

Y.A.L.E. School Emergency Virtual or Remote Instruction Plan 2024-2025

The purpose of The Y.A.L.E. School Emergency Virtual or Remote Instruction Plan 2024-2025 is to outline the measures taken to ensure students will continue to receive instruction in the event of long-term school closures as a result of any public health EMERGENCY school closure. The plan outlines the protocols developed to ensure ongoing and open lines of communication, online learning as the main platform to maintain a continuum of instruction, equitable access for all, equitable access to IEP instruction and related services, and various stakeholders' responsibilities delineated to successfully implement all aspects of the plan. We have also developed a plan that will ensure the continuum of services for students who lack internet for online learning or for some reason are unable to utilize this format. This is a working document covering all of the Y.A.L.E. School locations (Y.A.L.E. School Atlantic, Y.A.L.E. School East-Northfield, Y.A.L.E. School Cherry Hill, Y.A.L.E. School West- Ellisburg, Y.A.L.E. School West II- Erlton, Y.A.L.E. School North II-Kirby's Mill, Y.A.L.E. School North Medford Memorial, Y.A.L.E. School, Southeast- Evesham)(collectively referred to as "Y.A.L.E." or "Y.A.L.E. School" throughout) and is subject to revision to reflect ongoing guidance from the Department of Education.

Y.A.L.E. School will communicate pertinent information to all sending school districts, parents, and school personnel regarding emergency virtual or remote instruction in a thorough and timely way should the need arise. Multiple methods of communication will ensure that the entire school community is prepared to make the shift to emergency formats with the information and resources needed to do so:

- **Omnilert Text Alert-**
Allows administration to communicate information with all stakeholders using a voice recorded message, email and text
- **Supervisors Update-**
Allows the supervisors at each campus to communicate with parents and guardians via email
- **All Staff emails-**
Allow campus supervisors to communicate with all staff
- **Phone-**
Staff will have access to all student phone numbers to facilitate telephonic conferences, internet access and online learning
- **U.S Mail-**
In the event that students lack access to the internet and telephone, teachers will have the ability to mail work directly to them
- **Video Conferencing**
Enables teachers, supervisors and administrators to meet virtually with parents and school districts in real time to communicate needed information, provide and receive feedback on student progress, collaborate on solutions and strategies, and hold IEP or reevaluation meetings.
- **Y.A.L.E. School Website-**
Updated daily as needed to communicate school and health information and opportunities for on-going student and parent support.
- **E-news Blasts**
Reaches parents, guardians and other school partners with timely information sent electronically.

Equitable Access and Opportunity for Instruction

In the event of a long-term school closure, the provision of home instruction services will be provided in accordance with NJAC6A: 16-10.1 and includes means developed by The Y.A.L.E. School to meet the needs of students ages 8 to 21 with Multiple Disabilities and other developmental challenges. Online learning will be used in the event of an emergency to ensure students can continue to receive a minimum of four hours (240 minutes) of meaningful and relevant instruction and approved related services per day. Y.A.L.E. School will comply with all NJ Department of Health and CDC guidelines.

The following measures have been taken to ensure the success of online learning with equitable access for all students in all grades, at all Y.A.L.E. campuses:

- All students will have access to:
 - A personal device for online learning for each student
 - Access to Google classroom
 - Access to video and/or audio conferencing via Google Meets (Zoom is an emergency back up)
 - Access to educational websites used in class and aligned to lessons including:
 - Google Drive, Docs, Sheets and Slides
 - Google Classroom
 - Google Meet
 - Clever
 - iReady
 - BrainPop/BrainPop Jr.
 - Quizlet
 - Khan Academy
 - Accelerated Reader
 - Textbook publisher websites: Pearson, HMH, McGraw Hill

- All staff will have remote access to:
 - Realtime- Y.A.L.E.'s Student information system
 - Student information and emergency contacts
 - Student records including Individualized Educational Plans (IEP)
 - Lesson plans
 - Google Drive
 - Individual student support and strategies documents
 - All documents relevant to the day to day operations, procedures and learning resources
 - Provide direct instruction via:
 - Google Classroom
 - Video and/or audio conferencing via Google Hangouts Meet
 - Telephonic conferencing via Google Voice
 - Some staff will have access to video conferencing

- All Parents will have access to:
 - Information and resources available on the Y.A.L.E. School website PARENTS page which serves as the hub for Remote Learning Resources, Technology Training for parents, and information pertaining to Parent Support Groups and CARE SOLACE, a mental health services referral network. (www.yaleschoolnj.com/parents)
 - Homeroom teacher as needed during school hours via phone, email or video conference
 - Tech support via phone, online request, video demonstration in real time and web-based access to asynchronous training opportunities.

Addressing Special Education Needs

Systems and Procedures for Monitoring Student Productivity and Progress:

Remote learning documentation will be systematic and robust to facilitate data-driven decisions to guide instruction and progress towards individual IEP goals as follows:

Special education teachers will submit forms to supervisors/principals that include:

- Lesson Plans with daily documentation of student learning objectives, IEP Goals and accommodations and modifications for individual students
- Daily Summary prepared and submitted by 1:1 staff for those individual students
- Assessment schedule of two assessments per month will be suggested to measure progress and/or confirm retention of content area skills and track measurable progress towards IEP goals
- Parent communication recorded on Parent Contact Log

Elementary, middle, and high school/18-21 principals and supervisors will analyze learning data, consulting with specialists to ensure that students within these grade bands are accessing instruction, completing assignments, and independent work at the prescribed level of challenge based on the student’s academic learning profile and functional skill level. Students will be marked as present unless Y.A.L.E. “knowingly determines” they were not participating in any remote instruction during that particular day. Attendance during the emergency closure will not factor into promotion, retention, graduation, discipline, or any other decisions that will affect the student.

By collaborating as an IEP team, Y.A.L.E. School and district case managers will work closely with parents and students to present and implement pro-active strategies to facilitate student progress based on all available data. IEP team communication will especially increase when downward trends are noted. Y.A.L.E. School supervisors will assume the lead in this process to ensure that resources are efficiently and effectively directed to struggling students when remote learning data indicates the start of a decline that undermines progress towards goals and objectives in the IEP.

Curriculum Supervisor will oversee lesson planning ensuring that modification and accommodations are being provided as specified in students’ IEP’s. In addition, the supervisor will assist teachers in further individualizing and differentiating instruction to the greatest extent possible within the virtual learning environment. Moreover, ensuring that teachers incorporate the principles and practices of Universal Design for Learning will empower students to take ownership of their learning by providing them with multiple

opportunities for choice-making and student agency based on their learning style, interests and preferences. Comprehensive and systematic interventions will always target sustaining progress and preventing decline by continually responding to the student's individual needs using evidence-based methods. Behavior Analysts, for example, will analyze student output on a weekly basis and coordinate with parents and teachers to identify preferred reinforcers that motivate and reward student participation, especially when and if engagement should begin to fade.

Similarly coordinated efforts will ensure that students who benefit from accelerated learning will continue to be challenged. They will engage in problem-based and inquiry-based learning using higher level and abstract thinking to complete individual and team projects. Peer-based opportunities will remain a viable option during remote instruction by using break-out rooms to facilitate discussion and student collaboration, giving academically advanced students opportunities as peer mentors to build leadership skills during remote learning as well as develop interpersonal skills.

All students making a transition from in-person to remote learning need variety and exposure to extended learning opportunities. Y.A.L.E. School offers outlets for self-expression, career exploration and social skills development within its remote plan. An annual Art Show will continue with online and mailed submissions and a virtual exhibit gallery. Students of all ages will interact with guest speakers from a variety of career clusters, including emerging careers in fields such as Virtual Reality, to heighten interest and curiosity to spark their future visions. Subscriptions to Virtual Job Shadowing will also provide a remote springboard for exposure to countless career options. While virtual, students will engage in social clusters during lunch time with peer or staff moderators, or independently, to promote interest-based conversations and connections. They will also investigate and select virtual destinations for community-based instruction that complements current content area units and transition plans. Extracurricular activities, such as First Tech Challenge robotics, will continue according to the virtual format offered by the organization.

