



## Local Education Agency Guidance for Virtual or Remote Instruction Plan

The New Jersey Department of Education (Department) is providing the following guidance pursuant to N.J.S.A. 18A:7F-9(c) and N.J.A.C. 6A:32-13.1 and 13.2, to assist LEAs in the development of their annual virtual or remote instruction plans. The Department encourages LEAs to reflect on the previous school year to enhance elements of the prior year's plan to provide the most substantive education, and including, but not limited to, related services, for all students in the event of an LEA closure.

For each of the areas below, the chief school administrator or lead person will either mark "yes," confirming that the information is in the Plan and list the corresponding Plan page number, or mark "no" if the information is not contained in the Plan. The chief school administrator or lead person is expected to provide an explanation to the County Office of Education for all areas marked "no."

By July 31 annually, the chief school administrator or lead person must submit a board-approved LEA Guidance for Virtual or Remote Instruction Plan for the coming school year, along with this form to their County Office of Education. At the time of submission to the county office of education, the plan must be posted on the LEA's website. Plans will be reviewed in each county office of education on a rolling basis with an electronic response communicated within two business days of receipt.

### LEA Checklist for Virtual or Remote Instruction Programs

LEAs must enter the page number where each checklist item may be found in the virtual or remote instruction program submitted to the [County Office of Education](#).

School Year: 2025-26

#### Contact Information

County: Union County

Name of District, Charter School, APSSD or Renaissance School Project:

Township of Union Public Schools

Chief School Administrator/Charter or Renaissance Leader Name/APSSD Leader:

Dr. Gerry Benaquista

Phone Number of Contact: (908) 851-6415

#### Equitable Access and Opportunity to Instruction

Question	LEA Yes or No
1. Is the LEA ensuring equitable access and opportunity to instruction for all students?	Yes



Question	Page Number	LEA Yes or No	County Yes or No
2. Does the program ensure that all students' varied and age-appropriate needs are addressed?	4-5	Yes	
3. Is the program designed to maximize student growth and learning to the greatest extent possible? Synchronous and/or asynchronous virtual or remote learning plans which will maximize student growth and learning.	4 - 5	Yes	
4. Does the program describe how the LEA will continuously measure student growth and learning in a virtual or remote instruction environment?	4	Yes	
5. Does the program describe how the LEA will measure and address any ongoing digital divide issues, including a lack of internet access, network access and/or sufficient access to devices?	3	Yes	

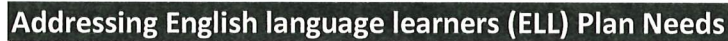
#### Notes on Equitable Access to Instruction

## Addressing Special Education Needs

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the provision of virtual or remote instruction to implement Individual Education Programs (IEPs) for students with disabilities to the greatest extent possible, including accessible materials and platforms?	7	Yes	
2. Does the program address methods to document IEP implementation including the tracking of services, student progress, as well as provision of accommodations and modifications?	7	Yes	
3. Does the program describe how case managers will follow up with families to ensure services are implemented in accordance with IEPs to the greatest extent possible?	7	Yes	
4. Does the program address procedures to conduct IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities?	7	Yes	

## Notes on Special Education Needs

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## Notes on Supporting ELL Educational Needs

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## Attendance Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program address the LEA's attendance policies, including how the LEA will determine whether a student is present or absent, how a student's attendance will factor into promotion, retention, graduation, discipline, and any other decisions that will reflect the student's performance?	8	Yes	
2. Does the program describe how the LEA communicates with the family when a student is not participating in online instruction and/or submitting assignments?	8	Yes	

## Notes on Attendance Plan

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## Safe Delivery of Meals Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain how the LEA will provide continued safe delivery of meals to eligible students?	8-9	Yes	

## Notes on Safe Delivery of Meals

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## Facilities Plan

Question	Page Number	LEA Yes or No	County Yes or No
1. Does the program contain an outline of how buildings will be maintained throughout an extended period of closure?	9	Yes	

## Notes on the Facilities Plan Other

## Other Considerations

Does the program contain the following considerations?	Page Number	LEA Yes or No	County Yes or No
a. Accelerated learning opportunities	9-10	Yes	
b. Social and emotional health of staff and students	9-10	Yes	
c. Title I Extended Learning Programs	9-10	Yes	
d. 21 <sup>st</sup> Century Community Learning Center Programs	9-10	Yes	
e. Credit recovery	9-10	Yes	
f. Other extended student learning opportunities	9-10	Yes	
g. Transportation	9-10	Yes	
h. Extra-curricular programs	9-10	Yes	
i. Childcare	10	Yes	
j. Community programming	10	Yes	

