

Green Brook Township Public Schools

Distance Learning Plan

Introduction

We are proud at Green Brook Township Public Schools to deliver our high-quality education and fulfill our mission in the context of our two district schools. We are also proud that we have established a plan to deliver instruction and services under exceptional circumstances that may require partial or full district closure. In this circumstance, our commitment is to provide an alternative means of education in the form of Distance Learning. Distance Learning designates the experience students will have when school remains in session but when students are unable to physically attend school because of district closure. While Distance Learning cannot replicate onsite learning, our teachers can deliver powerful instruction that allows students to meet expected standards in an online environment.

The Green Brook Township Public Schools (GBTPS) Distance Learning experience aligns with the NJ Student Learning Standards (NJSLS) and our district curricula. Our students will be empowered to make choices about how they reach clearly defined learning goals; be engaged in online collaboration to solve authentic problems; feel safe to take intellectual risks while persevering through challenges; be supported with modeling, differentiation, specific feedback, and opportunities for reflection and revision; and, will continue to be educated, inspired and empowered.

The success of our Distance Learning endeavor is a partnership and is dependent on careful planning by our dedicated faculty, appropriate student motivation and engagement, and strong parent support for this alternative mode of instruction. The result of such learning experiences will expand student academic progress and attend to student social and emotional well-being.

The purpose of this document is to outline how GBTPS will continue to offer an effective education through Distance Learning in the event of school closure and to do so within an *Asynchronous Learning Environment*. An Asynchronous Learning Environment is a learning environment that does not require participants, teachers, and students to be online at the same time. Since faculty and students will be at home or in other locations, this plan is developed under the assumption of an Asynchronous Learning Environment.

This *Distance Learning Plan* will define the following:

- Implementation procedure to conduct school remotely until the resumption of normal operations;
- Details the expectations required of both teachers and families for the successful continuation of student learning and family communication; and,
- Elementary and Middle School plans that address developmentally appropriate and meaningful student learning experiences for all students.

District Demographics

Total students: 765

State-funded Preschool: 0

Homeless: 0.4%

Economically Disadvantaged (LSE): 6.8%

Students with Disabilities: 18.9%

ELLs: 1.2%

Distance Learning Platforms at Green Brook Township Public Schools

The following *Online Platforms* support both Distance Learning and faculty/student/family collaboration to ensure a quality student learning experience when planning and delivering remotely:

1. *Parent Square Genesis Parent Portal* are the communication tools used to contact and communicate with GBTPS families.
2. *Parent Square, G Suites and Clever* are the online Distance Learning platform used in the Elementary School (PreK-8).
3. *Google G Suite* (e.g., google hangout, email, shared docs) are faculty online collaboration platforms for remote instructional planning.
4. In addition to the above resources, we encourage faculty, students, and parents to contact the district's technology help desk for any tech related question and to expect a response within 24 hours. (parenthelp@gbtps.org)

Roles and Responsibilities (School)

Leadership Team:

- Assess the internet accessibility of our families through this survey and provide options.
- Provide chromebooks to those students in grades 3-4 who need them.
- Develop school and grade level plans for distance learning.
- Schedule and plan a professional development day for staff to curate resources for extended distance learning implementation.
- Communicate with faculty/staff and parents.
- Support faculty/staff and parents during Distance Learning.
- Ensure effective implementation of Distance Learning plan and accountability to student learning.

Subject/Homeroom Teachers:

- Collaborate with colleagues to design Distance Learning experiences for students in accordance with grade level plans.
- Develop high-quality student learning experiences.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as necessary.

ICR/Resource Teachers:

- Support co-teachers in the development of high-quality student learning experiences in accordance with grade level plans.
- Curate and/or develop resources to support special education students.
- Communicate with and provide timely feedback to students.
- Communicate with parents, as needed.

Nurses:

- Work on health-related plans and instructional resources

Case Managers:

- Partner with classroom teachers to accommodate the online learning curriculum they are providing to the learning support students on their caseload.
- Communicate with all parents of students on their caseload the first week regarding the online learning plan and how they will communicate with the teachers for the students to access the content of the distance learning lessons.
- Recommend to parents and teachers other online learning platforms that students might be able to access at this time (e.g .IXL, RAZ kids, etc.).

School Counselors:

- Create developmentally appropriate videos regarding self-regulation, anxiety and/or wellness strategies that students can practice during this time of Distance Learning.
- Create counseling lessons that students could complete “at home” based on the current curriculum.
- Provide developmentally appropriate “blog-type” statement/s that include resources regarding anxiety, isolation, health and well-being particular to grade level(s).
- Respond to counseling needs of students, as needed.