The Y.A.L.E. School Child Study Team and Transition Teams work closely together to identify and share resources with families that promote community participation using remote formats. Parents will continue to receive information regarding virtual social opportunities offered by groups such as Jewish Family and Children's Services, which sponsors online virtual game and movie nights. Y.A.L.E. School also collaborates with partners, such as the University of Pennsylvania Museum, to develop online presentations and hands-on classes appropriate for all ages.

Special Education Teachers will integrate the following virtual and remote learning components into their schedules under the direction of supervisors with oversight for that grade band. All curriculum decisions regarding instruction, assignments, independent work and assessments, including publisher-based or teacher-created quizzes, tests, and projects, will be in accord the student's proximal level of challenge, developmental, social and emotional needs, student's present levels, and district child study team evaluations and the current year IEP goals and objectives. Teacher expertise in the field of special education will complement curriculum decisions to promote engagement, active learning, and increase self-advocacy through the following best practices adapted within the virtual and remote learning plans of the teacher with supervisor oversight:

Elementary Grades

- Google Meet with teacher assistant and 1:1 staff
- Synchronous face-to-face teacher instruction at fixed time in Google Meet (Virtual)
- Fixed time office hours for teachers to review content individually with student (Virtual)

- Office hours accessible to parents (Virtual)
- 1:1 academic support time to assist with assignments as per IEP (Virtual)
- Assignments in Google Classroom at independent level for drill and practice (Remote Learning)
- Assignments in Google Classroom at instructional level with teacher assistant (or 1:1) assigned to assist students no longer able to be supported as a group (Virtual)
- Assignments provided through mailed packets for appropriate students
- Independent work for enrichment, engagement and creative expression (Remote Learning)
- Choice of activities during scheduled breaks (Remote Learning)
- PE/Health provided asynchronously (Remote Learning)
- Social activities available at fixed times led by staff including teacher, teacher assistant
- Multiple means of assessment differentiated as needed for the individual student, including knowledge and skill checks daily during instruction and review of assignments, as well as graded assessments done every two weeks.
- Supervisor observation in Google Meet for progress monitoring. (Virtual)

Middle Grades

- Google Meet with teacher assistant and 1:1 staff
- Synchronous face-to-face teacher instruction at fixed time in Google Meet (Virtual)
- 1:1 staff assist students with assignments as per IEP. (Virtual)
- New/progressing skill assignments for drill, practice, skill reinforcement and formative assessment accessible through Google Classroom. Teacher assistant may be assigned to assist students no longer able to be supported as a group. (Remote Learning and Virtual)
- Prior knowledge review assignments at independent level accessible through Google Classroom. Teacher assistant may be assigned to students requiring praise/encouragement to support productivity via scheduled or variable Google Meet check-ins. (Remote Learning and Virtual)
- Office hours each day when middle school content area teachers are available in each subject either virtually or via phone and email at the student's and/or parent's preference. (Virtual)
- Asynchronous instruction provided by teacher through pre-recorded videos for skill review, new or progressing skills instruction, or enrichment. (Remote Learning)
- Universally designed directions for all assignments and projects providing both pre-recorded and written instructions as regularly as needed to support independence and clarity. (Remote Learning)
- Options that afford students choice within assignments and projects. (Remote Learning)
- Independent learning opportunities for enrichment that develop time management, goal-setting and problem-solving (Remote Learning)
- Multiple means of assessment differentiated as needed for the individual student, including knowledge and skill checks daily during instruction and review of assignments, as well as graded assessments done every two weeks.
- Social group activities, such as scavenger hunts, club periods, lunch time using Google Meet (Virtual)
- Frequent supervisor observation in Google Meet for progress monitoring. (Virtual)

High School Grades/Continuing 18-21

- Google Meet with teacher assistant and 1:1 staff
- Daily Schedules in Google Classroom also emailed by teacher with cc: to parents as requested (Remote Learning)

- Synchronous face-to-face teacher subject area instruction at fixed time in Google Meet (Virtual)
- Office hours when high school content area teachers are available either virtually or via phone and email at the student's and/or parent's preference. (Virtual)
- Weekly office hours for transition coordinator, senior coordinator and SLE Coordinator to continue transition planning.
- 1:1 staff assist students with assignments as per IEP. (Virtual)
- New/progressing skill assignments for drill, practice, skill reinforcement and formative assessment accessible through Google Classroom. Teacher assistant may be assigned to assist students no longer able to be supported as a group. 1:1 staff support students as per IEP. (Remote Learning and Virtual)
- Prior knowledge review assignments at independent level accessible through Google Classroom. Teacher assistant may be assigned to students requiring praise/encouragement to support productivity via scheduled or variable Google Meet check-ins. (Remote Learning and Virtual)
- Transition Assessment schedule followed and integrated into Google Classroom Assignments.
- Asynchronous instruction provided by teacher through pre-recorded videos for skill review, new or progressing skills instruction, or enrichment. (Remote Learning)
- Universally designed directions for all assignments and projects providing both pre-recorded and written directions as regularly as needed to support independence and clarity. (Remote Learning)
- Options that afford students choice within assignments and projects. (Remote Learning)
- Independent learning opportunities for enrichment that develop time management, goal-setting and problem-solving (Remote Learning)
- Multiple means of assessment differentiated as needed for the individual student, including knowledge and skill checks daily during instruction and review of assignments, as well as graded assessments done every two weeks.
- Social group activities, such as scavenger hunts, club periods, lunch time (Virtual)
- Frequent supervisor observation in Google Meet for progress monitoring. (Virtual)

Additional for 18-21 Concentration

- Virtual Job Shadow.com integrated into weekly schedule. (Virtual)
- Guest speakers related to career clusters exploration and employment offered via Google Meet both synchronously and asynchronously (Virtual)
- Synchronous and asynchronous CBI/virtual field experiences related to transition outcomes for higher education, employment, independent living and community awareness and participation (Remote Learning and Virtual)
- Functional skill instruction via Google Meet and pre-recorded lessons and videos targeting independent living skills, such as cooking, home maintenance, home organization, laundry, etc. (Remote Learning and Virtual)
- Hands-on practice assignments for the home aligned with teacher instruction, soliciting parent feedback and student self-report on AFLS mastery level achieved to assess present levels and guide systematic progress towards mastery. (Remote Learning)
- Hands-on projects (materials shipped or delivered to home) to continue progress towards job readiness (robotics kits, electronics to disassemble etc.). (Remote Learning)
- Peer-based learning projects (e.g. coding, Tinkercad) to promote 21st skills of collaboration, critical thinking, creativity and communication. (Virtual)

Y.A.L.E. School Online Learning Schedule

- All daily assignments will be posted by 8:30AM each day, with instructions and links to content.
- All faculty and CST will be available from 8AM to 3PM each day.
- Individual counseling, speech OT, PT, Wilson, Reading sessions will happen as part of their existing schedule. Students will be contacted via teleconferencing app.
- Small group and class instruction may be done at any time during the day (we suggest between 9AM and 2PM)

Y.A.L.E. School Demographic Profile

100% of Students ages 8-21 with Multiple Disabilities and other developmental challenges

Ensuring Equitable Access to Instruction

Additional measures have been taken to ensure equitable access to instruction for all students, including those who may have limited or no availability to the Internet. Measures have also been put into place to assist parents who lack technology skills needed to support their learners at home. Comprehensive measures include:

- Audio conferencing via phone available for students with limited access to the Internet
- Video tutorials embedded into Y.A.L.E.'s website to assist parents and students
- Access to support from IT for parents and staff via phone and online request form
- On-demand one-to-one video training for parents to help students access Google Classroom when tutorials are not sufficient
- Laptops or iPads will be made available for all students
- Workbooks and other resources prepared for each student
- Alternative video conferencing via Zoom in the event of technical difficulties with Google
- In the event that students lack access to the Internet and telephone, teachers will have the ability to mail work directly to them and to collect work via packaging provided as needed.
- In the event that a student's device malfunctions, whether on loan from the school or a personal computing device, a replacement device will be provided.

