Instructional and Operations Team	<ul style="list-style-type: none"> Teachers document phone calls and email exchanges with families in a school-wide communication log. Google Classroom data. Main office tracks attendance in Sycamore.
Testing: NJSLA and ACCESS	<ul style="list-style-type: none"> Follow guidance from NJDOE for regulations regarding state testing. Communicate changes to all stakeholders. 	Director of Operations and Leadership Team	<ul style="list-style-type: none"> Communicate to families about the updated regulations regarding state testing

Kindergarten - Remote Learning Pacing				
Literacy (Lit Block and Shared Reading)	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will be able to segment 3- to 4- sound words. -Scholars will learn about word solving strategies: cross checking and looking at all sounds. -Scholars will read to family members and write about what happened in the text.	Description: -Scholars will be able to infer STORY elements while reading grade appropriate texts. -Scholars will learn and practice an additional word solving strategy: how to read through a word.	Description: -Scholars will ask and answer factual and inferential questions about fiction books, applying all they know about reading. -Scholars will learn how to look at parts of the word and self-monitor.	Description: -Scholars will read grade appropriate fiction books to study characters: <ul style="list-style-type: none"> Feelings Motivation Compare/contrast Change

	-Teachers will read aloud chapters from "Ghost Town at Sundown."	-Teachers will read aloud chapters from "Lions at Lunchtime."	-Teachers will read aloud chapters from "Polar Bears Bedtime."	-Scholars will read and identify words with inflectional endings. -Scholars will read high frequency words in a text. -Teachers will read aloud favorite books from the year.
Standards	RF.K.2., RF.K.3., RF.K.4., RL.K.10., RL.K.1.	RF.K.2., RF.K.3., RF.K.4., RL.K.10., RL.K.1.	RF.K.2., RF.K.3., RF.K.4., RL.K.10., RL.K.1.	RF.K.2., RF.K.3., RF.K.4., RL.K.10., RL.K.1., RL.K.3., RL.K.9.
Writing Workshop	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will select a topic they are experts in and write "All About" books. -Scholars will review an encoding strategy: stretching out words.	Description: -Scholars will write fiction stories with STORY elements, emphasizing character development. -Scholars will ensure writing has proper capitalization, correct punctuation, and appropriate word spacing.	Description: -Scholars will write fiction stories with STORY elements, emphasizing writing and drawing to show setting. -Scholars will ensure writing has proper capitalization, correct punctuation, and appropriate word spacing.	Description: -Scholars will write fiction stories with STORY elements, emphasizing a detailed problem and solution. -Scholars will ensure writing has proper capitalization, correct punctuation, and appropriate word spacing.
Standards	W.K.2., W.K.6., L.K.1., L.K.2.	W.K.3., W.K.6., L.K.1., L.K.2.	W.K.3., W.K.6., L.K.1., L.K.2.	W.K.3., W.K.6., L.K.1., L.K.2.
Phonics	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review high frequency words. -Scholars will review vowel sounds.	Description: -Scholars will learn new Q4 high frequency words.	Description: -Scholars will learn new Q4 high frequency words.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will manipulate initial, final, and medial sounds.

	-Scholars will review digraphs.	-Scholars will learn how to blend and read three-sound short vowel words.	-Scholars will segment and spell three-sound short vowel words.	
Standards	RF.K.2., RF.K.3.	RF.K.2., RF.K.3.	RF.K.2., RF.K.3.	RF.K.2., RF.K.3.
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will learn how to add and subtract within 10, drawing upon multiple strategies: <ul style="list-style-type: none"> • Concrete • Pictorial • Abstract 	Description: -Scholars will fluently add and subtract within 10, drawing upon multiple strategies: <ul style="list-style-type: none"> • Concrete • Pictorial • Abstract • Mental Math 	Description: -Scholars will learn about numbers to 100: <ul style="list-style-type: none"> • Count up to 100. • Order numbers up to 100. • Identify and read numbers up to 100. • Compare numbers within 100. 	Description: -Scholars will review strategies for how to add and subtract within 10 as well as work with numbers up to 100.
Standards	K.OA.1., K.OA.2., K.OA.3., K.OA.4., K.OA5.	K.OA.1., K.OA.2., K.OA.3., K.OA.4., K.OA5.	K.CC.1, K.CC.2., K.CC.3., K.CC.6., K.CC.7.	K.OA.1., K.OA.2., K.OA.3., K.OA.4., K.OA5.at
Science/ Social Studies	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will learn about the Wild West, building background knowledge for "Ghost Town at Sundown." -Scholars will engage in at-home science inquiry/observation activities.	Description: -Scholars will learn about the African Savanna, building background knowledge for "Lions at Lunchtime." -Scholars will engage in at-home science inquiry/observation activities.	Description: -Scholars will learn about the Arctic, building background knowledge for "Polar Bears Past Bedtime." -Scholars will engage in at-home science inquiry/observation activities.	Description: -Scholars will learn about plants, weather, and seasons.