## Notes on Other Considerations



### APSSD Applicable Only: Sharing Plans

Was the program shared with all sending districts? Yes ☐ No ☐

### Notes on APSSD Sharing Plans

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### Essential Employees

Question	Page Number	LEA Yes or No	County Yes or No
1. The LEA will ensure essential employees are identified and a list is provided to the county office at the time of the LEA's transition to remote or virtual instruction.	10	Yes	

### Notes on Essential Employees

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### Board Approval

Date of board approval (mm/dd/yyyy): \_\_\_\_\_

### Notes on Board Approval

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### Posted on Website

1. Is the program posted on the school district/APSSD/Charter/Renaissance School Project Website? Yes ☒ No ☐

2. Link to website: <https://www.twpunionschools.org/>

**Virtual  
Instruction Program  
2025-2026**

Created September 21, 2021  
To be revised July 29, 2025



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## **Introduction**

NJ Governor Murphy, in April of 2020, issued an executive order that became P.L.2020, c.27. This law provides for the continuity of instruction in the event of a public-health related district closure so that LEAs can utilize virtual or remote instruction to satisfy the 180-day requirement pursuant to N.J.S.A. 18A:7F-9.requirement.

In the event that the state opts to transition our district from in-person to virtual instruction due to public health and/ or safety conditions, we are prepared for staff, students, and families to transition smoothly.

- Our teaching staff and students (K-12) have all been provided with district devices.
- The teaching staff has been instructed to integrate Google Classroom into their daily in-person instruction to provide an improved learning experience within the classroom as well as prepare us for a potential transition to virtual instruction.
- Google Classroom provides our teachers and students with a singular location for assignments, communication, and live instruction.
- Those students who do not have internet access available to them in their homes will be provided a district hotspot during virtual learning.
- If students or staff have an issue with their device or internet connectivity, they can submit a work order to [helpdesk@twpunionschools.org](mailto:helpdesk@twpunionschools.org)

It is our goal as a district to ensure that all of our students, whether in person or virtual, have access to world-class instruction. COVID-19 helped us grow and prepare for potential future situations that may require a transition to virtual instruction. Through our experience and growth, we are confident in our efforts to maintain rigor in instruction and high expectations. While we may all prefer in-person instruction, it is our responsibility as a district to have a well-designed plan in the event that it is no longer safe or possible.

## **EQUITABLE ACCESS TO INSTRUCTION PLAN**

The district will continue to address the learning needs of all our students. All students in kindergarten through twelfth grade will be provided with a district device (e.g., Chromebook). Students may also have textbooks/workbooks distributed by their teachers and online access to subject content materials. The district will also use online library ebooks via MackinVia, the Union Public Library, and NJ State Library (elibraryNJ). In addition to being a 1:1 Chromebook district and providing hot spots, the current instructional technology resources may continue to be in place to assist our students further:

1. Elementary: PearDeck, BrainPop and BrainPop Jr., MyViewBoard, KAMI, Wixie, GoGuardian, Clever, and subject specific digital resources.
2. Middle School: PearDeck, BrainPop, MyViewBoard, KAMI, GoGuardian, Clever, and subject specific digital resources.
3. High School: PearDeck, BrainPop, MyViewBoard, KAMI, GoGuardian, Clever, and subject specific digital resources.

Pending federal, state, and local health guidelines, paper packets may be provided. Students without access to the Internet in their homes will be provided a district-owned mobile hotspot during virtual instruction. The district will use i-Ready, IXL diagnostic, which are currently administered 3x/year, to measure student growth and learning in a virtual or remote instruction environment.

Building administrators and teachers will make every effort to be in constant communication with families to ensure their digital needs are addressed. In order to determine any digital divide issues, families can contact either the help desk or central office administration to direct their requests. Technical assistance will be available through our Help Desk at [helpdesk@twpunionschools.org](mailto:helpdesk@twpunionschools.org) for all staff and students. Based on the received requests, the district will evaluate any digital divide needs.

### **Virtual Learning Schedule**

As stated previously, students and teachers will engage in learning using their district devices. This will require students to engage with their teacher(s) and peers for the same period of time as the brick and mortar school day (full or half-day schedules). In the event we need to transition to virtual learning, schedules will be provided by building administration for the specific grade levels: K-4, 5, 6-8, and 9-12 (Appendix 1). The Child Study Team or 504 teams will determine any additional programs, supports, and/or services to address individual students' needs.