Reading Specialists and Media Specialists:

- Curate resources for teachers to support the development of high- quality online learning experiences for students.
- Create screencasts, videos, podcasts or other how-to resources for teachers.
- Support teachers in the development of Distance Learning experiences, as needed.

Paraprofessionals:

- Provide support and assistance to assigned grade level and/or subject area teachers as requested.

Tech Support Team:

- Provide timely response to student, family, and faculty requests regarding technology issues.

Roles and Responsibilities (Families)

Students

- Dedicate appropriate time to learning, comparable to a school day and/or as guided by your teacher/s.
- Check appropriate online platforms for information on courses, assignments, resources daily.
- Identify a comfortable and quiet space to study/learn.
- Engage in all learning posted with academic honesty.
- Submit all assignments in accordance with provided timeline and/or due dates.
- Ensure social and emotional balance by keeping healthy habits.

Questions related to:

- A course, an assignment, a resource - **Contact:** Relevant teacher – Google Classroom
- A technology issue/request - **Contact:** Relevant teacher – Google Classroom
- Any other issue related to distance learning - **Contact:** Relevant teacher – Google Classroom

Parents/Families

Support their child/ren in their learning by:

- Ensuring that daily attendance of child/ren is done in accordance with district guidelines
- Providing an environment conducive to learning (safe and quiet space during daytime).
- Engaging in conversations on posted materials and assignments.
- Monitoring time spent engaging in online and offline learning, including variables like that of preferred learning times (morning, afternoon, evening).
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation, and play.

Questions related to:

- A course, an assignment, a resource - **Contact:** Relevant teacher – use Parent Square
- A technology issue/request - **Contact:** technology help desk email
- Any other issue related to distance learning - **Contact:** building administration

General Guidelines for Distance Learning (Faculty)

When designing your online lessons and learning experiences, please consider the following:

Feedback:

- Timely feedback is essential to student learning; this is especially so in online learning environments when/where students are unable to ask questions as they normally would in classroom setting.
- Clear communication regarding where/how students should ask questions and seek clarification specific to learning targets, task requirements, and/or deadlines (Parent Square, Google Classroom).
- Active monitoring of your Google Classroom and Parent Square for questions and communications from students/families.
- Carefully scheduling real-time chats/office hours as “help” sessions for students.

Offline work:

- Avoid requiring printing. All tasks must be completed on a device or uploaded as a picture.
- Consider including offline activities in your lessons such as reading, engaging in discussions with a family member or friend remotely, writing in a journal, taking pictures, and/or making a video.

Deadlines:

- Provide students ample time to complete assignments. *More time than you would usually provide in class may be necessary for students.*
- Keep tasks simple and directions clear to make sure students understand what they are required to do.

Distance Learning Plan for Elementary Overview

Over the course of this Distance Learning time period, our faculty will partner with parents to engage students in experiences that stretch their understanding and expand how they approach new learning. Our families will have options and sources for flexibility that will give them choice and ownership as the Distance Learning experience progresses. Teachers will communicate with parents through Parent Square and will use Google Classroom to engage students in rich learning tasks.

Role of Parents

As elementary school students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and to access online resources. The designed learning tasks and activities will provide direction and support to families with the understanding that task completion depends on each individual families' circumstances.

We ask parents for the following support:

- Monitor Parent Square and Google Classroom updates from your child's teachers.
- Read home learning tasks and activities posted with your child.
- Designate a place in your home or where you are temporarily located so your child can work independently on his/her assigned tasks and complete independent reading each day.
- Communicate with your child's classroom teacher if you or your child has questions and/or if your child needs extra help and support. Our faculty, although not physically present in the schools, will be present on-line to help and support during normal school day hours.

First Day of an Extended School Closure

Alerts via Parent Square will be sent to parents relaying this information.

Kindergarten to Second Grade

The Distance Learning plan in Kindergarten to Second Grade will include home learning engagements and/or activities that parents can assist their child in completing. Kindergarten to Second Grade students will participate in literacy (reading/writing), math and activities from Spanish, Art, Music, PE Tech and/or STEM each day.

Learning Experience: Instruction for students in preschool through second grade will go through parents/guardians. At the beginning of each week, teachers will communicate information and explain the learning approach and focus for the week.