Standards	K-ESS3-1, K-ESS2-2, K-LS1-1	K-ESS3-1, K-ESS2-2, K-LS1-1	K-ESS3-1, K-ESS2-2, K-LS1-1	K-LS1-1, K-ESS2-1, K-ESS3-2
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Grade 1 - Remote Learning Pacing

	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Literacy (Reading Workshop and Comprehension Skills)	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will read fiction books and answer factual/inferential questions about: <ul style="list-style-type: none"> • STORY elements • Character actions • Character dialogue 	Description: -Scholars will read fiction books to study characters: <ul style="list-style-type: none"> • Feelings • Traits • Motivation • Perspective • Change 	Description: -Scholars will read and understand nonfiction texts: <ul style="list-style-type: none"> • Identifying main topic and key details • Cause/effect • Compare/contrast • Text structures • Text features 	Description: -Scholars will describe lessons, themes, and/or morals after they read or listen to fairy tales, fables, and commonly told stories.
Standards	RL.1.1., RL.1.3., RL.1.7., RL.1.10.	RL.1.1., RL.1.3., RL.1.7., RL.1.10.	RI.1.1., RI.1.2., RI.1.5., RI.1.6., RI.1.9., RI.1.10.	RL.1.2.
	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Writing Workshop	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will write stories with a focused plot, creating a fictional character or starring themselves.	Description: -Scholars are given a topic and write across genres, organizing writing into chapters: <ul style="list-style-type: none"> • Narrative • Informational • Opinion • How to • Poem 	Description: -Scholars select their own topic and write across genres, organizing writing into chapters: <ul style="list-style-type: none"> • Narrative • Informational • Opinion • How to 	Description: -Scholars will review skills for informational writing: <ul style="list-style-type: none"> • Name topic. • Supply facts. • Provide closure.

			<ul style="list-style-type: none"> Poem 	
Standards	W.1.3., W.1.6.	W.1.1., W.1.2., W.1.3., W.1.6.	W.1.1., W.1.2., W.1.3., W.1.6.	W.1.3., W.1.6.
Phonics/ Spelling	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will learn new Q4 high frequency words. -Scholars will review reading and writing words with digraphs and blends. -Scholars will review word solving strategies (read with expression, scooping, fluency).	Description: -Scholars will learn new Q4 high frequency words. -Scholars will add -s, -es, -ing suffixes to unchanging base words with closed syllables.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will learn how to read and write words with R-controlled vowels.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will distinguish the difference between long and short vowels in words.
Standards	RF.1.2., RF.1.3., RF.1.4.	RF.1.2., RF.1.3.	RF.1.2., RF.1.3.	RF.1.2., RF.1.3.
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review: <ul style="list-style-type: none"> Graphing Number Bonds Addition/Subtraction Measurement 	Description: -Scholars will learn about numbers to 120. <ul style="list-style-type: none"> Count by tens to 100 Count up to 120 Count back from 120 Numerals and number words Interpret 2 digit numbers as tens as ones. Numbers to 120 Identifying numbers 	Description: -Scholars will learn about numbers to 120. <ul style="list-style-type: none"> Addition and subtraction within 120 Comparing 2 numbers <, >, = 	Description: -Scholars will learn about: <ul style="list-style-type: none"> Halves & Fourths Time Money -Scholars will review: <ul style="list-style-type: none"> Addition and subtraction strategies Numbers to 120

Standards	1.OA.1, 1.OA.2., 1.OA.3, 1.OA.4., 1.OA.5., 1.OA.6., 1.OA.7., 1.OA.8., 1.MD.1., 1.MD.2., 1.MD.4.	1.NBT.1, 1.NBT.2., 1.NBT.3., 1.NBT.4., 1.NBT.5., 1.NBT.6.	1.OA.1, 1.OA.2., 1.OA.3, 1.OA.4., 1.OA.5., 1.OA.6., 1.OA.7., 1.OA.8.	1.OA.1, 1.OA.2., 1.OA.3, 1.OA.4., 1.OA.5., 1.OA.6., 1.OA.7., 1.OA.8., 1.MD.3., 1.G.3.
Science/ Social Studies	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review information on plants, weather, and phases of the moon. -Scholars will learn about U.S. symbols and monuments.	Description: -Scholars will learn new information on plants and animals. -Scholars will learn about U.S. symbols and monuments.	Description: -Scholars will learn about weather. -Scholars will learn about community workers.	Description: -Scholars will learn about sound and light.
Standards	1-LS3-1., 1-ESS1-2., 6.1.4.D.17	1-LS3-1., 1-ESS1-2., 6.1.4.D.17	1-LS3-1., 1-ESS1-2., 6.1.4.A.1	1-PS4-1., 1-PS4-3., 1-PS4-4

Grade 2 - Remote Learning Pacing				
	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Literacy (Reading Workshop and Comprehension Skills)	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will read non-fiction texts and answer factual questions about: <ul style="list-style-type: none"> • Main topic • Supporting details • Facts/information 	Description: -Scholars will be assigned a series via Epic (or books sent home) for a character study, exploring: <ul style="list-style-type: none"> • Traits • Feelings • Motivation • Perspective • Actions • Dialogue • Change 	Description: -Scholars will be assigned a series via Epic (or books sent home) for a character study. -Scholars will dive deeper into understanding character motivation and perspective.	Description: -Scholars will be assigned a series via Epic (or books sent home) for a character study. -Scholars will focus on retelling a detailed plot of their books.