### **Virtual Learning Guidelines**

Students are expected to meet teaching deadlines as directed by the teaching staff. Since deadlines may occur online and not necessarily during a class or session, a student's absence would not excuse the student's responsibility to meet the deadline on assignments given prior to the student's absence. Students will be expected to engage in learning during the regularly scheduled hours of the school day. During virtual learning sessions, the following guidelines will be in effect:

1. Students in grades K-12 are expected to bring any devices (Chromebooks, etc.) or instructional materials (textbooks, etc.) home in the event a shut-down announcement is made during the school day.
2. Students must attend the entire class/virtual session, return digitally when directed, and/or complete the asynchronous learning activity.



3. Students are expected to have their Chromebooks fully charged and access to the charger.
4. Students will be required to have their cameras on and be visible on camera during whole-class sessions, break-out sessions, and support sessions unless otherwise approved by building administration.
5. Students will have their first and last names as identifiers during each live session and use their Township of Union school account.
6. Students may be denied access to class if they do not login with their district email account.
7. Students will have blank or non-descript backgrounds. Students with distracting backgrounds will be asked to remove them.
8. Students will set up a workspace and commit to a location for the entire session. The workspace should have all materials needed set up and ready for use.
9. Recording of live lessons by students or teachers is prohibited. Any use of a teacher or other students' image is always inappropriate.
10. Students may use the chat feature to communicate with the class when "mute all" is on. Expectations for conduct extend to the chat feature.
11. Students will abide by the class rules and expectations their teachers have outlined.

## **Preschoolers**

1. Teachers will continue to use Teaching Strategies GOLD and/or Creative Curriculum in alignment to the New Jersey Preschool Learning Standards to meet the learning needs of all preschool children to maximize student growth.
2. Teachers will provide students and parents/families via Google Classroom & Teaching Strategies with daily learning activities that support the whole child.
3. Parents/families will continue to submit lesson activity documentation/observations to teachers. Teachers will use submitted documentation/observations from parents/families to assess and provide individualized instruction for all students and parents/families.
4. Teachers will continue to modify selected activities and extend upon children's learning needs including MLLs and students with disabilities with individualized instruction.
5. Parents/families have access to all instructional plans via email, class communication systems, classroom websites, and - when applicable - Teaching Strategies GOLD family resources.

## **PE/Health**

It is important that schools continue to provide opportunities for students to be physically active throughout the school day, regardless of the instruction format.

1. Physical Education and Health Education teachers will continue to use Google Apps remote learning instruction, live virtual teaching, pre-recorded classes and activities.
2. Physical Education and Health teachers will ensure classroom physical activity opportunities offered are inclusive of all abilities and equitably engage students from all backgrounds.

## **Athletics and Extracurricular Activities**

The Township of Union Public Schools believes that it is essential to the physical, mental and social-emotional well-being of Union students to safely re-engage in extracurricular experiences, physical activity and athletic competition.



1. In the case of virtual or remote instruction interscholastic athletics will follow all New Jersey Interscholastic Athletic Association guidelines and procedures.
2. In person practice and competitions will be regulated by the NJSIAA and the state and local board of health.
3. Students will be actively participating in class during the school day to participate in athletics and extracurricular activities.
4. Extracurricular activities can be virtual and or in-person if it is deemed safe for the students to return. By using Google Meet and Classroom, the student can hold virtual meetings with advisors and coaches and participate in virtual workouts.

### **Delivery of Instruction Expectations: Grades K-12**

1. All teachers are expected to bring any devices or instructional materials home daily during in-person instruction to ensure preparedness should a shut-down announcement be made after-hours.
2. All teachers will continue to use Google Meet for live virtual instruction and parent conferencing.
  - a. Teachers are expected to have “asynchronous emergency lesson/activities” posted and updated in their Google Classrooms at all times throughout the school year. Should a teacher be absent from work on a virtual instruction day, the teacher should make every effort to remind students of the asynchronous emergency activities by posting in Google Classroom. In the event that classroom instruction needs to be provided asynchronously, students should engage in those activities.
  - b. When the district has short-term closures of less than three days, asynchronous instruction will be permitted with the following exceptions:
    - i. K-4 classrooms must meet for live virtual instruction at the start of the school day to review the daily schedule and instructions and prior to the designated lunch period to review any questions.
    - ii. 5-12 classrooms must meet for live virtual instruction at the start of the class period to review the instructions and at the end of the period to review any questions.
    - iii. Any classroom teachers utilizing asynchronous instruction must also be available throughout the day via email to answer any questions in a timely manner.
3. All teachers will use the Google Meet breakout room function for small group meetings with students, to provide opportunities for the students to collaborate in groups or provide support to students who have questions.
4. All teachers will continue to use Google Classroom as our learning management system (LMS). This will provide access for all students to engage, create work, access materials, and communicate with their teachers.
5. All teachers will continue to work in collaboration at the grade level in response to individual student’s academic and emotional needs (MLL, Special Ed., and G&T).
6. All teachers will continue to provide assignments that focus on a variety of standards-based skills.
7. All teachers will continue to focus on essential grade-level standards needed to prepare students for the completion of the grade-level.
8. All teachers will continue to provide support and engage students using resources as documented on the course’s curriculum guide as well as district approved supplemental