Alternatives to Remote Learning for Equitable Access

Should Y.A.L.E. determine that remote learning is not appropriate for select students, the following may be considered:

- Providing paper packets of materials
- Giving paper packets and links to online resources
- Giving electronic assignments, but paper copies of the assignments
- Providing mentoring to parents to assist them with learning and/or behavioral challenges at home

Technology

- Y.A.L.E. School will ensure that students have devices that are in working order.
- Y.A.L.E. School will have technicians available on site by appointment for repairs and troubleshooting.
- Y.A.L.E. School will be sending home paper packets for students without a device.

Free and Low Cost WiFi

There are numerous public spaces for wifi access (some listed below), but the following sources may be of help:

- www.internetessentials.com is Comcast's reduced rate (\$9.95/mo) program
 - Comcast is offering **2 free months** to new essentials customers
- Xfinity [free wifi hotspots](#)
- [everyoneon](#) - they offer low cost and affordable internet and affordable computers.
- [Lifeline](#) - a government assistance program through Verizon that offers discounts for qualified low-income customers
 - [Lifeline application](#)
- [Altice Advantage Internet](#) - \$14.99 a month for qualified households
- [Earthlink](#)
- Additional resources will continue to be identified and shared with parents as they emerge

Essential Employees

For Y.A.L.E. School Southeast-Evesham, Y.A.L.E. School North Medford Memorial and Y.A.L.E. School North II-Kirby's Mill

<u>Title</u>	<u>Role</u>	<u>Duties</u>	<u># Per Category</u>
Administration	Supervisor	Remote Learning	2
Maintenance	Maintenance	Maintenance	2
Technology	Supervisor	Remote Learning	2
Printing Services	Secretary	Mail Learning Packets	2

For Y.A.L.E. School Cherry Hill, Y.A.L.E. School West-Ellisburg, Y.A.L.E. School West II-Erlton, Y.A.L.E. School West Administration Building

<u>Title</u>	<u>Role</u>	<u>Duties</u>	<u># Per Category</u>
Administration	Supervisor	Remote Learning	2
Maintenance	Maintenance	Maintenance	3
Technology	Supervisor	Remote Learning	2
Printing Services	Secretary	Mail Learning Packets	2

For Y.A.L.E. School Program Office

<u>Title</u>	<u>Role</u>	<u>Duties</u>	<u># Per Category</u>
Administration	Supervisor	Remote Learning	2
Printing	Secretary	Mail/Print	2

For Y.A.L.E. School Atlantic, Y.A.L.E. School East-Northfield

<u>Title</u>	<u>Role</u>	<u>Duties</u>	<u># Per Category</u>
Administration	Supervisor	Remote Learning	1
Maintenance	Maintenance	Maintenance	1
Technology	Supervisor	Remote Learning	1
Printing Services	Secretary	Mail Learning Packets	1

Related Services

As approved by the NJDOE, related services personnel deliver services stated in the students' IEP through video conferences held using Google Meet, Google Classroom, mailed hard-copy packets and instructional videos. All services are tracked using the forms indicated below and housed in a designated Google Drive, enabling the Y.A.L.E. School CST Supervisor to monitor the service delivery for compliance with the established IEP schedule. These multiple checkpoints ensure that schedule of related services aligns with the frequency stated in the IEP as well as the type and format of the service mandated for each student. Skill development instruction, also stipulated in the IEP, is provided both synchronously and asynchronously, based on Michelle Garcia Winner's lessons and literature. Real time social skills/skill development instruction is delivered via Google Meet. Asynchronous skill instruction is accessed by students on a flexible family schedule, and includes Google Slide presentations with the clinician. Documentation and tracking of all related services is accomplished using the following:

- 1) Skill Development Daily Wrap-Up Form
- 2) Counseling Daily Wrap Up
- 3) OT/PT/SLP Daily Wrap-Up form

Providers must also maintain a Parent Phone Contact Log.

School Nutrition Benefits

Y.A.L.E. School strongly encourages parents/guardians to complete the NJDOE [2024-2025 Household Information Survey](#) to determine those students eligible for a nutritious lunch. The following information was provided to parents on the Y.A.L.E. website, and by teachers as applicable. For qualified students, your local school district is providing free/reduced lunches at neighborhood schools. We encourage parents to call your local school to identify the specific times established for lunch pick-up, or check your district website for information.

ESL/ELL

At this time, Y.A.L.E. School does not have any students classified by a New Jersey school district as ESL/ELL. However, if the parents of a Y.A.L.E. student requires translation services to participate fully in the IEP process, and/or remain informed of opportunities offered by the school for parents and students, translators are arranged by administration for meetings, documents and essential communications.

Procedures for Parent/District Communication

Supervisors of each program will make direct contact with district case managers at the start of the closure, confirming the supervisor's preferred method and frequency of communication. Y.A.L.E. principals will respond to all written requests for periodic progress updates received from sending districts for specific or all out-of-district placements at Y.A.L.E. promptly. Supervisors will also ensure that all requests to schedule student re-evaluations are accommodated within the timeframe specified following meeting protocols described below.

Annual Review Meetings/Planning and Scheduling Protocol

Y.A.L.E. School will assist sending school districts in scheduling and facilitating Annual Review Meetings consistent with each student's anniversary date. Meetings will be conducted via teleconferencing software

(Google Meet) unless otherwise requested by the district and parent. Meeting times will be arranged by Y.A.L.E. School and coordinated with the sending school district, parents and students and any outside agents invited by the parents and the sending school district. Google Meet meetings will be created by an administrator at the Y.A.L.E. School and invitations will be sent via email with the link to the Google Meet and instructions on how to access the meeting (see document in the enclosure). Input from Special Education Teacher and related services personnel will be provided to the district case manager and parent in a digital document in advance of the meeting.

Planning for Online Learning Roles & Responsibilities

Administration

Under the direction of Y.A.L.E.'s Executive Leadership, the administrative teams at Y.A.L.E.'s campuses have collaborated to identify IT and staff training needs in order to effectively utilize online learning. Each team was asked to complete action steps at their respective campuses and cross-campus work was delineated to ensure timely completion of the following:

- Survey staff to find out if they have technology and access to Internet at home-per campus
- Survey families to find out if they have technology and access to Internet at home -per campus
- Organize inventory of Google Classroom usernames for all students - Database Coordinator
- Y.A.L.E. School will conduct cross campus professional development for all staff to include:
 - Google Classroom & Screencastify- professional staff
 - Development of online learning training packets for students and their families- paraprofessionals
 - Delivery of related services
 - Troubleshooting contact for parents
- Training for students and their families embedded into Y.A.L.E.'s website along with written instructions for easy access to google classroom (Todd Serenbetz, Jason James)
- Develop letter to parents about Internet safety and Chromebook guidelines (Todd Serenbetz, Jason James)
- Develop protocols for providing related services (Karen Huber, Todd Serenbetz, Jason James)
- Provide training to designated staff on alternative video and audio conferencing via Google Meets and Google Voice in the event backup system is needed (Todd Serenbetz, Jason James)
- Provide training to all staff on mandatory data recording and reporting system used to collect, monitor and analyze data on engagement, productivity and assessment of learning.

Professional staff

Each teacher will collaborate with their team and supervisor to prepare to deliver instruction using the online learning format.