Standards	RI.2.1., RI.2.2., RI.2.5., RI.2.10.	RI.2.1., RI.2.3., RI.2.6., RI.2.10.	RI.2.1., RI.2.3., RI.2.6., RI.2.10.	RI.2.1., RI.2.3., RI.2.6., RI.2.10.
Writing Workshop	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will write lab reports, using the information assigned to them.	Description: -Scholars will write fictional stories with a focus on: <ul style="list-style-type: none"> Plot: setting and characters Development Elaboration Writing process: Editing and revising 	Description: -Scholars will write fictional stories with a focus on: <ul style="list-style-type: none"> Plot: problem and solution Development Elaboration Writing process: Editing and revising 	Description: -Scholars will write fictional stories with a focus on: <ul style="list-style-type: none"> Plot: setting, characters, problem, solution Development Elaboration Writing process: Editing, revising, publishing
Standards	W.2.2., W.2.6., W.2.8., L.2.1., L.2.2.	W.2.3., W.2.5., W.2.6., L.2.1., L.2.2.	W.2.3., W.2.5., W.2.6., L.2.1., L.2.2.	W.2.3., W.2.5., W.2.6., L.2.1., L.2.2.
Phonics/ Spelling	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review Q3 high frequency words.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will learn about consonant-le syllable types.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will learn about the /oo/ and /ou/ sounds.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will combine R-controlled syllables with other syllable types.
Standards	RF.2.3., RF.2.4	RF.2.3., RF.2.4	RF.2.3., RF.2.4	RF.2.3., RF.2.4
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13

	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will demonstrate a basic understanding of fractions as numbers.	Description: -Scholars will work with time: <ul style="list-style-type: none"> • Time to the nearest hour, half-hour, and five minutes • Use A.M. and P.M. • Analog and digital clocks 	Description: -Scholars will represent and interpret data: <ul style="list-style-type: none"> • Read and answer questions about tables/graphs 	Description: -Scholars will reason with shapes and their attributes: <ul style="list-style-type: none"> • Recognize common shapes and their attributes • Partition shapes -Scholars will review addition and subtraction within 1,000.
Standards	3.NF.A	2.MD.7	2.MD.10	2.OA.1., 2.G.1., 2.G.2., 2.G.3.
Science/ Social Studies	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will engage in simple at-home investigations. -Scholars will participate in at-home Earth Day activities. -Scholars will learn about economics.	Description: -Scholars will engage in simple at-home investigations. -Scholars will participate in at-home Earth Day activities.	Description: -Scholars will engage in simple at-home investigations. -Scholars will learn about U.S. states & monuments/symbols/people.	Description: -Scholars will engage in simple at-home investigations. -Scholars will learn about U.S. states & monuments/symbols/people.
Standards	2-LS2-1., 2-LS4-1., 6.1.4.C.2, 6.1.4.C.3 E, 6.1.4.C.4, 6.1.4.C.5	2-LS2-1., 2-LS4-1., 6.1.4.B.5	2-LS2-1., 2-LS4-1., 6.1.4.D.17	2-LS2-1., 2-LS4-1., 6.1.4.D.17

Grade 3 - Remote Learning Pacing

	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Literacy (Reading Workshop and Comprehension Skills)	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review specific skills learned throughout the year: <ul style="list-style-type: none"> ● Read grade level appropriate texts ● Ask and answer questions ● Character analysis -Scholars will retell texts with elaboration and detail.	Description: -Scholars will conduct animal research (select 1 animal to study). -Scholars will describe the main topic and key details within their research texts.	Description: -Scholars will conduct animal research (select another animal to study). -Scholars will compare and contrast information gathered in their research.	Description: -Scholars will conduct animal research (select another animal to study). -Scholars will learn how to utilize text structures and features to gather more information.
	Standards	RL.3.1., RL.3.3., RL.3.10., RF.3.4.	RI.3.1., RI.3.2., RI.3.5., RI.3.7., RI.3.9., RI.3.10., RF.3.4.	RI.3.1., RI.3.2., RI.3.5., RI.3.7., RI.3.9., RI.3.10., RF.3.4.
Writing Workshop	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Weeks 7-8 Week of 5/4 and 5/11	Time Frame: Weeks 9-10 Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will respond appropriately to a variety of writing prompts.	Description: -Scholars will write an informational text (animal research project): <ul style="list-style-type: none"> ● Introduce topic ● Develop topic with facts, definitions, details ● Use linking words and phrases 	Description: -Scholars will write an informational text (animal research project): <ul style="list-style-type: none"> ● Include text features ● Develop more facts, definitions, and detail 	Description: -Scholars will write an informational text (animal research project): <ul style="list-style-type: none"> ● Include text features ● Develop more facts, definitions, and detail ● Provide a conclusion ● Edit, revise, and publish
Standards	W.3.4., W.3.5., W.3.6.	W.3.2.	W.3.2.	W.3.2., W.3.6.

Phonics/ Spelling	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Weeks 7-8 Week of 5/4 and 5/11	Time Frame: Weeks 9-10 Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review high frequency words learned throughout the year.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will spell common pairs of homophones.	Description: -Scholars will learn new Q4 high frequency words. -Scholars spell words with the sound of /i/ spelled igh. -Scholars will learn phonograms igh, ir, and ey.	Description: -Scholars will learn new Q4 high frequency words. -Scholars will learn about past tense.
Standards:	RF.3.3.	RF.3.3.	RF.3.3.	RF.3.3.
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Weeks 7-8 Week of 5/4 and 5/11	Time Frame: Weeks 9-10 Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review various addition, subtraction, multiplication, and division strategies. -Scholars will review fractions.	Description: -Scholars will learn about area and perimeter.	Description: -Scholars will reason with shapes and their attributes (geometry).	Description: -Scholars will learn about time: <ul style="list-style-type: none"> • Tell and write time to the nearest minute. • Measure time intervals in minutes. -Scholars will learn about money. <ul style="list-style-type: none"> • Add and subtract money in dollars and cents.
Standards	3.NF.A., 3.OA.D.	3.MD.5., 3.MD.6., 3.MD.7., 3.MD.8.	3.G.1., 3.G.2.	3.MD.1
Science/ Social Studies/SEL	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13