The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

Third and Fourth Grade

The Distance Learning Plan for Third and Fourth Grade will include home learning engagements and/or activities that parents can assist their child in understanding for independent completion. Third and Fourth Grade students will participate in literacy (reading/writing), math and activities from Spanish, Art, Music, PE Tech and/or STEM each day.

Learning Experience: Students in grades 3-8 have 1:1 Chromebooks (with grades 5-8 having a take-home program). At the beginning of each week, teachers will communicate information and explain the learning approach and focus for the week.

For distance learning, the instructional tools will consist of:

- Google Classroom as the primary means to deliver content, solicit feedback, provide assessment, and hold dialogue with students
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- ParentSquare will be available for parent/guardian communication as-needed
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

Distance Learning for Middle School Overview

We know that learning takes on many different forms and can take place in many different settings. Our upcoming Distance Learning Experience is the very type of experience that our middle school students are prepared to take on and to grow from, independently, with their peers, and even with their families.

Over the course of the middle school's closure, students will be invited to engage in learning experiences that will stretch their thinking and will encourage new ways of doing in each of their classes, even though they will not be physically present at school. Each of these learning experiences may be followed up with appropriate homework or a formative/summative assessment to confirm that the students have engaged appropriately with the content and that their understanding of the content supports their progress towards the identified target standards. The clear goal for these days is to be analogous to the students' experiences on typical days at school: to interact, to engage, to grow, and, ultimately, to learn.

Role of Parents

As middle school students are still developing their independence, a teacher-parent partnership is necessary for students to engage in Distance Learning tasks and, in some cases, to access on-line resources. The learning tasks and activities provide direction and support to families. We recognize that parents may have more than one child to guide; therefore, we have framed the learning experience to require minimal parent involvement.

As a parent of Middle School students, we ask you for the following support:

- Monitor Parent Square updates and be sure to check in with your child daily about the distance learning tasks and activities they are working on.

- Designate a place where your child will work independently on his/her assigned tasks.
- Ask your child to provide a brief summary of the learning he/she is engaging in for each class to ensure his/her understanding of the content and of the process they are being asked to engage in to demonstrate their learning.
- Remind your child to use Google Classroom to communicate with his/her teachers if your child or you have questions or if you need extra help and support. Our faculty will be on hand to help and support within 24 hours.

First Day of an Extended School Closure

Alerts via Parent Square will be sent to parents relaying this information.

Middle School Distance Learning Plan

Learning Experience: Students in grades 3-8 have 1:1 Chromebooks (with grades 5-8 having a take-home program). At the beginning of each week, teachers will communicate information and explain the learning approach and focus for the week. Grades 5 - 8 students will follow their schedules each day.

For distance learning, the instructional tools will consist of:

- Google Classroom as the primary means to deliver content, solicit feedback, provide assessment, and hold dialogue with students
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- ParentSquare will be available for parent/guardian communication as-needed
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

Distance Learning Plan - Student Services

Faculty Expectations

- All instruction will be geared towards the goals and objectives in the student's IEP, including the necessary accommodations and modifications considering the change in learning environment for each student.
- Given these challenging circumstances, understanding and flexibility should govern all decision making
- Focus should be placed on the maintenance and reinforcement of learned skills, as opposed to significant acquisition of new skills. While new skills can be presented, consideration must be given to:
 - Student ability to independently acquire new skills
 - Students need for multisensory presentation of concepts, tasks broken down and immediate feedback
 - Availability for adult support and guidance
- Lesson directions, instructions and activities will be made available on a daily basis for students and parents via Parent Square and Genesis Parent Portal with information on:
 - Sample schedules for instructional activities with expected time allocations
 - Brain breaks
 - Feedback on work progress
 - Executive functioning supports
 - How to set up a learning space in the home free of distractions
 - Tips to minimize distractions
 - Tips to organize during distance and virtual learning
 - Alternatives to digital learning and interaction to facilitate social growth
 - Tips to manage time and workload
- Each student can sign into Clever with the credentials that have been provided to make access to learning programs easier.
- Communications will be addressed within 24 hours.

Preschool

The Distance Learning plan in Preschool will include home learning engagements and/or activities that parents can assist their child in completing. Preschool students will engage in activities that are designed to promote growth in the areas of language, cognitive, physical, and social-emotional development.

Learning Experience: Instruction for students in preschool will go through parents/guardians. At the beginning of each week, teachers will communicate information and explain the learning approach and focus for the week.

The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

ESL

The Distance Learning plan for students who require ESL services will include home learning

engagements and/or activities that parents can assist their child in completing and/or adaptations made to curricular material.