In preparation of online learning, each teacher will independently:

- Ensure access to Realtime, Y.A.L.E.'s student information system
- Prepare for effective use of online learning by familiarizing yourself with Google Classroom, Google Hangouts Meet and Screencastify (basic notes regarding each below)
- Organize inventory of emails and passwords for your students
- Create groups for various lessons
- Add the following to your "welcome to the class":
 - Welcome letter including rules/expectations for online learning
- You may pre record up to 5 minutes of lessons on Screencastify

- Create a new calendar invite for each lesson
 - Add Hangouts Meet for video conferencing
 - Always add your administrator to the class and send them the invite
- Disable the code once all your students are loaded/ have joined the class using the access code
- Prepare materials to send to parents (list below)
- Record data on individual progress towards IEP goals.

Related Service Providers

Each therapist will collaborate with their team and supervisor to prepare to deliver therapy using the online learning format. In preparation of online learning, each therapist will independently:

- Ensure access to Realtime - Y.A.L.E.'s student information system
- Prepare for effective use of online learning by familiarizing yourself with Google Classroom and Screencastify
- Evaluate caseload and section by classroom for potential push in
- Create therapy schedules for online learning using the template below
 - Push in services: create groups for various lessons
 - Maintain schedules for individually delivered services (call via work phone or Google Voice)
 - Connect with teachers to see where you can “push in” and request to be added as a co-collaborators in Google lessons
 - Create a folder(s) in your drive that will be used to house google docs for lessons.
 - Develop “welcome to speech” letter to include:
 - rules/expectations for online learning
- Create a new calendar invite for each session - individual or group (if not pushing in to a class).
 - Google Meets account for conferencing (streaming)
- Therapist can pre-record up to 5 minutes of lessons on screencastify.
- Keep track of sessions in an excel document to share out for SEMI logging.
- Monitor student attendance and engagement.
- Lessons and activities posted through Google classrooms.
- Teletherapy to be provided to the greatest extent possible.
- Maintain contact with students at risk and their families.
- Conduct risk assessments remotely for students beginning to exhibit at-risk tendencies
- Connect parents with CARE SOLACE referral network for mental health and counseling services

TRAUMA-Informed Social and Emotional Learning

Y.A.L.E. School counselors, psychologists, social workers and our psychiatric nurse practitioner will take the following steps to help our students achieve social and emotional equilibrium during remote instruction.

1. Assessment and Screening

- The utmost Duty of Care will be followed when prioritizing caseload to intensively support students at highest risk upon return.
- Practitioners will also collaborate with teachers and staff members who work with at-risk and traumatized students to provide direction and assistance leading to greater supports and consistency for these students throughout the school day.

2. Direct Services

- School psychologists, clinical social workers, and school counselors will provide direct services that include:
 - De-sensitization strategies
 - A.B.A. (reinforcement for compliance)
 - Cognitive Behavioral Therapy
 - Anti-bullying instruction and intervention
 - Grief, loss, and trauma counseling
 - Social skills lessons that address: bias, prejudice, and stigma as well as fear, anxiety, hope and resiliency
 - Follow-up counseling for students self-identified or identified by staff/parents/guardians as needing individual services

3. SEL Instruction

- Y.A.L.E. School will continue to use the AIM curriculum during remote instruction, which is a Behavior Analytic Curriculum for Social Emotional Development in Children.
- Students intellectually/developmentally able to access the curriculum will participate in weekly classes.
- Classes will be facilitated by counselors.
- Counselors will also incorporate AIM content within treatment plans for students, as determined by baseline data obtained through assessment.
- Counselors will focus mental health services on the social and emotional needs of greatest concern while also proactively developing the social emotional competencies essential to all students.
- SEL lesson plans will be developed within a team approach to target and teach best-practices and demonstrate expectations in a coordinated and consistent manner to teach the necessary skills needed for students to be and to feel safe at school and in their communities.

Professional Development

Y.A.L.E. School has developed a network of trainers who regularly present workshops to our staff on diversity and culturally-responsive teaching and learning. The speakers lead remote training to raise staff sensitivity, develop strategies, and create a climate of safety and security for trauma-affected children and families, those who have been displaced or arrive from other countries, as well as those with food insecurities and low-income or unemployment challenges. Staff are further supported by members of the Child Study Team with specialized training to build empathy and support for all students and their families. These professional development efforts will continue during periods of remote instruction and ensure that related topics, including SEL remain professional development priorities.

Staff Social and Emotional Health

The well-being of our staff plays a central role in personnel policy and benefits, resources available to staff, including wellness equipment, basketball leagues, outings to sports events and other team-building social activities after hours. This overall approach assures that our teachers, para-professionals and Child Study Team members feel valued. However, Y.A.L.E. School also has a system for staff to obtain support internally if emotional well-being is in jeopardy. Staff are also given access to CARE SOLACE, a referral network of

mental health and counseling services. During school closure, the personnel team will continue to afford staff virtual opportunities for socializing, team-building and wellness checks.

Behavior Analysts

- Support teachers with planning for maintenance of skills, updating programs, collecting data.
- Provide ongoing paraprofessional training.

Paraprofessional prep:

One-to-One Paraprofessionals responsibilities during school closure are as follows:

- Ensures appropriate support for students with significant need to receive the benefits of remote learning as per their I.E.P.
- Provides effective one-to-one instructional support using Google Classroom, Google Hangout, or via the phone, when necessary
- Administers additional technology-related support

ESY Preliminary Plan for Provision of Services (On-Site and Remote Plans)

At virtual Annual Review Meetings at the end of the school year and throughout advance planning with parent and districts, Y.A.L.E. School offers the opportunity to enroll students in the Y.A.L.E. Extended School Year program (ESY). ESY placements are determined by mutual accord based on the student's history and present levels. Due to the extraordinary circumstances presented by Covid-19 and the shift to remote learning at the end of the third marking period, ESY considerations involve new complexities. As a result, Y.A.L.E. School has developed a flexible three-tiered plan to meet the needs of students based on uncertain conditions.

ESY Remote Learning

If physical campuses are not approved to open for ESY instruction, Y.A.L.E. School will continue to provide remote learning during one of the ESY periods described above, using the online platforms and remote learning resources detailed in the current Preparedness Plan.

Credit Loss or Shortages for Seniors

Decisions regarding credit loss or shortages for seniors and a plan to address learning loss will be made in conjunction with the sending school district case manager in the event this applies to a graduating Y.A.L.E. senior.

Decisions regarding students exiting at age 21, whose work or college preparation experiences were interrupted, will be the domain of sending school districts. Y.A.L.E. School will offer its cooperation to assist with any recoupment plans to improve the readiness of students transitioning to college or careers.

Commencement Plans

Y.A.L.E. School will follow all state and local guidelines when determining commencement plans.

Assessment of Learning Loss

Assessment is a continual process that requires special education teachers to use multiple means of assessment, differentiated for students based on the accommodations and modifications in the student's IEP. Y.A.L.E. stipulates that in following these provisions of the student's IEP, all teachers are suggested to administer graded

assessments every two weeks to identify downward trends, readiness to progress to new content, as well as retention on previously learned skills and material. Due to unavoidable limitations imposed by remote and virtual learning systems, some assessments related to IEP goals, such as reading and math fluencies, are more challenging and not as readily replicated under these conditions. Therefore, a schedule of assessment will be implemented when physical instruction resumes to establish a current baseline on all academic, social, and behavioral present levels. A learning plan for recoupment and progress will be discussed with the sending district and parent.