	Time Frame: Week of 4/20 and 4/27	Time Frame: Weeks 7-8 Week of 5/4 and 5/11	Time Frame: Weeks 9-10 Week of 5/18 and 5/25	Time Frame: Weeks 11-13 Week of 6/1, 6/8, 6/15
	Description: -Scholars will learn about the water cycle.	Description: -Scholars will learn about law and order in society. -Scholars will learn about motion and matter. -SEL: Scholars will learn about kindness (toward others and self).	Description: -Scholars will learn about American labor. -Scholars will learn about water and climate.	Description: -Scholars will explore diversity and culture. -Scholars will explore the structures of life.
Standards	3-ESS2-1., 3-ESS2-2., 3-ESS3-1., 2-ESS2-3, 2-PS1-1	3-PS2-1., 3-PS2-2., 3-PS2-3., 3-PS2-4., 6.1.8.A.3.b	3-ESS2-1., 3-ESS2-2., 3-ESS3-1., 2-ESS2-3, 2-PS1-1., 6.1.4.C.6	3-LS1-1., 3-LS2-1., 3-LS3-1., 3-LS3-2., 3-LS4-1., 3-LS4-2., 3-LS4-3. 3-LS4-4., 6.1.4.A.15

Academic Programming - Special Education Instruction

Task	Plan	Participants	Evidence of Completion
Instructional	<ul style="list-style-type: none"> Inclusion / Pull-Out Support: All Google Classroom assignments, and corresponding remote learning packets, are differentiated and selected to be the appropriate instructional level for each student. Resource Room Replacement Support: Scholars receiving Resource Room Replacement services receive an individualized remote learning packet, for core subjects, created by the Resource Room teacher. Scholars have access to additional differentiated assignments in their Google Classroom homerooms. The Resource Room teacher hosts daily virtual 1:1 face-time meetings to provide instruction tailored to each student's needs. 	Students with Disabilities (SWDs) and Special Education Teachers	<ul style="list-style-type: none"> SWDs will turn in completed Google Classroom assignments remotely and/or remote learning packets via a drop box on designated dates. Students will also be asked to show evidence of learning by sending pictures of completed work via Google Classroom or the Remind app and by showing their work during their daily check-ins with their Special Education teacher. Specifically for SWDs who receive Resource Room Replacement instruction, the Resource Room teacher monitors completion of learning through daily virtual face-times and documents progress through anecdotal notes in a communication tracker. For all SWDs, Special Education Teachers will be communicating with them daily by phone or Google Meet to support their academic growth and view completion of schoolwork.

	<ul style="list-style-type: none"> All SWDs receive a daily check-in with their Special Education teacher. During these check-ins, Special Education teachers are supporting student completion/understanding of at-home work and providing accommodations needed (i.e., visuals, mnemonics, flash card review, additional examples) I-Station Reading/Math: All students with disabilities are registered on I-Station. I-Station is an immersive and interactive platform that tailors and differentiates instruction appropriate to student needs. The adaptive program allows students to move on to new skills once they have shown mastery and reteaches skills in new ways if a student is showing difficulty in a particular component. 		<ul style="list-style-type: none"> I-Station Reading/Math: Special Education teachers will monitor I-Station progress and push out daily assignments based on the data received by the platform. These platforms are optional, but highly suggested, to offer further support for student learning at home. Homes without Technology/Internet: All Students with Disabilities have been provided technology and/or hotspots. In the event that technology fails, SWDs will be provided a remote learning packet and Special Education teachers will check-in daily to provide instruction and accommodations until new technology can be provided.
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Resource Room (Grade 2) - Remote Learning Pacing				
	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Literacy	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will select a variety of nonfiction reading activities and corresponding tasks via a choice board.	Description: -Scholars will practice word solving strategies, promoting fluency, rate, and automaticity while reading.	Description: -Scholars will focus on fictional reading, with an emphasis on literal and analytical comprehension.	Description: -Scholars will focus on fictional reading, with an emphasis on literal and analytical comprehension.
Standards	RI.2.1., RI.2.2., RI.2.5., RI.2.10.	RF.2.4.	RL.2.1., RL.2.3., RL.2.5., RL.2.9., RL.2.10.	RL.2.1., RL.2.3., RL.2.5., RL.2.9., RL.2.10.
Writing Workshop	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13

	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will write a choice of poetry or narrative writing, with teacher guidance and support.	Description: -Scholars will write fiction stories, with a focus on developing a setting and characters.	Description: -Scholars will write fiction stories, with a focus on developing a problem and solution.	Description: -Scholars will be given a choice board in writing to review skills learned throughout the year, with teacher guidance and support.
Standards	W.2.5., W.2.6.	W.2.3.	W.2.3.	W.2.5., W.2.6.
Phonics/ Spelling	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review high frequency words.	Description: -Scholars will learn new high frequency words. -Scholars will review reading and writing words with long and short vowels.	Description: -Scholars will learn new high frequency words. -Scholars will review/learn foundational reading skills based off of observations in weeks 5-8.	Description: -Scholars will learn new high frequency words. -Scholars will review/learn foundational reading skills based off of observations in weeks 9-10.
Standards	RF.2.3.	RF.2.3.	RF.2.3.	RF.2.3.
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will learn multiplication facts to 8.	Description: -Scholars will demonstrate a basic understanding of fractions as numbers.	Description: -Scholars will work with time:	Description: -Scholars will represent and interpret data:

	-Scholars will develop fluency in multiplication facts.		<ul style="list-style-type: none"> • Time to the nearest hour, half-hour, and five minutes • Use a.m. and p.m. • Analog and digital clocks 	<ul style="list-style-type: none"> • Read and answer questions about tables/graphs
	2.OA.3., 2.OA.4.	3.NF.A	2.MD.7	2.MD.10