Learning Experience: Instruction for students who require ESL services will be individualized to meet his/her needs. Teacher will communicate information and explain the learning approach and focus for the week.

The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents for students in PK-2 and Google Classroom for students in 3-8.
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

LLD/LEAD

The Distance Learning plan for self-contained classes will include home learning engagements and/or activities that parents can assist their child in completing as well as independent activities completed on Chromebooks. Due to the highly individualized nature of each student's program, learning activities will be individualized and consistent with goals and objectives outlined in the IEP.

Learning Experience: Instruction for students in LLD or LEAD will be based on individual needs, but in general, instruction in K-2 will go through parents/guardians and instruction in 3-8 will be delivered via Google Classroom. At the beginning of each week, teachers will communicate information and explain the learning approach and focus for the week.

The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents
- Google Classroom as the primary means to deliver content, solicit feedback, provide assessment, and hold dialogue with students
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

Related Services

The Distance Learning Plan for Related Service providers will include home learning engagements and/or activities that parents can assist their child in completing. Our full time related service providers review IEP's, speak with the contracted provider and send home pertinent activities for each student who receives OT and Speech from a contracted therapist as part of our DLP.

Learning Experience: Related services will be based on individual needs. Home-based activities will be communicated to parents at the beginning of each week.

The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents

- Google Classroom to deliver content, solicit feedback, provide assessment, and hold dialogue with students
- Other online sites and services that have been in use during the year will still be available

Case Managers

Case managers will continue to be responsible for IEP oversight. They will collaborate with teachers as necessary to ensure that students receive appropriate modifications. ParentSquare will be used as a mechanism for communication between CST and families. Throughout the duration of the Distance Learning period, case managers will use the time review each student's IEP in more depth to check for consistency in programming and compliance. CST will hold meetings with parents remotely to maintain timelines.

ODD Partnerships

Distance Learning Plans from all ODD will be on file. If GBTPS closes and the OOD school remains open, we will continue to transport so long as the school remains open.

Distance Learning Technology Guide

Purpose

This document describes the protocols that will be used if the district is required to provide distance learning due to a health-related closure. If the district's buildings are closed, distance learning provides for students' continued academic progress in an effective, equitable manner.

Key Considerations

In the event of a health-related closure:

- All teachers will shift their instruction to the distance-learning platforms described below
- Instruction will follow the existing district curriculum, modified as-needed
- It is unknown if staff will report during a school closure (this would be based on the recommendation of health officials), so plans need to allow for the possibility that staff will not have building access during a closure

Grades 3-8

Students in grades 3-8 have 1:1 Chromebooks (with grades 5-8 having a take-home program). For distance learning, the instructional tools will consist of:

- Google Classroom as the primary means to deliver content, solicit feedback, provide assessment, and hold dialogue with students
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- ParentSquare will be available for parent/guardian communication as-needed
- Clever provides a one-stop launching pad for many subscription sites and services
- Other online sites and services that have been in use during the year will still be available

Chromebooks require WiFi access. The district will be surveying parents and will be working with our existing internet vendors to provide households with WiFi access.

Grades PK-2

Instruction for students in preschool through second grade will go through parents/guardians. The available tools will consist of:

- ParentSquare, for the dissemination of materials to parents, as well as communication between faculty and parents
- Genesis (and the related parent portal) will be used for lesson planning and gradebook
- Clever provides a one-stop launching pad for many subscription sites and services*
- Other online sites and services that have been in use during the year will still be available*

**If you have not been using these services in your classroom during the year, but plan on making them part of your distance learning instruction, then you will need to reach out to the Tech Department for set up and training.*

The framework above requires that households have the ability to receive and possibly print instructional materials. The district will be surveying parents and will have equitable alternatives available for households without these capabilities.

Online Staff Collaboration

In the event of school closures, staff will still need to communicate and collaborate. Asynchronous tools, such as email and shared documents will be available. Teachers are also encouraged to use Google Hangouts Meet (<https://meet.google.com>).

Meet allows for online audio and/or video conferencing calls with the ability to share screens. Meet currently can handle 25 participants per virtual meeting, but due to health concerns and increased demand for remote work Google is temporarily increasing that limit to 250.

Peer-to-peer, team, and faculty meetings will be facilitated via Google Meet in the event of building closures.