resources (adapted text, reading interactive, videos, audio readings, supplemental digital resources, etc.).

9. All teachers will continue to assess students' learning through formative and summative assessments (may include individual and/or group presentations; PBLs, Ted Talks, writing assignments, etc.).
10. All teachers will continue to distribute assignments, make announcements and send feedback to students via Google Apps to provide real-time support to students.
11. All teachers will continue to collaborate with the case manager and related services providers by using Google Meet.
12. All teachers will have regular communication with students, parents and families. If students are absent for two (2) or more classes, the class teachers will contact their parents/guardians, school counselors, and school administrators, if necessary. Teachers will keep a daily log of communication with students and their families identifying the student they are discussing, reason for the communication, who they spoke with, and the result of the communication.
13. All teachers will notify the student's school counselor if they cannot reach a student and if a student is consistently absent from the virtual classroom.

### **SPECIAL EDUCATION NEEDS PLAN**

1. IEPs are implemented to the greatest extent possible using the Google Suite Resources. These resources will be used for classroom instruction, provision of related services, and meetings. Adaptive devices and assistive technology will be provided per IEPs. Any additional adaptive devices or assistive technology that is needed going forward or does not go home with the student will be provided for parent pick-up at the home school pending federal, state and local health guidelines, unless the assistive technology can be provided virtually. Additionally, asynchronous and synchronous instruction is provided with digital and hard-copy materials and resources.
2. Case managers will articulate student needs per the IEP to relevant staff, and staff will sign off that the articulation occurred. Progress reporting toward the goals and objectives of the IEP are provided and available to parents via the Genesis Parent Portal and hard copies will be made available to parents if needed. Parents, teachers, related service providers and case managers have access to Genesis gradebook. Related service provider logs are maintained. Teachers, case managers, and related service providers have access to IEPs, including accommodations and modifications via Genesis and Frontline IEP.
3. Case managers and related service providers will contact each parent for students on their caseload regarding the remote learning plan. Ongoing communication with parents from teachers, case managers and related service providers will occur via email, Google Suite resources and telephone. Interpreting and Translation services will be provided for parents if needed.
4. IEP meetings, evaluations and other meetings to identify, evaluate and/or reevaluate students with disabilities will continue virtually to the greatest extent possible in accordance with NJ Special Education Code and per federal, state, and local health guidelines. With parental agreement, meetings will continue virtually. Virtual signatures for parental consent will be obtained through Frontline IEP or via email.



## **MLL & BILINGUAL NEEDS PLAN**

ESL teachers utilize Google classrooms and follow the schedule provided by the building. All ESL teachers are required to have virtual ESL lessons (aligned with State and Federal requirements) and meetings with students. ESL teachers follow the curriculum and standards for ESL instruction as directed by the district and as aligned with State and Federal requirements. Teachers utilize district approved websites such as Imagine Learning to enhance and differentiate instruction in English for various levels of language abilities. Teachers utilize Google Translate to assist with translation and communication with parents and guardians. As stated previously, the district provides a device for every student in K-12 including MLLs. Teachers utilize the curriculum and through their assignments and assessments, make modifications to their lessons. They teach all four language domains: listening, reading, writing and speaking. ESL teachers will continue to work with small groups to help differentiate for the students. Throughout the school year, the district will engage staff in various professional development opportunities related to equity and cultural responsiveness virtually.