Resource Room (Grade 3) - Remote Learning Pacing

	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
Literacy	<p>Time Frame: Week of 4/20 and 4/27</p> <p>Description: -Scholars will review comprehension skills:</p> <ul style="list-style-type: none"> • Central message • Point of view • Making predictions • Understanding question types 	<p>Time Frame: Week of 5/4 and 5/11</p> <p>Description: -Scholars will strengthen comprehension skills when reading appropriately leveled fiction texts:</p> <ul style="list-style-type: none"> • Making inferences • Making predictions 	<p>Time Frame: Week of 5/18 and 5/25</p> <p>Description: -Scholars will strengthen comprehension skills when reading appropriately leveled fiction texts:</p> <ul style="list-style-type: none"> • Making inferences • Cause/effect 	<p>Time Frame: Week of 6/1, 6/8, 6/15</p> <p>Description: -Scholars will strengthen comprehension skills when reading appropriately leveled informational texts:</p> <ul style="list-style-type: none"> • Main idea • Supporting details
Standards:	RL.3.1., RL.3.2., RL.3.3., RL.3.6., , RL.3.10., RF.3.4.	RL.3.1., RF.3.4.	RL.3.1., RF.3.4.	RI.3.2., RF.3.4.
Writing Workshop	<p>Time Frame: Week of 4/20 and 4/27</p> <p>Description: -Scholars will write, edit, and revise their opinion/persuasive writing.</p>	<p>Time Frame: Week of 5/4 and 5/11</p> <p>Description: -Scholars will write their own fairy tales using mentor texts, with teacher support and guidance.</p>	<p>Time Frame: Week of 5/18 and 5/25</p> <p>Description: -Scholars will continue to write their own fairy tales.</p>	<p>Time Frame: Week of 6/1, 6/8, 6/15</p> <p>Description: -Scholars will continue to learn how to write a literary essay.</p>

			-Scholars will move on to learn how to write a literary essay.	
Standards:	W.3.1.	W.3.3., W.3.4.	W.3.3., W.3.4., W.3.9.	W.3.3., W.3.4., W.3.9.
Phonics/ Spelling	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review high frequency words.	Description: -Scholars will learn new high frequency words. -Scholars will learn about trigraphs and complex consonants.	Description: -Scholars will learn new high frequency words. -Scholars will learn about trigraphs and complex consonants.	Description: -Scholars will learn new high frequency words. -Scholars will learn about trigraphs and complex consonants.
Standards:	RF.3.3.	RF.3.3.	RF.3.3.	RF.3.3.
Math	Weeks 5-6	Weeks 7-8	Weeks 9-10	Weeks 11-13
	Time Frame: Week of 4/20 and 4/27	Time Frame: Week of 5/4 and 5/11	Time Frame: Week of 5/18 and 5/25	Time Frame: Week of 6/1, 6/8, 6/15
	Description: -Scholars will review strategies for multiplication and division.	Description: -Scholars will learn about numbers up to 10,000: <ul style="list-style-type: none"> Count, order, read, write, add and subtract. 	Description: -Scholars will learn about numbers up to 10,000: <ul style="list-style-type: none"> Count, order, read, write, add and subtract. 	Description: -Scholars will develop an understanding of fractions as numbers.
Standards:	3.OA.A.	3.NBT.A	3.NBT.A	3.NF.A

Academic Programming - ESL Instruction

Task	Plan	Participants	Evidence of Completion
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<p>Instructional - ESL</p>	<ul style="list-style-type: none"> ● Launchpads: 18 launchpads have been purchased and distributed to ESL students. Launchpads include apps. that support language instruction, such as books that have 1:1 text to voice features and other instructional support features. ● Access to Technology: Priority was given to ESL students to have access to technology, such as Launchpads, Chromebooks, tablets, and/or hotspots. ● Differentiated Instruction: Every student in the ESL program has received assignments tailored to their instructional levels. ESL scholars receive daily calls from the ESL teacher to support language development and academic instruction. ● Translation Services: All parent communication and teacher made assignments are available in English and Spanish. 	<p>ELLs and ESL Teachers</p>	<ul style="list-style-type: none"> ● Launchpads: The ESL teacher checks in about use of launchpads to support instruction. ● Differentiated Instruction: The ESL teacher and general education teachers work together in checking daily progress by communicating and instructing via GSuite for Education and phone calls/video conferencing. ● Progress Monitoring: Daily progress determines next steps in instruction. Evidence of student learning is collected through: <ul style="list-style-type: none"> ○ Videos or voice recordings ○ Pictures of daily work ○ Daily video conferences/phone calls ● Translation Services: Staff members at CACS will continually provide translators and translated materials to communicate with parents about the assignments students are expected to complete and return. All communications sent on the Remind app are automatically translated into native languages. Additionally, translators were available for our virtual Parent-Teacher Conferences.
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Student Support Services - Extended School Year / Summer Academy

Task	Plan	Participants	Evidence of Completion/Assessment
<p>Extended School Year (ESY)</p>	<ul style="list-style-type: none"> ● ESY services will be provided to all Students with Disabilities (SWDs) whose IEP requires it, as well as additional Students with Disabilities who would benefit from continual instruction. Assessment of learning loss will be determined based on remote learning instruction and work completion. ● ESY dates will consist of 6/23/2020 to 7/16/2020 to ensure continued instruction. 	<p>Eligible Students with Disabilities, Special Education Teachers, School Psychologist, Director of Curriculum and Instruction</p>	<ul style="list-style-type: none"> ● Attendance: Attendance will be recorded by special education teachers based on participation in remote learning.