Other Considerations

Programs not applicable to Y.A.L.E. School and therefore not referenced in this document include:

- NJ 21st Century Learning Center Programs
- STEM or other programs using reallocated grant funds
- Title 1 extended learning programs

Facilities Reopening Plan

At such time as the NJDOE issues guidelines for reopening, Y.A.L.E. School will follow all state requirements. The school will also implement a consistent maintenance plan during closure to ensure that the building is poised for reopening at all times. The facilities staff will regularly clean the following with CDC approved products:

- Classroom Desk and Chairs
- Multipurpose Room and Chairs/Cafe Area
- Light Switches
- Stairwells/Handrails
- Bathroom Partitions, Toilets/Urinals, Faucets/Sinks
- Phones
- Tables/Countertops
- Door Knobs/Push Plates
- Electronics
- Soft surfaces, such as carpeted floors, rugs and drapes

Facilities personnel will also monitor building ventilation by performing the following:

- Ensure that windows remain operable and secure to allow for increased outdoor air flow, and increased circulation of air as much as possible
- Replace filters on all ventilation equipment following prescribed schedule

Transportation Planning

Y.A.L.E. School maintains a coordinated system of contact between sending school districts, their transportation coordinators and bus companies that transport all Y.A.L.E. students. Should a shift to emergency virtual or remote learning occur, all parties will be notified promptly. When re-opening is scheduled, the same system of efficient notification will be activated. Y.A.L.E. School will also coordinate with sending school districts to verify students approved for continuing virtual instruction and those returning for in-person instruction. However, Y.A.L.E. will direct all transportation inquiries regarding the transportation status of specific students from bus companies or drivers to the sending school district for official confirmation.

Enclosures

- Related Services Log
- Y.A.L.E. Online Accounts
- Welcome letter to parents and introduction to online learning
(hard copies and digital version for quick reference to hyperlinks)
- Y.A.L.E. School Computer Loan Program
- Online Learning Professional Development
- Google Instructions for Students/Parents
- Using Google Drive – Staff Instructions

RELATED SERVICES LOG

Student's Name:			Recommendation Code:			Date Counseling Initiated:			Frequency of Sessions:	
Campus: <input type="checkbox"/> CH - Lower <input type="checkbox"/> CH - Upper <input type="checkbox"/> Ellisburg <input type="checkbox"/> Northfield <input type="checkbox"/> Chairville <input type="checkbox"/> Medford Memorial			Counselor:			Date Counseling Terminated:			Duration of Sessions:	
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
P: Student Present A: Student Absent from School N: No School T: Counselor Unavailable S: Student Present but not Available for Counseling										

Y.A.L.E. Online Accounts

The following is a summary of the accounts that will be created for new staff, who creates them, and what the default usernames and passwords are.

Computer (All staff EXCEPT Classroom Assistants and 1:1's)

Who creates/manages accounts: J&A Computers (our IT Company)

Username: XXXXXXXX

Password: Randomly generated. Password will be given to the secretary who will pass along to user

What to do if password forgotten: Check with secretary to see if they still have it, otherwise contact J&A

E-Mail (All Staff)

Site for online access: <https://mail.yaleschoolnj.com> or <https://outlook.office365.com>

Who creates/manages accounts: J&A Computers (our IT Company)

Username: XXXXXXXX

Password: Randomly generated. Password will be given to the secretary who will pass along to user

What to do if password forgotten: Check with secretary to see if they still have it, otherwise contact J&A

Realtime – Student Information System (All Staff EXCEPT Classroom Assistants/1:1's)

Site address: <https://secure.fridayasis.com/yale>

Who creates/manages accounts: Todd Serenbetz

Username: first initial + last name + yale (e.g. jsmithyale). If new users duplicate existing user, I will follow convention of email address

Password: Default is abcd1234. Logging into account for the first time will require users to enter their own password.

What to do if password forgotten: Passwords can be reset by staff members on the home page of the website.

Y.A.L.E. Staff Control Panel – Scheduling Trips/Staff Accident Forms (Teachers, Nurses, Supervisors, Business Office)

Site address: <https://documents.yaleschool.com>

Who creates/manages accounts: Todd Serenbetz

Username: XXXXXXXXXX

Password: Will be emailed to user.

What to do if password forgotten: Passwords can be reset by staff members on the home page of the website.

Google Docs – Document Sharing (All Staff)

Site address: <https://drive.google.com>

Who creates/manages accounts: Todd Serenbetz

Username: XXXXXXXXXX

Password: XXXXXXXXXX

What to do if password forgotten: Passwords can be reset by staff members by emailing Todd Serenbetz

Central Reach – Behavior Data Entry (Teaching Assistants/1:1's)

Site address: <https://centralreach.com>

Who creates/manages accounts: Your BCBA

Username: XXXXXXXXXXXXX

Password: XXXXXXXXXXXXX

What to do if password forgotten: Passwords can be reset by staff members on the home page of the website.

Clever – Single Sign on Site for Academic (Student) Content (e.g. iReady) (Teachers)

Site address: <http://clever.com/in/yaleschool>

Who creates/manages accounts: Todd Serenbetz

Username: XXXXXXXXXX

Password: XXXXXXXXXX

What to do if password forgotten: Passwords can be reset by staff members on the home page of the website.

BrainPop – Site for Academic (Video) Content (Teachers)

Site address: <http://brainpop.com>

Who creates/manages accounts: Todd Serenbetz

Username: XXXXXXXXX

Password: XXXXXXXXX

What to do if password forgotten: This is the username and password that we all share; you cannot reset it

SuperTeacher Worksheets – Site for Academic Content (Teachers)

Site address: <https://superteacherworksheets.com>

Who creates/manages accounts: Todd Serenbetz

Username: XXXXXXXXXX

Password: XXXXXXXXX

What to do if password forgotten: This is the username and password that we all share; you cannot reset it

Dear Parents/Guardian

In preparation for the possibility of at home instruction, YALE has created Educational Google Accounts to enable students to access their school work from home. Teachers will be posting assignments in Google Classroom where students can complete activities, assignments, and assessments. Communication with teachers and Child Study Team members will be maintained throughout home instruction.

We have also created a Google Classroom for students and parents as a remote learning space during school closure. Google Classroom is an online forum to help students and parents access assignments, projects and materials to complete work assigned. Once they have completed assignments, the site enables them to turn in assignments digitally for feedback and grading by their instructors. Google Classroom also provides answers to frequently asked questions, offers video tutorials as well as written directions to help families navigate through online instruction.

Below you will see your child's username and password. You will need this to first sign into their YALE School Google account. See the attached directions for logging onto Google and the Student/Parent Training Classroom.

GOOGLE CLASSROOM (<https://classroom.google.com>)

Username: «GoogleUsername»

Password: «Password»

Additionally, your student has an account on Clever, which is a portal to all of the online subscriptions that Y.A.L.E. School has purchased. We use it for iReady Math, Khan Academy, BrainPop, among other websites. When your child logs into Clever, they will only have to click a button to get into their online subscription (no need to memorize multiple logins and passwords). Please note that not all of our campuses use the same online subscriptions. See guidance from your homeroom teacher as to which subscriptions they will be using.

CLEVER (<https://clever.com/in/yaleschool>)

Username: «StudentId»

Password: «DOB» (include the slashes in password – do not use leading 0's in front of day or month)

Homeroom: «HomeRoom»

Homeroom Teacher: «hrTeacherName»

Please reach out to your child's homeroom teacher with any questions or to request support.

Sincerely,

The Y.A.L.E. School Administrative Team

Y.A.L.E. School Computer Loan Program

Campus: _____

Student's Name:

Supervisor: _____

Homeroom Teacher:

Type of loaner device:

Identification number:

Pickup Arrangement:

Return Arrangement:

I understand that I am responsible for the care of the device listed above and assume responsibility for the repair or replacement cost if the device is lost or damaged:

Parent/Guardian Signature

Supervisor Approval

Program Office Approval

Online Learning Professional Development

Agenda for the day:

- How to sign on to Google
- How to join the Online Instruction Google Classroom
- How to create a class
- Maneuvering through Google Classroom
- Adding Co-teachers (Support Staff, CST Members, and Specials)
- How to add a student into your class (via class code & manual invite)
- Differences between STREAM, CLASSWORK, PEOPLE, and GRADES
- How to change student settings
- How to create an assignment
 - Writing Assignments
 - Reading Assignments
 - Sharing Links
 - Embedding Educational Videos
 - Uploading Editable Documents
- How to create a quiz
 - Using Google Forms
 - Different types of questions
 - Setting a point value for questions
 - Creating an answer key
 - Assigning to students
 - Differentiating Assessments
 - Scorable questions versus teacher scored.