## **ATTENDANCE PLAN**

All students are to be present at all times during a live lesson as directed by staff. Staff will take attendance utilizing Genesis. Parents will be asked to call and/or email the school nurse if their child will be absent. Teachers will record daily attendance and communicate any absences to the (attendance) secretary and building administrator. When teachers are unable to make any contact (phone, email, etc.) or the student has been absent/not signing in to class per the Attendance Policy, the secretary and building administrator will immediately be contacted. School counselors can assist with this. If they too are unable to make any contact, the School Resource Officers and/or Security Guards will be contacted to conduct wellness checks prior to contacting DCP&P. In the event SROs are unavailable, the building administrator and the Security Manager conduct the wellness checks. In terms of retention, promotion and graduation, attendance will most likely not be a factor that would negatively impact retention, promotion or graduation. To assist in preventing learning loss to the best of our ability, it is important that students are fully and actively engaged in the learning process for the entire school day.

## **SAFE DELIVERY OF MEALS PLAN**

When the district moves to virtual learning for 3 or more days, meal distribution will continue, at a minimum, at the following schools: Union High School (Main Entrance), Jefferson Elementary School (Main Entrance), Franklin Elementary (Playground parking lot), and Washington Elementary School (Teacher's parking lot). The meals will be served on the ground floor of Union High School, Franklin Elementary School, Jefferson Elementary School and Washington Elementary School at a table with IDEA accessibility.

1. Grab and go breakfast and lunches will be distributed daily on school days between 10 am and 12:30 pm. Grab-and-go breakfast and lunch will be served at the same time.
2. The package will consist of lunch for that day and breakfast for the next day. Families may pick up 2 days' worth of meals every other day if they choose. The distribution companies may be unable to meet the supply needs of the district in order to offer 5 days' worth of meals at a pick-up as allowed by the NJ Dept. of Agriculture.

3. CDC social distancing procedures will be followed. A security guard wearing a mask and gloves will be placed at each site to assure that people are following the guidance.
4. Staff serving the meals will wear masks and gloves at all times. Food will be kept inside the building until students/families come for their meal(s).
5. Staff will take requests for the number of meals and place the meal(s) on the table. Students/families will take the meal(s) off of the service table. Throughout this process, it is recommended that 6-foot distance be maintained. There are designed cones and markers to ensure the social distance. The district encourages social distancing procedures and asks students/families to wear a mask at all times.

### **FACILITIES PLAN**

Access to district buildings will be limited. Facilities staff will be present in each building daily to monitor the mechanical functions and to continually clean and sanitize areas that have been accessed by other district staff. Facilities staff is continuing preventative maintenance efforts, particularly on the HVAC systems, to ensure that air quality is good. Extensive cleaning will be planned for the summer months and the district has purchased additional disinfecting/sanitizing products.

### **OTHER CONSIDERATIONS**

- A. The district's K-8 Gifted and Talented (G&T) program will continue to occur in a remote setting. Students will receive G&T instruction in a virtual environment based on the corresponding K-4, 5 and 6-8 schedules. Lastly, dual enrollment programs, such as Kean COMM1402 and Kean Scholar Academy will be conducted according to the University's guidelines.
- B. Social & Emotional Learning for Staff and Students: Emergency Closing Resources
- C. When the district moves to extended virtual learning of three (3) or more days, for the Title I Extended Learning Program, students will continue to receive their instruction during a virtual environment. All content area Title I teachers will instruct their classrooms remotely following their individual schedule. All after school tutoring programs will continue using the Google Classroom platform. For students identified to attend an Extended School Year Program, remote instruction will be facilitated by the content-area teacher.
- D. We currently do not have a 21st CCLC Grant Program.
- E. Credit recovery during the 2025 summer school session will be based on funding and additional considerations.
- F. The district will also facilitate after school extended learning opportunities (e.g. tutoring, academic clubs, etc.) as much as possible in a virtual format after school day hours in the remote setting. Information about these opportunities will be communicated by the building administration and/or Central Office. Regarding Dual Enrollment, see letter A above. Information about these opportunities will be communicated by the building administration or Central Office. Regarding Dual Enrollment, see letter A above.
- G. Transportation Guidelines:
  - a. The following protocols are contingent upon the existence of a pandemic or similar emergency situation: Hand sanitizing stations will be available at the entrance door and inside the break room. Employees will sanitize and enter the building through one door, sign in and exit through the other door. No personnel will be allowed to remain in the



break room unless they follow social distancing guidelines (e.g., 6 feet apart). When getting fuel, drivers should wipe down the keypad and fuel handle before using it with a sanitizing wipe. Employees will be required to wear face masks and gloves while on the vehicle. Students should stand six feet apart while waiting for the bus. They must sanitize hands before boarding and wear their face mask. If they do not have a mask, one will be provided. Students will board back to front taking every other row and sit by the window. Siblings may sit together in the same row. Rows will be marked where students should not sit. They must face forward. Windows will be cracked for ventilation. Between transporting each tier, bus seats, seatbelts and rails will be wiped down with a sanitizing wipe. After the morning routes and at the close of each day, buses will be sanitized fully using a sanitizing gun.