	<ul style="list-style-type: none"> SWDs who are placed OOD and require ESY will be provided these services remotely through their OOD placement. 	Plainfield School District The Calais School	
Instructional Plan	<ul style="list-style-type: none"> Instruction: All reading and math instruction will be assigned remotely. All SWDs will receive check-ins with their Special Education teacher. During these check-ins, the Special Education teachers will support student completion/understanding of at-home work and provide accommodations needed (i.e., visuals, mnemonics, flash card review). Attached below is an example of an anticipated scope and sequence of learning for the extended school year plan. 	Students with Disabilities (SWDs) and Special Education Teachers	<ul style="list-style-type: none"> Evidence of Completion: Students will turn in completed assignments remotely. Students will show evidence of learning through their individual check-ins with their Special Education teacher. Special Education Teachers will be communicating with all students with disabilities by phone or Google Meet to support their academic growth and completion of assignments. Assessment: Teachers will determine loss of learning as well as monitor ongoing progress formatively and summatively through: <ul style="list-style-type: none"> Graded Google Forms; Individually assigned questions on Google Docs or Google Slides; Pictures of physical student work; Videos or voice recordings of specific skills; or Phone or video conference calls. Homes without Technology/Internet: All students with disabilities have been provided technology and/or hotspots. In the event that technology fails, new technology will be provided.
Compensatory Related Services	<ul style="list-style-type: none"> Lessons, activities, and related materials will be prepared and labeled based on skill level. Materials will be shared with the case manager, who will provide the materials to the students. Specific videos based on each student's skill level will be provided weekly through google classroom to continue addressing these skills. 	Case Manager / School Psychologist, Speech and Language Therapist, Occupational Therapist, School Social Worker	<ul style="list-style-type: none"> Google Classroom or Packets: Students will turn in work remotely on Google Classroom. When applicable, parents will also be able to send back voice recordings, pictures, and/or videos to show completion of weekly work. Students without technology or internet access will be able to turn in physical work to a drop box outside of the school on designated days.

Out of District Scholars - ESY	<ul style="list-style-type: none"> The Calais School - Students will receive academic and related services remotely with Google Classroom and/or other appropriate technologies or means including hard copy books and/or worksheets. ESY dates consist of 7/6/2020 to 8/14/2020. Plainfield School District - Students will receive academic instruction either through workbooks or remote instruction. ESY dates are still being determined by Plainfield School District. 	The Calais School Plainfield School District	<ul style="list-style-type: none"> Case Manager will continue communication with the Out of District Placement representatives to determine if academic and related services are being provided
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Extended School Year - Anticipated Remote Learning Pacing

	Week 1	Week 2	Week 3	Week 4
Grade 2	<p>Literacy:</p> <p>-Scholars will read fiction texts closely to determine what the text says explicitly and to make logical inferences.</p> <ul style="list-style-type: none"> Ask and answer answer questions about who, what, where, when, why, and how. Cite specific textual evidence when writing about reading. <p>-Scholars will read appropriately leveled literary texts independently and proficiently with scaffolding as needed.</p> <p>-Scholars will apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Literacy:</p> <p>-Scholars will read fiction texts closely to determine what the text says explicitly and to make logical inferences.</p> <ul style="list-style-type: none"> Ask and answer answer questions about who, what, where, when, why, and how. Cite specific textual evidence when writing about reading. <p>-Scholars will read appropriately leveled literary texts independently and proficiently with scaffolding as needed.</p> <p>-Scholars will apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Literacy:</p> <p>-Scholars will read nonfiction texts closely to determine:</p> <ul style="list-style-type: none"> Main topic of a multiparagraph text. Focus of specific paragraphs. Supporting details. <p>-Scholars will read appropriately leveled informational texts independently and proficiently with scaffolding as needed.</p> <p>-Scholars will apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Literacy:</p> <p>-Scholars will read nonfiction texts closely to determine:</p> <ul style="list-style-type: none"> Main purpose of text. Author's point of view. Supporting details. <p>-Scholars will read appropriately leveled informational texts independently and proficiently with scaffolding as needed.</p> <p>-Scholars will apply grade-level phonics and word analysis skills in decoding words.</p>