Staff Preparation

To be prepared for the possibility of closure/invocation of distance learning, teachers should be taking the following steps:

- Verify that rosters in Google Classroom (grades 3-8) and ParentSquare (all grades) are correct. Any changes to Classroom should be made by the teacher. For ParentSquare changes, contact the Tech Department.
- As you lesson plan each week, make sure any essential resources you would use for distance learning are available digitally (scanned or photographed). Google Drive space is unlimited, and digital resources are easy to store and share (and if it's a resource you'll reuse, having it online makes it easy to retrieve).
- Make it a habit to take home your laptop (and any other critical resources such as a doc cam) each night while we're in the state of emergency. Staff members were given two chargers, so you

should be able to keep one at school and the other at home. In a scenario where the building is closed and off-limits, you may not be able to retrieve a laptop left in the school.

- If you are not already fluent, take time to familiarize yourself with the tools you will be using for distance learning. Documentation is below and team training sessions can be arranged with Tech.

Documentation and References

The sections below contain reference/training information for distance learning tools.

Google Classroom

Google provides a Google Education “Teacher Center” with training on all their G-Suite products. The training is teacher- and education-focused. The link to the Google Classroom training is below.

<https://teachercenter.withgoogle.com/first-day-trainings/welcome-to-classroom>

Teachers who will be using Google Classroom (grades 3-8) should know how to create a classroom*, add/remove students, create assignments, and manage commenting.

**While classrooms were set up for each section at the start of the year, it's still useful to know how to set up additional classrooms should the need arise. Once the school year commences, new classrooms need to be set up by the teacher.*

ParentSquare

ParentSquare also has online tutorials, including a quick start guide, explanations of the different types of communications (posts, messages), and how to handle attachments.

<https://parentsquare.zendesk.com/hc/en-us/articles/203413819-Teachers-Getting-Started->

Teachers should know how to post to any/all of their classes, how to message individual/groups of parents, and how to attach documents to ParentSquare messages. Additionally, teachers should understand how to allow/disallow comments on posts.

Google Hangouts Meet

Documentation on how to create, join, and manage Google Hangouts Meet virtual meetings can be found at the link below.

https://support.google.com/a/users/answer/9282720?hl=en&ref_topic=7306097&visit_id=637195182668196537-2226321723&rd=1

You can launch a meeting by going to <https://meet.google.com> or by creating a Google Calendar meeting event. Once the event is created, Google Calendar will add a meeting link in the event description. There are shortcuts to Google Hangouts Meet in the GBTPS Bookmarks folder in Chrome, as well as in Clever.

Scanning

All of the Canon copiers can scan to email. This is useful for digitizing assets that only exist as hard copy. The resulting files will be sent to your email, and you can download them to your laptop and/or add to Google Drive.

Instructions for scanning are available at the document linked below.

<https://docs.google.com/document/d/1G3v4nILP1kHY5zZj7ufYRNNbOZMClhBhdpThM2BG4xA/edit?usp=sharing>

iPevo Document Cameras

Document cameras can be used for snapshots, recordings, and screencasts. Jessica Rodriguez at IEF created the tutorial at the link below.

https://drive.google.com/file/d/14wO2NqkzIEQspS8efdqOR_z9hi7fxxqZ/view

Clever

Clever is a single sign-on (SSO) portal that allows students (and teachers) to log in once with their GBTPS Google account and then access various services just by clicking an icon. This means students only need to know their Google credentials rather than a set of usernames/passwords for every service in use.

The district Clever portal is located at <https://clever.com/in/gbtps>.

Documentation on Clever is available at the link below. There's also on-site help for teachers that log into Clever.

https://docs.google.com/document/d/1cWt9zrWp1_edr3dGmBZrSOVZn3up0Qq23hQ4Z_tLtoU/edit?usp=sharing

Apps and services available through Clever include IXL, Learning A-Z, BrainPoP and BrainPOP Jr., SuperTeacher Worksheets (for staff access), as well as links to Google Drive, Classroom, and other common services.

Other Sites and Services

In addition to those services mentioned in the Clever section above, teachers will have access to existing online tools (e.g. GoFormative). iPads and their apps will not be available/accessible to students (save for any designated augmented communication devices), nor will macOS-specific apps (the latter is only applicable to the computer labs).

FAQs

Do I have to be online at a certain time? If the buildings are closed, is my “virtual classroom” time going to be tracked?

No and no. Instruction will be asynchronous, meaning it will not be scheduled and in real time. Students (parents for PK-2) can post questions through the appropriate platforms and teachers will address them, but the district is not enforcing set “class” times.