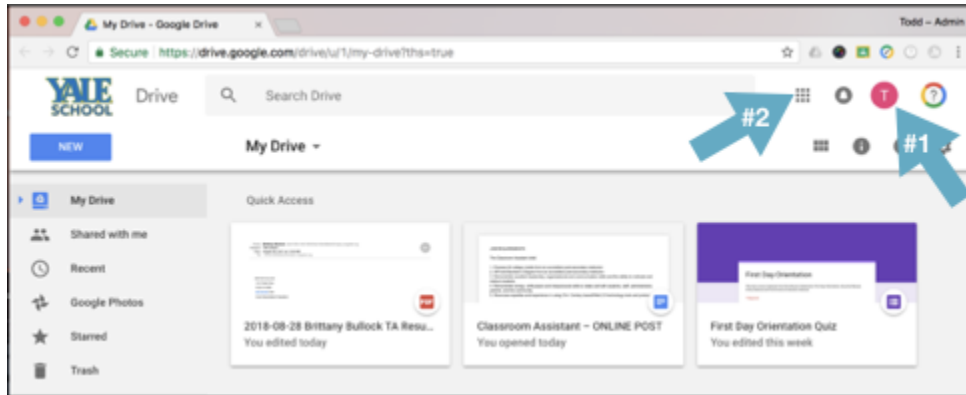
Using Screencastify

- Benefits of using it and possible applications
- Setting up
- Recording (browser, desktop, & Webcam)
- How to edit the video
- How to rename the video
- Adding videos into Google Classroom Assignments.

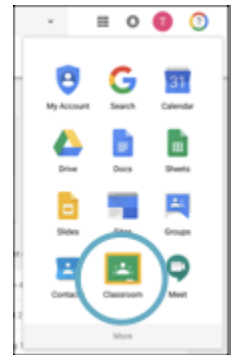
2024-2025 STUDENT/PARENT DIRECTIONS

Log into Google

1. Go to <http://google.com> in your web browser. Log in with the provided email address and password (see username and password ON BLANK). Once you have logged in, you will see a first initial in a circle in the top right of the google web page. See image below. You may be logged into another personal account on your computer. Click the letter and you will see which account is logged in. If this is not you, click "Sign Out." You will then have to log in with your Y.A.L.E. School account.



2. Once you have logged into google, click the telephone buttons in the top right. This is your google app launcher.
3. A window will open up once you click the app launcher button. You will be able to choose from a variety of google apps, such as docs, slides, sheets, etc. You will want to select "Classroom."
4. A new tab will open in your web browser and you will be taken to your google classroom page.



Finding the Training Classroom

Follow these steps to log onto the Student/Parent Training Classroom

At the top of your web page, click the "+" symbol.



1. You have a choice to create a class or join a class. Select join a class
2. You will be asked to enter a code. Enter: XXXXXXXX
3. Once you have joined the class, you will be taken to the class' main page. On the main page, you will find tutorial videos as well as more directions to help you navigate through Google Classroom.

USING GOOGLE DRIVE – STAFF INSTRUCTIONS

A few notes about using Google Drive

1. Everyone in the Y.A.L.E. organization will have an account created for him/her by XXXXXX. You will receive information on your default password which you will be required to change. if you do not have an account set up, please see your secretary who will check with XXXXX.
2. These Google Drive accounts are not set up for email. They are only being used for the purposes of sharing documents.
3. XXXXXXXXXX
4. Many people misidentify Google Drive as Google Docs. Just to be clear, Google Docs is the word processing application (like Microsoft Word) available in Google Drive.
5. When you work on a particular file, your web browser will open that file up in a new tab in your web browser. As you work on multiple documents, each one will be in its own separate tab. Whenever you work on a document, your work is automatically saved. When you want to close a document, you just need to close the tab in your web browser.

Logging In

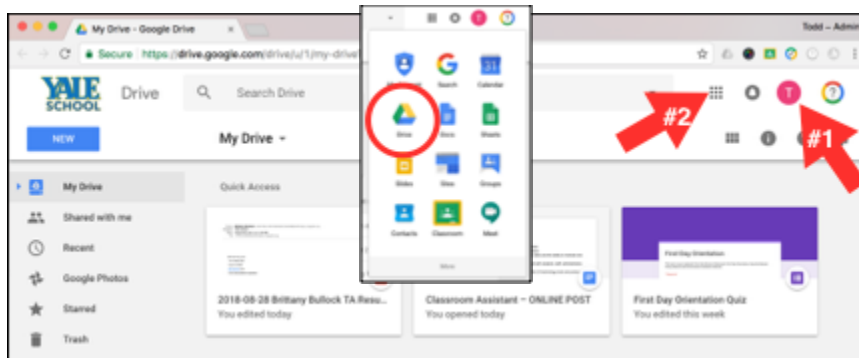
You will receive an account that will be your first initial last name followed by @yaleschool.com. This is your log in. You will be also given a default password which you will be required to change. Your secretary will have access to your login information.

Logging In For the First Time

1. Open up your web browser (any web browser is fine, but I recommend using Google Chrome) and type google.com into the web address bar and then click the “enter” key.
2. Enter in the username XXXXXXXXXX
3. Enter in the default password XXXXXXXX (if this doesn't work, email Todd at tserenbetz@yaleschool.com and ask for your password to be reset).
4. You will be asked to accept a user agreement
5. You will be then prompted to change your password – passwords need to be at least 8 characters in length
6. Go to Step #2 in next paragraph below

If You Have Logged in Before

1. Be aware, that if you have logged into your google account before on your computer, you may still be logged in. If you are logged in, you will see a first initial in a circle in the top right of the google web page. See image below. Click the letter and you will see what account is logged in. If this is not you, click “Sign Out.” You will then have to log in with your Y.A.L.E. School account.
2. Once you have logged into google, click the telephone buttons in the top right. This is your google app launcher.



3. There are many apps available to you. The most common that you will use are Drive, Docs, Sheets, and Slides. Click the Drive icon to go to your Drive home page.

Google Drive Home Page

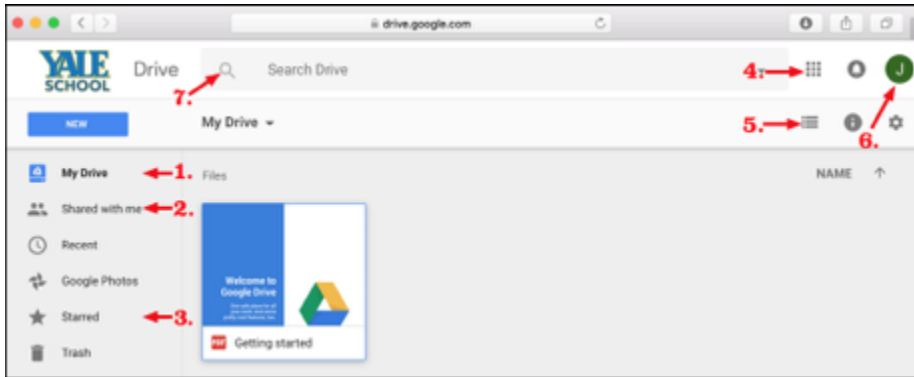
The following graphic shows what you will see after you log into Google Drive. There will only be one document that will appear on this page (until you create more): a “Getting Started PDF.” Take a moment and look through this PDF.