	<p>Math: -Scholars will work with time.</p> <ul style="list-style-type: none"> • Tell and write time to the nearest five minutes. • Use A.M. and P.M. appropriately. • Solve addition and subtraction word problems using intervals of time. 	<p>Math: -Scholars will work with money.</p> <ul style="list-style-type: none"> • Solve addition and subtraction word problems involving money, using symbols appropriately. • Identify key words in word problems to determine what operation to use when solving. 	<p>Math: -Scholars will represent and interpret data.</p> <ul style="list-style-type: none"> • Generate data using measurement. • Create and read graphs (bar graph, line plot, etc.) • Ask and answer questions about data in graphs using addition and subtraction. 	<p>Math: -Scholars will represent and interpret data.</p> <ul style="list-style-type: none"> • Generate data using measurement. • Create and read graphs (bar graph, line plot, etc.) • Ask and answer questions about data in graphs using addition and subtraction.
Standards:	<p>Literacy: RL.2.1., RL.2.10., RF.2.3., W.2.8. Math: 2.MD., 2.OA.</p>	<p>Literacy: RL.2.1., RL.2.10., RF.2.3., W.2.8. Math: 2.MD., 2.OA.</p>	<p>Literacy: RI.2.2., RI.2.10., RF.2.3., W.2.8. Math: 2.MD., 2.OA.</p>	<p>Literacy: RI.2.6., RI.2.10., RF.2.3., W.2.8. Math: 2.MD., 2.OA.</p>
Grade 3	Week 1	Week 2	Week 3	Week 4
	<p>Literacy: -Scholars will read fiction texts closely to determine what the text says explicitly and to make logical inferences.</p> <ul style="list-style-type: none"> • Ask and answer questions. • Make relevant connections. • Provide text evidence when speaking or writing about reading. <p>-Scholars will read appropriately leveled literary texts independently and proficiently with scaffolding as needed. -Scholars will apply grade-level phonics and word analysis skills</p>	<p>Literacy: -Scholars will read fiction texts closely to determine what the text says explicitly and to make logical inferences.</p> <ul style="list-style-type: none"> • Describe the characters in a story. • Explain how their actions contribute to the plot. • Write about character development with specific text evidence. <p>-Scholars will read appropriately leveled literary texts independently and proficiently with scaffolding as needed. -Scholars will apply grade-level phonics and word analysis skills</p>	<p>Literacy: -Scholars will read fiction texts closely to determine what the text says explicitly and to make logical inferences.</p> <ul style="list-style-type: none"> • Describe the characters in a story. • Explain how their actions contribute to the plot. • Write about character development with specific text evidence. <p>-Scholars will read appropriately leveled literary texts independently and proficiently with scaffolding as needed. -Scholars will apply grade-level phonics and word analysis skills</p>	<p>Literacy: -Scholars will analyze two or more texts addressing similar themes or topics, comparing the approaches the authors take.</p> <ul style="list-style-type: none"> • Determine central message/theme, lesson, and/or moral. • Describe, compare, and contrast the plot of stories. • Compare and contrast authors' message/craft. • Write about reading. <p>-Scholars will read appropriately leveled literary</p>

	when decoding and encoding words.	when decoding and encoding words.	when decoding and encoding words.	texts independently and proficiently with scaffolding as needed. -Scholars will apply grade-level phonics and word analysis skills when decoding and encoding words.
	Math: -Scholars will represent and solve problems involving multiplication and division within 100.	Math: -Scholars will represent and solve problems involving multiplication and division within 100.	Math: -Scholars will represent and interpret data <ul style="list-style-type: none"> • Draw and read various types of graphs. • Solve addition and subtraction problems using information presented in graphs. 	Math: -Scholars will represent and interpret data <ul style="list-style-type: none"> • Draw and read various types of graphs. • Solve addition and subtraction problems using information presented in graphs.
Standards:	Literacy: RL.3.1., RL.3.10., RF.3.3., W.3.4., W.3.8. Math: 3.OA.	Literacy: RL.3.1., RL.3.3., RL.3.10., RF.3.3., W.3.4., W.3.8. Math: 3.OA.	Literacy: RL.3.1., RL.3.3., RL.3.10., RF.3.3., W.3.4., W.3.8. Math: 3.MD., 3.OA.	Literacy: RL.3.9., RL.3.10., RF.3.3., W.3.4., W.3.8. Math: 3.MD., 3.OA.

Student Support Services- I&RS, Child Student Team, Related Services, Out of District Placement, McKinney Vento

Task	Plan	Participants	Evidence of Completion
Intervention and Referral Services (I&RS)	<ul style="list-style-type: none"> • Meetings will be conducted through conference calls from staff cell phones or other virtual platforms. 	Teachers, School Psychologist, Director of Curriculum and Instruction	<ul style="list-style-type: none"> • Meeting documentation and I&RS plans
CST Meetings	<ul style="list-style-type: none"> • Meetings will be conducted through conference calls from staff cell phones or other virtual platforms. We will remain in compliance for all meetings when possible. Parent consent will be provided remotely to the case manager. • Eligibility Determination meetings will be held for all scholars who had evaluations completed prior to remote learning / 	CST Members, Parents	<ul style="list-style-type: none"> • Attendance forms, Eligibility Determination and IEP paperwork completed, and signed consent forms

	<p>school closure.</p> <ul style="list-style-type: none"> Annual review meetings will be held in June through virtual conferences. 		
Communication	<ul style="list-style-type: none"> The Case Manager will speak to all SWDs families and Section 504 families to ensure they are aware that special education services will continue to be provided during remote instruction through a variety of means (i.e., daily communication with their child's special education teacher, individualized school work through packets and google classroom, and how related services are being provided, which began with individualized packets and now consists of individualized videos through google classroom) 	School Psychologist, Parents of SWDs and Section 504 scholars	<ul style="list-style-type: none"> Communication Tracker and implementation of special education services through packets and google classroom.
Evaluations	<ul style="list-style-type: none"> At this time, we cannot complete in-person evaluations. The Case Manager will reschedule all evaluations once school reopens. Social Histories will continue to be completed through phone conferences. 	CST Members	<ul style="list-style-type: none"> Completed evaluation reports, communication tracker
Report Writing	<ul style="list-style-type: none"> Evaluators can complete reports while at home through computer access pending evaluations were completed prior to closure or are Social Histories. 	Evaluators	<ul style="list-style-type: none"> Reports will be mailed to Cresthaven Academy upon completion.
Speech and Language Therapy	<ul style="list-style-type: none"> Lessons, activities, and related materials will be prepared and labeled based on skill level. Materials will be shared with the case manager, who will provide the materials to the students. Individualized videos based on each student's skill level will be provided weekly through google classroom to continue addressing these skills. Compensatory services will be provided as needed. 	Speech and Language Therapist	<ul style="list-style-type: none"> Google Classroom or Packets: Students turn in work remotely on Google Classroom. Parents can also send back voice recordings, pictures, and/or videos to show completion of weekly work. Students without technology or internet access can turn in physical work to a drop box outside of the school on designated days.