- H. The District will facilitate after school extended learning opportunities (e.g. tutoring, academic clubs, etc.) as much as possible in a virtual format after school day hours in the remote setting. Information about these opportunities will be communicated by the building administration and/or Central Office. Extra-curricular programs may resume using education platforms like Google Meet and Classroom. Students will be able to access these programs and advisors in a virtual setting if the schools should move to remote learning. Interscholastic athletics may resume using the requirements set forth by the New Jersey State Interscholastic Athletic Association.
- I. There is currently no plan to provide childcare.
- J. Community Programming: When the district moves to extended virtual learning of three (3) or more days, information sessions for parents and guardians regarding various topics (FAFSA, graduation requirements, college applications, etc.) may be conducted virtually. Any community events may not be held due to closure and safety protocols.

### **ESSENTIAL EMPLOYEES**

The district will update its current essential employee list at the time of our transition to remote or virtual instruction. These employees will be notified that they are expected to report in-district:

- Central Office Employees
- Buildings and Grounds
- Transportation
- Security
- Administration

## APPENDIX I

### BUILDING SCHEDULES

#### High School Virtual Schedule

<b>Time</b>	<b>A - Day</b>	<b>B - Day</b>
7:35-7:45	Homeroom	Homeroom
7:50 - 8:40	Period 1	Period 2
8:45 - 9:35	Period 3	Period 4
9:40 - 10:30	Period 9	Student Support Time
10:35 - 11:25	Period 5	Period 6
11:30 - 12:20	Period 7	Period 8
12:25 - 2:35	Student Support Time	Student Support Time

#### Middle School Virtual Schedule

##### 6th Grade

<b>BMS</b>	<b>DAILY</b>	<b>SCHEDULE</b>
<b>6th Grade</b>	<b>A</b>	<b>B</b>
8:00 - 8:08	HR	HR
8:13 - 9:06	1	6
9:11 - 10:04	2	7
10:09 - 11:02	3	8
11:07 - 12:00	4	9
12:00 - 1:00	5/LUNCH	5/LUNCH
1:00 - 2:30	Intervention, Remediation, Enrichment, & Social Emotional Support Period	Intervention, Remediation, Enrichment, & Social Emotional Support Period

## 7th Grade

7th Grade	A	B
8:00 - 8:08	HR	HR
8:13 - 9:06	1	5
9:11 - 10:04	2	7
10:09 - 11:02	3	8
11:07 - 12:00	4	9
12:00 - 1:00	6/LUNCH	6/LUNCH
1:00 - 2:30	Intervention, Remediation, Enrichment, & Social Emotional Support Period	Intervention, Remediation, Enrichment, & Social Emotional Support Period

## 8th Grade

8th Grade	A	B
8:00 - 8:08	HR	HR
8:13 - 9:06	1	5
9:11 - 10:04	2	6
10:09 - 11:02	3	8
11:07 - 12:00	4	9
12:00 - 1:00	7/LUNCH	7/LUNCH
1:00 - 2:30	Intervention, Remediation, Enrichment, & Social Emotional Support Period	Intervention, Remediation, Enrichment, & Social Emotional Support Period

### Jefferson School Virtual Schedule (5th Grade)

*Every homeroom has a unique schedule that is posted on the google classroom; specials will run on Mon-Friday schedule.*

	A	B
<b>8:10 - 8:25</b>	HR/Leadership	HR/Leadership
<b>8:25 - 12:10</b>	Students stay with HR teacher and receive instruction in those subjects	Students go to switch teacher and receive instruction in those subjects
<b>12:10 - 1:10</b>	Lunch	Lunch
<b>1:10 - 2:20</b>	Small group and asynchronous lessons	Small group and asynchronous lessons

### Elementary School Virtual Schedule (K-4)

8:45am - 1:00pm	1:00pm - 2:20pm	2:20pm - 3:00pm
LIVE synchronous lessons with classroom teachers and special area teachers.	Lunch & Teacher Prep Period	Asynchronous lessons, W.I.N., SEL, Small Group Instruction, and G & T, RTI