When you create Docs (Word Processing Files), Sheets (Spreadsheets), Slides (Presentations), they will appear on this home page. You can also create folders on this page which will help you organize any of your docs, sheets, slides, etc.

If you navigate through folders and subfolders, but want to get back to your home page, just click on the Y.A.L.E. School logo in the top left of the page OR click the “My Drive” link.

Here are some of the links that you will see in your google drive page:

1. My Drive – This is a link to your main page which will contain files and folders.
2. Shared with me – This link is very important as it is the place where you would go to view files and folders that have been shared with you. If you are not the creator of a document, this is where you would find a folder or a file.



3. Starred – To make it easier to find favorite files or folders, you can add a star to a particular file or folder which will appear when you click the Starred link.
4. Google Apps – This link will open up links to other Google Apps, such as Docs, Sheets, Slides, Forms, etc.
5. This button changes the view of your Drive window from icons to a list.
6. This button will take you to your account settings.
7. You can use the Search button to search for a particular file or folder by name.

File and Folder Management

Creating a New Folder

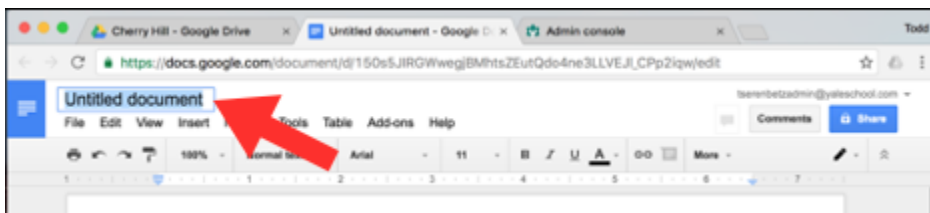
To create a new folder, click the blue “New” button in the top right (underneath the Y.A.L.E. logo) and then click the “New Folder” link. Name the folder and then click the “Create” button.

Creating a New File

To create a new file, click the blue “New” button in the top right (underneath the Y.A.L.E. logo) and then click either Google Docs (Microsoft Word equivalent), Google Sheets (Microsoft Excel equivalent) or Google Slides (Microsoft PowerPoint equivalent).

Once the file is created, you will want to name the file. To do this, click on the title (it will be called “Untitled Document” and then name your file and then click return or enter. As you continue to work on your document, your work will be automatically saved.

Finding Previously Created Files



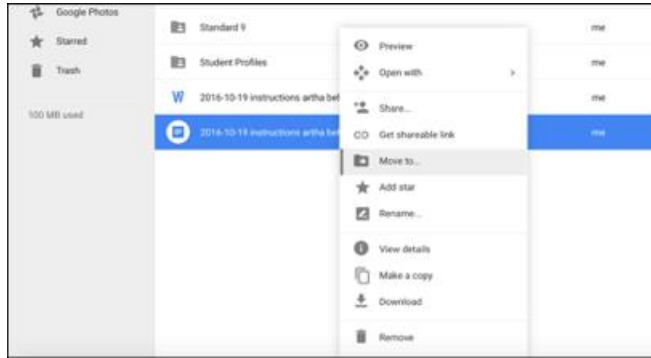
If you need to work on a file you’ve previously created, you will have to find it. If you placed it in a particular folder, you will see the folder on your main drive page. If you didn’t place the file in a folder, you will see it on your main drive page. If you have a lot of documents, you could try to find it using the search toolbar at the top of the page.

Editing a File

If you need to work on a file you’ve previously created, you will have to navigate to the folder where it was and double click it. Once you have double-clicked, it will open up in a new tab in your web browser. As you work on the document, remember that your work will save automatically.

Moving a File or Folder

If you want to move a file into or out of a particular folder, you can do so without opening the document in a new tab. Browse to the location of the file, right click the file and select “Move to...” and then navigate to the folder where you want to move the file.



Sharing a File

If you want to share a file with another staff member at Y.A.L.E. (note: you will not be able to share any documents with anyone who does not have a yaleschool.com google account...), you can right click the document and select “Share...” OR you can open the document and click the blue “Share” button in the top right of the web page. A pop-up window will appear – enter the yaleschool.com address(es) of the person(s) you want to share your document with. You will also have to select what access you want to give the person; the following are the types of permissions (roles) you can give another person:

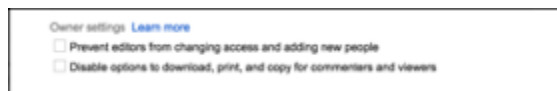
Owner – this will remove you as the owner of the document as there can only be one owner of a document. An owner can share the document with someone else.

Editor – an editor can make changes to a document

Commenter – a commenter can add comments to a document

Viewer – a viewer can just look at the document and print

Advanced Settings – you can open up the advanced settings in the sharing window by clicking Advanced Settings in the bottom of the sharing window. These advanced settings will allow you to prevent an editor of your document from adding additional people that have access to your document and allow you to prevent a viewer or commenter from downloading or printing your document



Once you have shared your document, the person who now has access can find your document in their Shared With Me section (see graphic on p.2 of these instructions).

Importing Microsoft Office Docs

You can upload your existing Microsoft Office Documents (Word docs, Spreadsheets, PowerPoints) into your Google drive and convert them to Google Drive documents or you can just upload them for storage backup.

To upload a document, click the blue New button and then select “File Upload.” You will then navigate to the file you want to upload and then click “Open.”

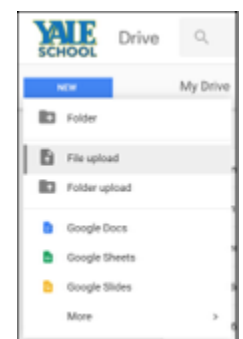
Alternatively, you can also upload a folder. Click the blue “New” button and then select “Folder Upload.”

Cool tip: You can also drag a document from your computer (it could be on your desktop or in an open file window) onto the main Google drive web page and it will import the document automatically.

Converting Microsoft Office Docs to Google Drive Files

When you upload a Microsoft Office document to Google Drive, you can view the document in your web browser by double clicking the document. In the viewer window, you will have the following options:

1. You can print the document by clicking the printer icon
2. You can download the document by clicking the download icon
3. You can Share, Move, Add Star, Rename the document by clicking the icon that is three vertical dots. Your options to Share, Move, etc. will pop up once you click the icon.
4. You can convert the document into a Google Drive document by clicking the button that says “Open with...” (Google automatically determines what type of document you are viewing and selects the corresponding Google drive document format). This will make a copy of your document in Google drive that you will be able to edit. The original document will remain in your Google drive.



Using Templates

We will be putting a lot of common forms and reports

To start a new document using a template, click the “New” button in Google Drive and select the arrow to the right of “Google Docs.” Select “From a Template” Click the “From a Template” option. The template gallery will open up in a new tab. Scroll down to the section labeled “Progress Reports” (click the down arrow to see more) and click on the template you are going to use.

Your new document will now open with that template content.

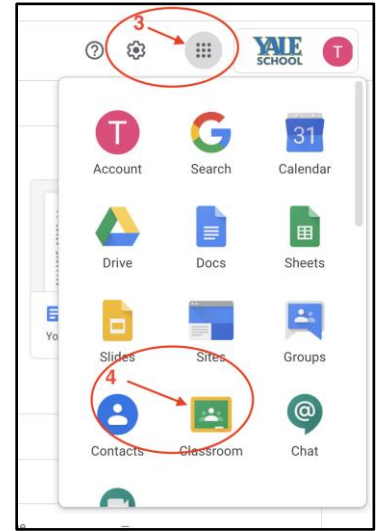
Before you fill out any information in this template, it is recommended that you first save the document by changing the FirstName LastName in the template’s title to the student’s first and last name.

When you are ready to start your next progress report, you can close out your current document (no need to save – Google Drive saves your documents automatically) and then create a new document, select the template from the template gallery, etc.