Occupational Therapy	<ul style="list-style-type: none"> • Lessons, activities, and related materials will be prepared and labeled based on skill level. Materials will be shared with the case manager, who will provide the materials to the students. Individualized videos based on each student's skill level will be provided weekly through google classroom to continue addressing these skills. • Compensatory services will be provided as needed. 	Occupational Therapist	<ul style="list-style-type: none"> • Google Classroom or Packets: Students turn in work remotely on Google Classroom. When applicable, parents can also send back voice recordings, pictures, and/or videos to show completion of weekly work. Students without technology or internet access can turn in physical work to a drop box outside of the school on designated days.
School-Based Counseling	<ul style="list-style-type: none"> • Lessons, activities, and related materials will be prepared. Materials will be shared with the case manager, who will provide hard copies to the students. Weekly phone calls will also take place to provide consistent emotional check-ins. • Compensatory services will be provided as needed. 	School Psychologist, School Social Worker	<ul style="list-style-type: none"> • When applicable, parents will take pictures or e-mail completed work. Therapists will reply back with feedback. Weekly phone calls will also allow the therapist to check the completion of work. Additionally, students can turn in physical work to a drop box outside of the school on designated days. • If not possible, work will be completed upon return.
IEP Goals - Progress Monitoring	<ul style="list-style-type: none"> • Special Education teachers and Related Service providers will be provided copies of all of their Students with Disabilities IEP goals. The School Psychologist will ensure IEP goals are tracked and completed for each quarter. 	Special Education teachers, School Psychologist, Related Service Providers	<ul style="list-style-type: none"> • Teachers - Submission of the IEP goals and progress summaries for literacy and mathematics for each quarter. • Related Service Providers - Submission of the IEP goals and progress summaries for speech and language therapy,

			occupational therapy, and counseling.
Out of District Scholars	<ul style="list-style-type: none"> The Calais School Protocol - Students will receive academic and related services remotely with Google Classroom and/or other appropriate technologies or means including hard copy books and/or worksheets Plainfield School District Protocol - Students will receive academic instruction either through workbooks or remote instruction. Related service packets were also created. 	The Calais School Plainfield School District	<ul style="list-style-type: none"> Case Manager will continue communication with Out of District Placement representatives to determine if academic and related services are being provided and how long closure will continue for.
Medically Fragile Students	<ul style="list-style-type: none"> N/A - We do not have any scholars who are considered Medically Fragile at this time. 	N/A	N/A
Transportation for Students with Disabilities if Plainfield School District closes	<ul style="list-style-type: none"> Families will be asked to drive their scholars to school. 	Case Manager, Plainfield School District, The Calais School	<ul style="list-style-type: none"> If a family is unable to, the absence will be excused.
McKinney Vento Services	<ul style="list-style-type: none"> McKinney Vento Liaison will continue to submit information to Dr. Rejouis and Plainfield School District remotely each month. McKinney Vento Liaison will remain available to families by email and phone to provide resources and support. Food will continue to be distributed biweekly to families by school district. 	School Psychologist / McKinney Vento Liaison, School Social Worker	<ul style="list-style-type: none"> Documentation provided to Dr. Rejouis and Plainfield School District. Additional resources for families will be sought out as needed.

School Safety

Task	Plan	Participants	Evidence of Completion
Identifying at-risk population	Nurse will provide a list of at-risk scholars and staff members to the Leadership Team.	Nurse	Leadership Team will consider information regarding at-risk population to make school decisions.

Communication with Staff and Families	Use text messages, emails, social media, and phone calls to communicate important information to families on an on-going basis.	Staff, Families, Community	Communication will be in English and Spanish.
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Board of Trustees

Task	Plan	Participants	Evidence of Completion
Board Meetings	Board Meetings will take place via conference call for any trustee who may not be able to attend in person.	Board Members, Superintendent, Board Secretary, Public	Board meetings are conducted each month and minutes are collected.

Facilities

Task	Plan	Participants	Evidence of Completion
Maintain interior facility	Facilities Manager and limited Operations Team will report to work daily to maintain facility, clean, and disinfect. Each team member is assigned a different area of the building to keep clean and disinfected.	Facilities Manager, Operations Team	Facility looks and smells clean. Disinfecting products are used daily. Garbage is discarded in the dumpster.
Facility improvements	Facility Manager will identify any school improvements necessary for the school to resume in the fall. Facility Manager will work with the School Leader and School Business Administrator to determine how to proceed on projects.	Facilities Manager, School Leader, School Business Administrator	Facility Improvements are completed on an as-needed basis.
Maintain exterior facility	Landscaping company will continue to maintain exterior facility	Landscaping company	Lawn remains groomed.

Finance, Human Resources

Task	Plan	Participants	Evidence of Completion
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Bill Pay	After Board meetings, bills will be paid by check with signatures from the Board President and School Business Administrator.	SBA, Board President	Accounting system shows checks printed. Bank statement shows checks cashed.
Staff Attendance	Staff will work remotely with direction from supervisors. Supervisors will check in with staff multiple times per week.	All Staff	Staff will track hours and complete work on a tracker sent by the Leadership Team.
Payroll	Payroll will be run remotely.	SBA	Payroll runs 2 times per month according to the normal payroll practices.

Resources

Resources
<ul style="list-style-type: none"> • Interim Guidance for Administrators of US Childcare Programs and K-12 Schools • NJ Covid-19 Information Hub • Centers for Disease Control & Prevention

Superintendent Signature:

Monica Villafuerte

Monica Villafuerte

5/21/2020

Date