Please note however that it is good practice to have classroom routines, even in a virtual setting, so it will be important to relay expectations--including virtual “office hours”--at the start of any distance learning.

I have a lesson that doesn’t lend itself to distance learning. How do I deliver it?

Given the pedagogical and technical requirements of distance learning, some lessons may need only minor adjustment, while others may need to be completely re-imagined. Curriculum, content, and learning goals will remain, so teachers may need to work with peers, administration, and technology staff to find a creative solution.

If there is a need to activate distance learning plans, there will be some lead time to allow for this planning to happen.

I found some alternate resources on a site that’s blocked (e.g. Facebook). Can the district open the filters for distance learning?

No. The filters for staff are in place for security reasons. Staff can use non-district devices (phones, personal computers/tablets) to access and download resources, then send those to their school accounts.

How will attendance be handled?

Given that the concept of “homeroom” is not especially relevant in a distance learning scenario, students will be assumed present for daily attendance unless parents call in to the attendance line to indicate they will not be participating in classes for the day. Office staff will note absences in Genesis.

What if a student doesn’t complete their work?

Consequences will be similar to an in-person environment (falling behind, need to make up work, incomplete grades, parental involvement). Student/classroom expectations are still relevant in the distance learning framework, although teachers may wish to modify and communicate any changes to parents.

How will we assess student learning?

Teachers should still follow good assessment practices, but may need to adjust delivery mechanisms. Google Forms are a good way to create and deliver simple assessments, and many of the software/services the district uses have some assessment/reporting component.

As we do not know if we will have a closure nor the duration, teachers need to be adaptable in how assessment is delivered.

What about grades and report cards? Observations? State testing?

All of these questions are dependent on if, when, and for how long the district may be closed. The situation is fluid and guidance will be provided as appropriate.

What if I am sick and unable to work during the distance learning period?

Absences need to be recorded in Frontline, following the existing procedure. There will be no substitutes. “Sub plan” will be handled on a per-building/grade/case basis.

Emergency School Closing Plan – Continued Meal Service

The Green Brook Township Public Schools utilize the services of Pomptonian as our Food Service Management Company. The district does not participate in the National School Lunch Program, but does provide meals to those students who qualify for free and reduced price lunches in accordance with the Federal criteria.

In the event of a health-related school closure, the district plans to work closely with Pomptonian to deliver lunches to those students. A census of those students provides the following distribution among the district's two schools:

School	Free	Reduced Price
Irene Feldkirchner School	20	6
Green Brook Middle School	14	4
TOTAL	34	10

Preparing Meals

- Access will be provided to the kitchen facilities at Green Brook Middle School. This will enable the Pomptonian staff to create grab-and-go lunches on a daily basis Monday through Friday.
- Lunches will be prepared for all students who qualify for Free and Reduced Price Meals.

Meal Distribution

Green Brook Middle School will serve as the distribution point for these lunches.

- The lunches will be available for pick-up in the middle school parking lot daily from 10:00 AM until 12:00 PM.
- Meal distribution will begin Monday, March 16 and end Friday, April 10. If school closure is extended, meal distribution will be extended.

List of Essential Employees by Category	Role of Employee	Duties/ Work Stream	How Many Essential Employees Per Category	Teachers Instruction Hours per day via remote learning
District Administration	Oversee operations of school district	Interact with Health department; BOE, community, & staff; virtual meetings - administrative team, BOE, county; business office functions	4 people - CSA, BA, Student Services Director, operations Director	
Building Administration	Oversee operations of building	Interact with parents, staff, and students; virtual meetings with administrative team	2 people - principals	
CST & Guidance Counselors	Managing IEPs; Manage 504 plans and social emotional welfare	Interact with parents, staff, and students; virtual meetings with Director of Student Services; Manage IEPs & 504s	4 CST; 2 Guidance	
Classroom Teachers	Plan and deliver instruction	Collaborate with colleagues to design high-quality student learning experiences in accordance with grade level plans. Develop high-quality student learning experiences. Communicate with and provide timely feedback to students. Communicate with parents, as necessary. Virtual meetings with administration	88	1 - 3 hours of instruction but available to students 6 hours
Nurses	Manage student health plans	Interact with parents, staff, and students; virtual meetings with Director of Student Services; Manage IHPs	2	
Building and Grounds	Manage Facilities	Manage Facilities; Incoming deliveries; Deep cleaning	9	
Support Staff - Secretaries and Aides	Support Administration & Staff	Office related work that can be done online; Participate in online PD	27	