STAFF GOOGLE CLASSROOM INSTRUCTIONS

Log into Google

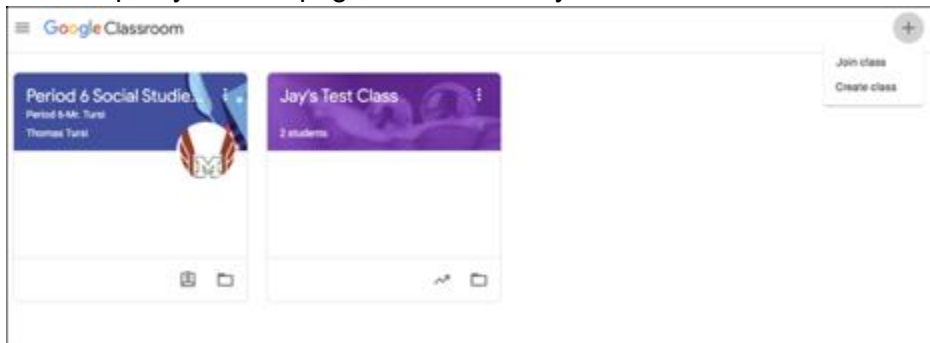
1. Go to <http://google.com> in your web browser. Log in with your email address (e.g. XXXXXX) and your password. If you logged into your Y.A.L.E. Google account last year, your password is one that you created. If you are new to Y.A.L.E. or haven't had an account until now, you should use the default password XXXXXX. Once you have logged in with the default password, you will be prompted to change your password. Passwords need to be at least eight characters in length.
2. Be aware, that if you have logged into your google account before on your computer, you may still be logged in. If you are logged in, you will see a first initial in a circle in the top right of the google web page. See image below. Click the letter and you will see what account is logged in. If this is not you, click "Sign Out." You will then have to log in with your Y.A.L.E. School account.
3. Once you have logged into google, click the telephone buttons in the top right. This is your google app launcher.
4. A window will open up once you click the app launcher button. You will be able to choose from a variety of google apps, such as docs, slides, sheets, etc. You will want to select "Classroom."
5. A new tab will open in your web browser and you will be taken to the google classroom page.



Creating a Class

To create a class in Google Classroom:

1. At the top of your web page, click the "+" symbol.

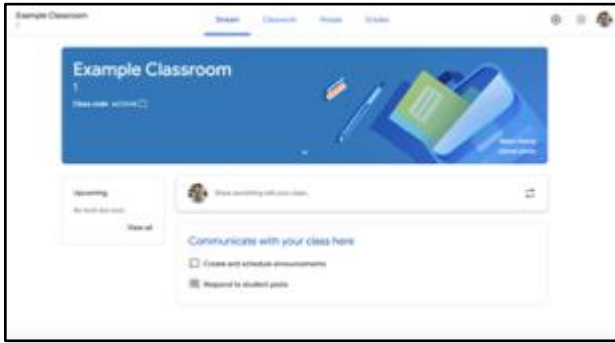


2. You have a choice to create a class or join a class. Select CREATE A CLASS
3. You will be asked some specifics regarding the classroom (NAME, SECTION, SUBJECT, ROOM). Use

your name when creating the classroom. For example: Mr. James Science.

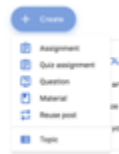
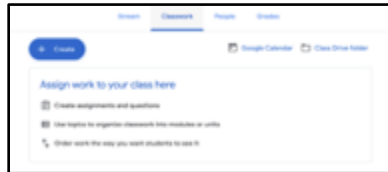


- Once you hit CREATE it will bring you to your home screen for your Google Classroom.



Creating Assignments

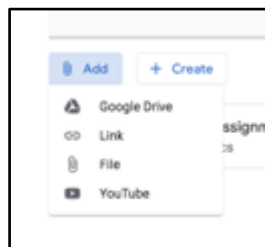
- Click on the tab labeled CLASSWORK. This brings you to assignments.
- Click on CREATE and the type of assignment you want to create.



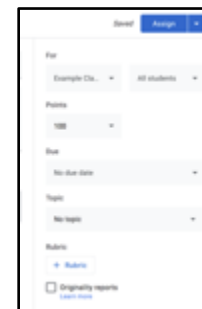
- The next step is to name the assignment, provide instructions, assign to a specific class and students, assign a point value to the assignment, a due date, and even provide a rubric if you want.



- Under the ADD tab, you can attach a Google Document, a quiz, a link, or even a Youtube Video. See further in the instructions for how to assign writing assignments or assessments.

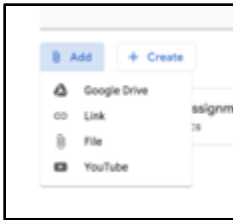


- Select ASSIGN when you are finished.



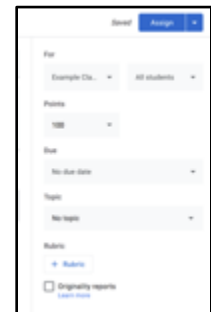
Creating a Writing Assignment

1. Using Google Documents, create your assignment. Provide your directions here and have the students use this document to compose their writing.
2. * You could also use this for students to answer questions. Create a sheet with questions and have them answer in the document.
3. Exit out of the Google Document. Don't worry, it will automatically be saved in your Drive.
4. Go into the CLASSWORK tab and select CREATE AN ASSIGNMENT.
5. Select ADD and select either DRIVE or FILE. Both of these will get you to a tab labeled RECENT. Here



you will find the assignment you just created. Attach that to your assignment.

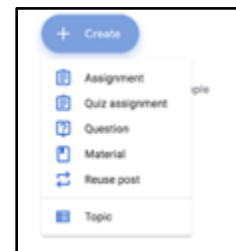
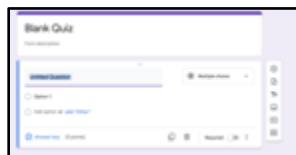
6. Select the tab to the right labeled STUDENT CAN VIEW FILE. With that selected, the student can just read the assignment. If you want them to answer questions or complete a writing assignment you want to change it to MAKE A COPY FOR EACH STUDENT.



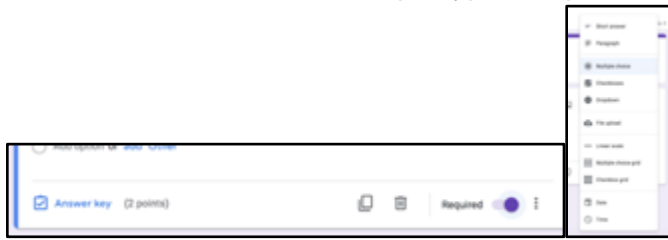
7. Select ASSIGN when you are finished.

Creating an Assessment

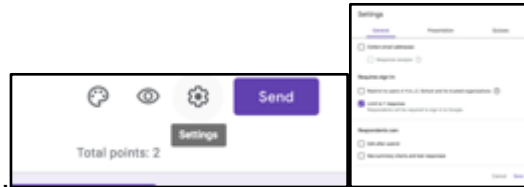
1. Start by selecting CREATE an assignment and select QUIZ. This will create a blank quiz that you can edit by clicking on the icon.
2. When making your assessment you can create a question by hitting the + button.



3. You can decide between multiple types of questions (multiple choice, short answer, etc.).



4. To select the correct answer to the question click on ANSWER KEY. Here you can also select the point



value for the question.

5. In the top right corner there is a SETTINGS icon. Here you can select between a couple tabs. One is GENERAL. Here you should select LIMIT TO 1 RESPONSE. This ensures your students only take the assessment 1 time.
6. Once your quiz is created and all the answers are in the answer key, you can just exit out of the form/quiz. Don't worry, it has been saved.
7. Return to Google Classroom and then assign that quiz to the classes/students and click ASSIGN.

